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Nursing Syllabi Spring 2019

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2019

### 372-01 Families in Transition

Sara Rosenthal  
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**XAVIER UNIVERSITY  
COLLEGE OF PROFESSIONAL SCIENCES  
SCHOOL OF NURSING**

**Spring 2019**

**Course Number and Title:** NURS 372 Section 01 - Families in Transition

**Number of Credits:** 4 semester hours (60 theory hours)

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

**Co-requisites:** NURS 373

**FACULTY:** Megan del Corral RN, MSN, CFNP, CPNP-AC

Sara Rosenthal, RN, MSN, PhD

CoursePoint + ID: **CC2473B8**

**OFFICE, OFFICE HOURS,  
CONTACT INFORMATION:**

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Cohen Center, Room 131B

Email: [delcorralm@xavier.edu](mailto:delcorralm@xavier.edu)

Office hours: 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 and efficiency in planning and delivering care to families experiencing transitions.	<b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health 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)**

**OB**

Assignments	10%
Exams	
Module Tests	10%
Midterm	25%
ATI proctored exam with remediation	4%
Practice ATI and Remediation	1%
<b>Total</b>	<b>50%</b>

**Peds**

Assignments & Weekly Quizzes	10%
Exams	
Exam 1	10%
Final	25%
ATI proctored exams with remediation	4%
Practice ATI's and Remediation	1%
<b>Total</b>	<b>50%</b>

**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.

**OB Topical Outline:**

Module	Date	Content	Meds	Quizzes/Exams
1 Intro to Family-Centered Care CH 1-2, 10	14-Jan	Family-centered care, contemporary childbirth, primary care and prevention, culturally competent care, ethical issues, Culture and family, religion, alternative medicine, genetics and expression, genetic testing and categories of with focus on prenatal testing - ultrasound, amnio, cvs, PUBS, then postnatal testing - nb screen, cultural groups and their specific risks. At the end of class watch a portion of "The Business of Being Born" - understand reasoning and EBP behind why people make other decisions ( <a href="https://www.youtube.com/watch?v=KvljyvU_ZGE">https://www.youtube.com/watch?v=KvljyvU_ZGE</a> ) watch from 4:30 in through 28 min.		M1 test on own by 1/20
2 Pregnancy and the Family CH 11-12, 19-20	16-Jan	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, and then NOVA Video "Life's Greatest Miracle" ( <a href="http://www.pbs.org/wgbh/nova/body/life-greatest-miracle.html">http://www.pbs.org/wgbh/nova/body/life-greatest-miracle.html</a> ) can watch whole thing (53min) or start at minute 22		Mod 2 test 2/6

NO CLASS	21-Jan	NO CLASS MLK		
	23-Jan	maternal physiologic changes during pregnancy by system; weight gain recommendations; categories of pregnancy symptoms - presumptive, probable and positive; rxns to pregnancy. antepartum assessment and asmt 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 diagnostic tests during pregnancy by week	Folic acid, PNV, Iron	
	28-Jan	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	
	30-Jan	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.	Methformin, gliburide, insulin, antiretrovirals	
	4-Feb	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.	methotrexate, reglan, ondansetron, magnesium sulfate, calcium gluconate, nifedipine, labetalol, dilantin, penicillin G, acyclovir, ampicillin, rhogam	
3 Birth and the Family CH 13- 14, 21	6-Feb	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 and video (2 min in length) ( <a href="https://www.youtube.com/watch?v=BLhkmqAZf-k">https://www.youtube.com/watch?v=BLhkmqAZf-k</a> ); maternal response to labor; fetal		Mod 3 test 2/20

		response to labor. If there is time at the end, watch video of vaginal and c-section deliveries.		
	11-Feb	intrapartum care by stage; fetal monitoring. culture and spirituality during labor; nonpharmacologic pain control; intrapartum care by stage; newborn care; precipitous delivery.	pitocin, misoprostol, methergine, hemabate, vitamin K, erythromycin,	
	13-Feb	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. version; amniotomy; cervical ripening; induction; episiotomy; forcps and vacuum; c-section; TOLAC vs VBAC.	stadol, nubain, duramorph, terbutaline, 17P progesterone, indomethacin, magnesium sulfate, calcium gluconate, betamethasone, cervidil, cytotec	
4 The Postpartum Family CH 15-16, 22	18-Feb	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 psychos		Mod 4/5 test 2/27
5 Newborn CH 17-18, 23-24	20-Feb	NB assessment, nutrition, I & O, ballard, apgar, needs, meconium, RDS, ROP, cold stress, meds, jaundice, immunity, screenings,	sucrose, erythromycin, vitamin k	
	25-Feb	NB cont.		
	27-Feb	Mod 4/5 test and review		

