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Nursing Syllabi Fall 2018

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2018

### 372-02 Families in Transition

Terri Enslein  
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**XAVIER UNIVERSITY**  
**COLLEGE OF PROFESSIONAL SCIENCES**  
**SCHOOL OF NURSING**  
**FALL 2018**

**Course Number and Title:** NURS 372 Section 02 - Families in Transition

**Number of Credits:** 4 semester hours

**Theory/clock hours:** 60 hours

**Pre-requisites:** NURS 230, 231, and 364

**Co-requisites:** NURS 373

**FACULTY:** Sara Rosenthal, RN, MSN, PhD

Terri W. Enslein, RN, MSN

CoursePoint + ID: **6213B7E7**

**OFFICE, OFFICE HOURS,**

**CONTACT INFORMATION:**

Sara Rosenthal

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Office hours: Wednesday 9:30-11:30am and by appointment

**COURSE TIMES:** 1:00 – 2:50pm Monday and Wednesday, Cohen 34

**COURSE DESCRIPTION:**

Focus on facilitating holistic health outcomes for families experiencing transitions. Family transitions, developmental and situational, through the life-cycle are explored. Issues surrounding health-illness transitions in the family are also discussed. Diversity of family life related to ethnicity/culture is emphasized. The role of the holistic nurse as an educator, consultant, facilitator and partner with the client/s is emphasized.

**TABLE 1: COURSE OBJECTIVES**

<b>Course Objective</b>	<b>Related Essential of Baccalaureate Education for Professional Nursing Practice</b>
1. Analyze moral, ethical, social and legal issues which impact families experiencing transitions.	<b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments
2. Incorporate knowledge from the humanities and sciences to critically reflect and discuss appropriate nursing therapeutics for families in transitions.	<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
3. Examine factors related to quality, safety, effectiveness	<b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health

<b>Course Objective</b>	<b>Related Essential of Baccalaureate Education for Professional Nursing Practice</b>
and efficiency in planning and delivering care to families experiencing transitions.	Outcomes
4. Analyze the impact of cultural diversity on families experiencing transitions.	<b>Essential VII:</b> Clinical Prevention and Population Health
5. Discuss communication methods used professionally and therapeutically within the family.	<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
6. Explore family development throughout the life cycle.	<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
7. Discuss the effect of birth, child rearing and aging on the family.	<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Examine the effect of childhood illnesses on the family.	<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

**Required Resources:** Ricci, S.S., Kyle, T., Carman, S. (2017). *Maternity and Pediatric Nursing*, (3<sup>rd</sup> ed.). Philadelphia: LWW.

CoursePoint+ for *Maternity and Pediatric Nursing*, (3<sup>rd</sup> ed.)

**Additional Resources:** Ackley, B. J. & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby Elsevier.

Frandsen, G. & Pennington, S. S. (2014). *Abram's clinical drug therapy: Rationales for nursing practice* (10th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

**Teaching/ Learning Strategies:**

Lecture, reading, discussion, group learning and presentations, adaptive learning, case studies, videos

**Methods of Evaluation: (Any applicable rubrics are located in Canvas)**

Assignments	20%
Tests	20%
Exams	
Midterm	25%
Final	25%
ATI proctored exams with remediation	8%
Practice ATI's and Remediation	2%
Total	100%

**GRADING SCALE:** (you must obtain a C or greater for a passing grade in nursing courses; a C- is **not** a passing grade in nursing courses).

94 – 100	A
90 – 93	A-
87 – 89	B+
84-86	B
80-83	B-
77-79	C+
75-76	C
70-74	C-
67-69	D+
64-66	D
Below 64	F

**Assignments:**

Assignment descriptions and due dates/times are available via Canvas. Written assignments should utilize APA (6<sup>th</sup> edition) standards.

**Late Assignments:**

Late assignments will receive a 10% per day penalty for up to four days; thereafter the assignment will receive a zero and will not be accepted for credit. An assignment is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth.

