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372-02 Families in Transition

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XAVIER UNIVERSITY
College of Professional Sciences | School of Nursing
Syllabus: Spring 2017

COURSE NUMBER: NURS 372-02
COURSE TITLE: Families in Transition
NUMBER OF CREDITS: 4 semester hours
PREREQUISITES: NURS 230, 231, and 364
COREQUISITES: NURS 373
FACULTY: Betsy A. List, PhD, MPH, RN
 Assistant Professor
OFFICE, OFFICE HOURS, CONTACT INFORMATION: Cohen Center, Room 121
 Office: 513-745-3690
 Email (*preferred*): Listb1@xavier.edu
 Office hours: by appointment
COURSE TIMES: 1:00 – 2:50 pm Monday and Wednesday, Cohen Center 195

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.

COURSE OBJECTIVES

Objective	Related Essential of Baccalaureate Education for Professional Nursing Practice
1. Analyze moral, ethical, social and legal issues which impact families experiencing transitions.	Essential V: 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.	Essential IX: Baccalaureate Generalist Nursing Practice
3. Examine factors related to quality, safety, effectiveness and efficiency in planning and delivering care to families experiencing transitions.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
4. Analyze the impact of cultural diversity on families experiencing transitions.	Essential VII: Clinical Prevention and Population Health
5. Discuss communication methods used professionally and therapeutically within the family.	Essential IX: Baccalaureate Generalist Nursing Practice

Objective	Related Essential of Baccalaureate Education for Professional Nursing Practice
6. Explore family development throughout the life cycle.	Essential IX: Baccalaureate Generalist Nursing Practice
7. Discuss the effect of birth, child rearing and aging on the family.	Essential IX: Baccalaureate Generalist Nursing Practice
8. Examine the effect of childhood illnesses on the family.	Essential IX: Baccalaureate Generalist Nursing Practice

Required Resources: London, M.L., Wieland Ladewig, P.A., Davidson, M.R., Ball, J.W., McGillis Bindler, R.C., Cowen, K.J. (2017). *Maternal & Child Nursing Care* (5th ed.). Boston: Pearson.

MyNursingLab for *Maternal & Child Nursing Care* (5th ed.) COURSE ID: list27896

Evolve Student Access

HESI Case Studies COURSE ID: 10151_xnursing_1001

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, discussion, group work, one-minute papers, directed paraphrasing, role play

Evaluation Methods:

Assignments	15%
Quizzes	15%
Exams	
Midterm	30%
Final	30%
HESI exam	10%
Total	<u>100%</u>

Grading Scale:

- A 94-100
- A- 90-93
- B+ 87-89

- B 84-86
- B- 80-83
- C+ 77-79
- C 75-76
- C- 70-74
- D+ 67-69
- D 64-66
- D- 60-63
- F <60

Assignments:

Reading assignments with associated MyNursingLab (MNL) homework are listed in the course schedule below and full assignment descriptions are available on Canvas. MyNursingLab posttests are due by 11:00am on the date listed.

Case studies will be completed in class, unless otherwise specified. One unfolding case study will be presented orally by groups of students at the end of the semester. See Canvas for group assignments.

Group Oral Presentation Grading Rubric:

Criteria	4	3	2	1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speakers appear	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speakers appear	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speakers appear	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and

	polished and confident.	comfortable.	tentative.	speakers appear uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

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:

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, MyNursingLabs, case studies, and classroom activities will be included. Your attendance at the scheduled time for all tests is expected, and any exceptions must be authorized by the faculty member in advance. Tests and case studies will be completed online unless otherwise specified.

Overall MNL posttest scores will be used for grading Pediatric Nursing modules at midterm and Maternal-Newborn Nursing modules at the end of the semester.

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.

The maternity/pediatric specialty HESI exam will be administered at the end of the semester. Students are required to bring ear buds for the exam.

HESI Exam Rubric:

HESI Score:	Percentage Grade:
900+	100%
850-899	90%
800-849	80%
Below 800	70%

Following the HESI exam students will complete a personalized study guide and submit a study plan for continuing review of NCLEX areas of weakness.

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 (e.g., completing reading and MyNursingLab assignments prior to class)
- Bringing a computer to class

Students with disabilities:

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, 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 as soon as possible as accommodations are not retroactive.

Office of Student Success:

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

COURSE SCHEDULE (Students should check Canvas regularly for any changes)