6 Womens Health CH 3-9		hormones and puberty; A&P genitalia; hormones and roles in resproduction including ovarian and menstrual cycles. sexuality; menstruation; menstrual conditions; contraception; preconception counseling; health promotion - mammogram, pap, BSE, etc.; menopauseand issues; violence/abuse. fibroids; endometriosis; PCOS; TSS; BV; candidiasis; STI (overview on mplications for pregnancy?); PID; infertility.	COC's, depoprovera, Plan B, flagyl, acyclovir, clomid, HRT for menopause, diflucan	Mod 6 material - covered on midterm - no test
	4-Mar	<b>MIDTERM</b>		
	6-Mar	<b>OB ATI</b>		

### Pediatric Topical Outline:

Module	Date	Content	Meds	Quizzes/Exams
A Foundations of Pediatric Nursing CH 30-36	18-Mar	Atraumatic care of children, health promotion and health supervision, caring for children in the hospital and community settings, key pediatric nursing interventions, pain management in children		
B Infectious Illness, Integumenta ry CH 37, 45	20-Mar	Infectious process, chain of infection, bacterial, viral, zoonotic, parasitic and helminthic infections; immunizations;  Skin infections, atopic dermatitis, acne, burns		
B cont. Respiratory CH 40	25-Mar	Bronchiolitis, croup, tonsillitis, allergic rhinitis, asthma, cystic fibrosis;		

B cont. Cardiac CH 41	27-Mar	congenital heart disease, Kawasaki disease, rheumatic fever		
B cont. GI, GU CH 42,	1-Apr	Cleft lip and palate, pyloric stenosis, Hirschsprung's disease, intussusception, infectious GI disorders,		
B cont. GU CH 43	3-Apr	GU structural disorders, nephrotic syndrome, HUS, glomerulonephritis, renal failure, dialysis		
B cont. Intracranial/ Neurologic, Sensory CH 38, 39	8-Apr	epilepsy, febrile seizures, hydrocephalus, craniosynostosis, meningitis, encephalitis, HIE/ near-drowning, Conjunctivitis, refractive errors, amblyopia, otitis media, vision and hearing impairment		
	10-Apr	MODULE A & B TEST		Module A&B test!
C Cellular Regulation, Hematology/ Oncology , Immunology CH 46, 47	15-Apr	Severe combined immunodeficiency, HIV, autoimmune disorders, food allergies, anaphylaxis, latex allergy Anemia, sickle cell disease, hemophilia, thalassemia, ITP; leukemia, retinoblastoma, ewing sarcoma, pediatric considerations for chemotherapy and radiation treatment.		
C cont. Musculoskel. , Metabolic, Endocrine, CH 44, 48	17-Apr	Neural tube defects, club foot, osteogenesis imperfecta, muscular dystrophy, cerebral palsy, fractures, traction Diabetes, growth hormone deficiency, precocious puberty, congenital hypothyroidism,		
	22-Apr	<b>NO CLASS EASTER BREAK</b>		
C cont. Genetics, Behavior/ cognition,	24-Apr	chromosomal abnormalities (Trisomy 21, Klinefelter syndrome, Turner Syndrome), inborn errors of metabolism  ADHD (touch on), Autism spectrum disorder, cognitive impairment, Tourette syndrome		

Pediatric Emergencies CH 49 50, 51		respiratory emergencies, SIDS, poisoning, child maltreatment		
	29-Apr	Review		
	1-May	<b>PEDS ATI</b>		
<b>FINAL EXAM**</b>	<b>Monday 5/6 at 2</b>	<b>FINAL EXAM**</b>		

**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

***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.

***Office of Disability Services***

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with Cassandra Jones as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated

with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu). to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

**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.