**Tests and Exams:**

Tests will primarily contain multiple-choice NCLEX-style questions. Tests may also include unfolding case studies or short answer responses (e.g., medication math calculations). Learning outcomes from assigned readings, CoursePoint+ assignments, case studies, and classroom activities will be included in tests and exams. Your attendance at the scheduled time for all tests and exams is expected, and any exceptions must be authorized by the faculty member prior to the time of the exam. Tests will be completed online via Respondus unless otherwise specified. Make-up tests must be completed within 2 school days. Late exams will be at the discretion of the faculty member and may differ in structure from the exam given at the scheduled time.

**Testing Procedure:**

Students should bring their own laptop or device (with Respondus browser installed – will not work with Chromebook) or check out a laptop from the CLC in advance of the test. Students are allowed one blank paper and one writing utensil. Please write your name on your blank paper and hand it in upon finishing the exam. No extraneous materials are allowed at your table or on your person while testing. This includes backpacks, drinks, hats/caps, coats, cell phones, and other items at the discretion of the instructor. All cell phones should be turned off for the duration of the test. Backpacks and personal items should be placed at the front or back of the classroom until testing is finished.

**ATI:**

The maternity/pediatric specialty ATI exams will be administered at designated times during the semester. Students are required to bring ear buds for the exam. Students will be required to complete a remediation based upon achieved score.

More details on the ATI assignments and the associated grading can be found in the ATI policy as well as on Canvas

**Academic Honesty:**

High standards of personal honesty and respect are expected of Xavier University students and future members of the nursing profession. Violations of certain standards of ethical behavior will not be tolerated. These include theft, cheating, copying from other students, plagiarism, and unauthorized assistance in assignments and tests. For a full explanation of the Academic Honesty policy and penalties for violations of the policy, please refer to the [Xavier University Catalog](#).

Review the Professional Conduct and Social Media Policies in the School of Nursing Undergraduate Student Handbook. Persistent tardiness, excessive absences, excessive conversations between classmates, cell phone usage (including texting) and sleeping/dozing during class are examples of unprofessional behaviors and will not be tolerated. Exhibiting unprofessional behavior will result in a student warning or possible expulsion from this course. Certain violations in the use of social media may expose the offender to criminal and civil liability.

**Attendance:**

Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, missed class content is the sole responsibility of the student. Unexcused absence from a previously announced test may incur the penalty of a failure in that particular test.

**Participation:** Active participation is expected and includes:

- Attendance
- Punctuality
- Sharing information and perspectives
- Showing respect to classmates, guests, faculty, and staff
- Preparing for class (i.e., checking Canvas, completing homework and readings)
- Bringing a computer to class

**Topical outline:**

Date	Content	Meds	Tests/Exams
20-Aug  1 Intro to Family-	Family-centered care, contemporary childbirth, primary care and prevention, culturally competent care, ethical issues, Culture and family, religion, alternative medicine, genetics and expression, genetic		M1 Test on own by 8/26

Centered Care CH 1-2, 10	testing and categories of with focus on prenatal testing - ultrasound, amnio, cvs, PUBS, then postnatal testing - nb screen, cultural groups and their specific risks.		
22-Aug  A Foundations of Pediatric Nursing CH 25-29	Growth and development and health promotion for infants, toddlers, preschoolers, school-age, and adolescents.		
27-Aug  A Cont. CH 30-36	Pediatric physical assessment, pain management, special needs children, key pediatric nursing intervention		
29-Aug  B Respiratory, Cardiac, Emergencies CH 40, 41, 51	Bronchiolitis, croup, tonsillitis, allergic rhinitis, asthma, cystic fibrosis;  congenital heart disease.		Module A Quiz
<b>NO CLASS</b>	<b>LABOR DAY - NO CLASS</b>		
5-Sep	Module B Continued: Kawasaki disease, rheumatic fever; respiratory emergencies, SIDS, poisoning, child maltreatment		
10-Sep	Module B Continued		Module B Quiz
12-Sep  C Infections, integumentary,	Infectious process, chain of infection, bacterial, viral, zoonotic, parasitic and helminthic infections; immunizations, Skin infections, atopic dermatitis, acne, burns		