	<i>Date</i>	<i>Assignment (or activity): title of assignment</i>
Module 1 Introduction to Family-Centered Care	1/9	Read: Chapters 1 and 2
	1/11	MyNursingLab (MNL): <ul style="list-style-type: none"> • Pediatric Nursing Care (7.1) • Laboratory & Diagnostic Tests and Medication Administration (7.2) • Family-Centered Care (7.3)
	1/16	No class (MLK Holiday)
Module 2 Care and Needs of Children: Health Promotion and Maintenance	1/18	Read: Chapters 31 and 32 MNL: <ul style="list-style-type: none"> • Developmentally Appropriate Care (7.4) • Nutrition (7.5) • Failure to Thrive Case Study
	1/23	Read: Chapters 34 and 43 MNL: <ul style="list-style-type: none"> • Communicable Diseases and Immunizations (9.1) • Immunization Case Study
	1/25	Read: Chapters 37 and 42 MNL: Physical Abuse Case Study
	1/30	Read: Chapters 35 and 36 HESI Case Study: Dehydration
Module 3 Care and Needs of Children: Children with Alterations in Health Status	2/1	Read: Chapter 47 MNL: Congenital Heart Disorders (16.2) HESI Case Study: Congenital Heart Disease
	2/6	Read: Chapters 45 and 46 MNL: <ul style="list-style-type: none"> • Disorders of the Eye and Ear (13.7) • Respiratory Disorders (15.1, 15.2, 15.3, 15.4) • Otitis Media Case Study HESI Case Study: RSV
	2/8	Read: Chapters 48 and 49 MNL: <ul style="list-style-type: none"> • Immunodeficiency Disorders, Autoimmune Disorders, Hypersensitivity (9.2) • Anemias (16.7) • Clotting Disorders (16.8) HESI Case Study: Sickle Cell Anemia
	2/13	Read: Chapters 54 and 55

	Date	Assignment (or activity): title of assignment
		MNL: <ul style="list-style-type: none"> • Neurological Structural Defects (13.4) • Cerebral Palsy (13.5) • Cognitive Disorders (14.1, 14.2)
	2/15	Read: Chapter 51 MNL: <ul style="list-style-type: none"> • Alterations in Gastrointestinal Structural and Motility (18.1) • Pyloric Stenosis Case Study HESI Case Study: Cleft Lip and Palate
Module 4 The Newborn	2/20	Read: Chapters 23 and 24 MNL: <ul style="list-style-type: none"> • Physiologic Responses to Birth (4.1) • Nursing Assessment of the Newborn (4.2)
	2/22	Read: Chapter 25 MNL: <ul style="list-style-type: none"> • Care of the Newborn (First 28 Days) (4.3) • Newborn Nutrition (4.4) HESI Case Study: Healthy Newborn
	2/27	Read: Chapters 26 and 27 MNL: Conditions Present at Birth and Birth-Related Stressors (4.5) HESI Case Study: Premature Infant
Midterm	3/1	Midterm Exam
Spring Break	3/6	<i>No class</i>
	3/8	<i>No class</i>
Module 5 Pregnancy and the Family	3/13	Read: Chapters 3, 4 and 7 MNL: <ul style="list-style-type: none"> • Overview of Reproduction (1.2) • Overview of Fertilization & Genetics (1.4) • Placenta, Fetal Circulation, and Organ System Development (1.5)
	3/15	Read: Chapters 8 and 9 MNL: <ul style="list-style-type: none"> • Childbirth Education, Preparation for Parenthood, and Physical/Psychological Changes of Pregnancy (2.1) • Prenatal Nursing Assessment (2.2)
	3/20	Read: Chapters 10 and 11 MNL: <ul style="list-style-type: none"> • Nursing Care of the Expectant Family (2.3) • Maternal Nutrition (2.5) Clinical Reasoning Case Study: First Trimester Discomforts of Pregnancy
	3/22	Read: Chapters 12, 13, 14 MNL: <ul style="list-style-type: none"> • Adolescent Pregnancy (2.4) • Assessment of Fetal Well-Being (2.8) • Gestational Diabetes Case Study
	3/27	Read: Chapter 15 MNL:

	<i>Date</i>	<i>Assignment (or activity): title of assignment</i>
		<ul style="list-style-type: none"> • Complications: Prior to Pregnancy (2.6) • Complications: Due to Pregnancy (2.7) • Hypertensive Disorder Case Study
Module 6 Birth and the Family	3/29	Read: Chapters 16 and 17 MNL: Processes and Stages of Labor and Birth, Intrapartal Nursing Assessment (3.1)
	4/3	Read: Chapters 18 and 19 MNL: <ul style="list-style-type: none"> • Nursing Care of the Family During Childbirth (3.2) • Pain Management in Labor (3.3) Chapter Case Study: Labor Pain Management
	4/5	Read: Chapters 20 and 21 MNL: <ul style="list-style-type: none"> • Complications: Labor-related (3.4) • False vs. True Labor Case Study
	4/10	Read: Chapter 22 MNL: <ul style="list-style-type: none"> • Birth-related Procedures (3.5) • Vacuum-Assisted Birth Case Study
Module 7 The Postpartum Family	4/12	Read: Chapter 28 and 29 MNL: <ul style="list-style-type: none"> • Postpartal Adaptation and Nursing Assessment (5.1) • Nursing Care of the Postpartal Family (5.2) • Vaginal Delivery Case Study
	4/17	<i>No class (Easter Break)</i>
	4/19	Read: Chapter 30 MNL: <ul style="list-style-type: none"> • Postpartum Complications (5.3) • Postpartum Depression Case Study
HESI	4/24	HESI Exam Note location for the exam: CLC 207
Module 8 Women's Health	4/26	Read: Chapters 5 and 6 MNL: <ul style="list-style-type: none"> • Common Health Issues (6.1) • Gynecological Problems: Infections (6.2) • Gynecological Surgery (6.3) Group Oral Case Presentations: Uretero What? A Systems-Level View of a Pregnancy with Complications
Final	5/1	Final Exam (2:00-3:50pm) HESI Remediation assignment due

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.