immunology, hematology/  oncology  CH 37, 45, 46, 47			
17-Sep	Module C Continued  Severe combined immunodeficiency, HIV, autoimmune disorders, food allergies, anaphylaxis, latex allergy  Anemia, sickle cell disease, hemophilia, <b>thalassemia</b> , <b>ITP</b> ; leukemia, retinoblastoma, ewing sarcoma, pediatric considerations for chemotherapy and radiation treatment.		
19-Sep  D GI, GU, Metabolic/ Endocrine, Genetics  CH 42, 43, 48, 49	Cleft lip and palate, pyloric stenosis, Hirschsprung's disease, intussusception, infectious GI disorders, GU structural disorders, nephrotic syndrome, HUS, glomerulonephritis, renal failure		Module C quiz.
24-Sep	Module D continued: Diabetes, growth hormone deficiency, precocious puberty, congenital hypothyroidism, chromosomal abnormalities (Trisomy 21, Klinefelter syndrome, Turner Syndrome), inborn errors of metabolism.		
26-Sep			
1-Oct  E Musculoskeletal/	Neural tube defects, club foot, osteogenesis imperfecta, muscular dystrophy, cerebral palsy, fractures, <b>traction</b> ; epilepsy, febrile seizures, hydrocephalus, craniosynostosis, meningitis, encephalitis, HIE/ near-drowning,		Module D Quiz

Neuromuscular, neurologic, sensory, behavior/cognition  CH 44, 38, 39, 50			
3-Oct	Module E continued:  Conjunctivitis, refractive errors, amblyopia, otitis media, vision and hearing impairment, ADHD (touch on), Autism spectrum disorder, cognitive impairment, Tourette syndrome,		
8-Oct	Review		Module E Quiz
10-Oct	<b>MIDTERM</b>		
15-Oct	<b>PEDS ATI</b>		
	<b>SWITCH</b>		
17-Oct  Module 2 – Pregnancy & the Family	fertilization and preembryonic development, implantation, chorion and amnion, germ layers, amniotic fluid, lanugo, vernix, yolk sac, umbilical cord, twins, placenta, fetal circulation, fetal development, factors influencing fetal development,		M2 Test 11/7
22-Oct	maternal physiologic changes during pregnancy by system; weight gain recommendations; categories of pregnancy symptoms - presumptive, probable and positive; rxns to pregnancy. antepartum assessment and assmt of risk factors; care by week; nagele's rule; GP GTPAL; how to monitor pregnancy/fetus - fundal height, quickening, doppler, US, etc.; pelvic measurement; screening and	Folic acid, PNV, Iron	

	diagnostic tests during pregnancy by week		
24-Oct	care of the family; childbearing decisions; careprovider; support; early education; discomforts of pregnancy and interventions; fetal activity monitoring (cardiff/kick counts); self-care; exercise recommendations; sexual activity; avoidance of teratogens and healthy lifestyle; alcohol, tobacco, drug and caffeine use during pregnancy. maternal nutrition and necessary supplements; adolescent care; pp nutrition.	ibuprofen, tylenol	
29-Oct	pregnant teens; AMA moms, kick counts; tv and abd US; nuchal translucency; doppler flow studies; NST, CST and BPP; Amnio; CVS. Pregestational issues; DM, anemia, substance abuse; HIV; cardiac issues and other.		
31-Oct	gestational complications; spontaneous abortion; bleeding; ectopic pregnancy; trophoblastic disease; hyperemesis gravidarum; preeclampsia and eclampsia; HELLP; other HTN disorders; TORCH; GBS; surgery; abuse; Rh and ABO incompatibility.	Methformin, gliburide, insulin, antiretrovirals	

<p>5-Nov Module 3 – Birth &amp; the Family</p>	<p>prep for labor; 5 p's; theories of labor; premonitory signs of labor; true vs. false; stages and phases of labor; cardinal movements of labor; maternal response to labor; fetal response to labor.</p>	<p>methotrexate, reglan, ondansetron, magnesium sulfate, calcium gluconate, nifedipine, labetalol, dilantin, penicillin G, acyclovir, ampicillin, rhogam</p>	
<p>7-Nov</p>	<p>intrapartum care by stage; fetal monitoring. culture and spirituality during labor; nonpharmacologic pain control; intrapartum care by stage; newborn care; precipitous delivery.</p>	<p>pitocin, misoprostol, methergine, hemabate, vitamin K, erythromycin</p>	<p>M3 Test 11/19</p>
<p>12-Nov</p>	<p>pharmacologic pain relief including Narcotics, spinal, epidural, general, pudendal, local, meds, etc., PROM/PPROM; PTL; Placenta previa; placental abruption; cervical insufficiency; multiple gestation; hydramnios and oligohydramnios. tachysystole; hyptonic labor; postterm; fetal malposition and malpresentation; macrosomia; fetal distress; prolapsed cord; amniotic fluid embolus; postpartum hemorrhage; perinatal loss of mom or baby.</p>	<p>stadol, nubain, duramorph, terbutaline, 17P progesterone, indomethacin, magnesium sulfate, calcium gluconate, betamethasone, cervidil, cytotec</p>	

14-Nov	version; amniotomy; cervical ripening; induction; episiotomy; forceps and vacuum; c-section; TOLAC vs VBAC.		
19-Nov Module 4 – The Postpartum Family	postpartum assessment and care. postpartum care; home visits; family; concerns; basic newborn care. PPH causes, treatments and care; hematoma; puerperal infections; UTI's; mastitis; DVT; postpartum blues, depression and psychosis.		M 4/5 Test 12/3
21-Nov	<b>THANKSGIVING BREAK - NO CLASS</b>		
26-Nov Module 5 – The Newborn	NB assessment, nutrition, I & O, ballard, apgar, needs, meconium, RDS, ROP, cold stress, meds, jaundice, immunity, screenings, special considerations	sucrose, erythromycin, vitamin k	
28-Nov	NB cont.		
3-Dec Module 6 – Women's Health	hormones and puberty; A&P genitalia; hormones and roles in reproduction including ovarian and menstrual cycles; male reproductive anatomy. sexuality; menstruation; menstrual conditions; contraception; preconception counseling; health promotion - mammogram, pap, BSE, etc.; menopause and issues; violence/abuse. fibroids; endometriosis; PCOS; TSS; BV; candidiasis; STI (overview on	COC's, depoprovera, Plan B, flagyl, acyclovir, clomid, HRT for menopause, diflucan	M6 material - covered on final - no test

	mplications for pregnancy?); PID; infertility.		
5-Dec	<b>OB ATI</b>		
<b>Monday 12/10 at 2pm</b>	<b>FINAL EXAM</b>		

**Office of Academic Support**

The [Office of Academic Support](#) offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

**Students with Disabilities**

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the [Office of Disability Services](#) at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

**Caveat:**

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

**FACULTY:**

Prof. Enslein earned her ADN at Miami University, BSN at Wright State University, and her MSN from Ball State University. She is currently working toward her Doctor of Education degree at Northern Kentucky University with an expected graduation date of May 2019. Her research areas of interest are promoting nursing students’ clinical judgment/reasoning, nursing informatics, infant mortality and public health nursing, and the lived experience of prelicensure nursing students. She has many years of experience as a registered nurse in the clinical setting in labor and delivery and the NICU in both Ohio and Texas. She has been in the nursing faculty

role since 2012. She received the Case Competition award at the 2017 International Leadership Association annual conference in Brussels for her work in Infant Mortality. She is a member of the Beta Rho Chapter of Sigma Theta Tau International.

Prof. Rosenthal earned her BSN, MSN, and PhD at Johns Hopkins University, in Baltimore, Maryland. Her clinical expertise is in Neonatal Intensive Care Unit (NICU), and her research interests are in family/caregiver decision-making in the NICU, and health disparities.