Nursing Care of Women, Children, and Families

NUR 4467

Fall 2017

Beginning Date: Semester Start Date
Pre-requisites: NUR 3026, NUR 3026L 4467L
Co-requisites:
Credit Hours: 4

End Date: Semester End Date
Class Location: MDN XXXX

Faculty Contact Information:

Faculty Name: Click here to enter text.
Office Location: Click here to enter text.
Office Hours: [Include both virtual and face-to-face office hours. Indicate if by appointment or walk-in.]
Virtual Office: Provide link to virtual office if applicable.
Phone: Click here to enter text.
Fax: Click here to enter text.
Email Address: Click here to enter text.
T.A. Name: Click here to enter text.
T.A. Email: Click here to enter text.
Preferred Method of Contact:
Reply Guidelines: Indicate when students can expect a reply from the instructor. Suggest Monday thru Friday (24 hours).
Technical Problems: For technical assistance, i.e. accessing course, course materials, links, video presentations, documents, assignment submission, email:
Other: Click here to enter text.

Course Description/Objectives:

Course Description: Students will learn about the care of the family during the childbearing, parenting, and child developmental phases. The nursing care of the childbearing family will be explored within the social, cultural and community context.

Objectives: Throughout this course, we will:

1. Integrate key theoretical and evidence based concepts of health promotion, disease prevention, and health restoration in the nursing care for childbearing women, children, and families.
2. Apply nursing diagnoses and assessment techniques for childbearing women and children from birth to adolescence.
3. Examine evidence-based treatment strategies commonly used for the management of health care needs of childbearing women and children from birth to adolescence.
4. Identify therapeutic nursing interventions for women, children, and their families that include anticipatory guidance and education based on growth and development, family dynamics, and community resources.
5. Assess culturally competent and therapeutic nursing interventions for children,
University of South Florida
College of Nursing
Syllabus

childbearing women, and families.
6. Analyze health care policies and legal/ethical healthcare issues that impact children, childbearing women, and families.

Student Learning Outcomes:

Students will demonstrate the ability to:
1. Distinguish between normal and abnormal findings in the perinatal, newborn and childhood developmental periods.
2. Apply concepts of evidence based practice in planning, collaboration, and providing nursing care to women in the perinatal period, children during illness, and the family.
3. Integrate pharmacological principles while administering medication to childbearing women and children.
4. Describe the impact of health disparities regarding access to health care for women, children, and families from diverse cultural backgrounds.
5. Identify community based resources and family centered education strategies for the children, childbearing women and families.

Topical Outline:

A. Care of the childbearing family in the acute care setting:
   1. labor and birth
   2. care of the child overview/ newborn and pediatric assessment
   3. postpartum and newborn care
   4. care of the child in the acute care setting.

B. Child growth and development:
   1. identify underlying principles and the components of growth and developmental stages
   2. apply a developmental approach to the assessment and nursing care to the child across care.

C. Care of the childbearing family in the community setting:
   1. the child in the community with immunologic and infectious conditions,
   2. starting the prenatal journey
   3. the child in the community with psychological disorders/cognitive conditions/ abuse/ musculoskeletal disorders
   4. continuing the prenatal journey
   5. the child with neurological/sensory conditions.

D. Female/family reproductive health:
   1. describe the functions of the male and female reproductive
   2. discuss components of reproductive health and fertility
   3. outline health promotion and disease prevention strategies across the life span.

E. Care of the childbearing family at risk:
   1. the child with respiratory conditions
   2. complications during pregnancy
   3. child with gastrointestinal and genitourinary conditions
   4. complications during labor and birth
   5. the child with endocrine/ metabolic conditions
   6. postpartum complications and care of the newborn at risk
F. Applying family theory:
   1. describe traditional family and community care
   2. identify societal factors that impact family health
   3. identify strategies for optimal home/community transition for the family.

G. Caring for the family with childhood illness:
   1. the child with cardiovascular conditions
   2. the child with integumentary conditions and burns
   3. the child with hematologic conditions
   4. the child with cancer

H. Course review and NCLEX preparation:
   1. describe societal/cultural factors that can impact traditional and contemporary family care across settings
   2. identify strategies for optimal family health care across settings
   3. integrate knowledge and skills in caring for the childbearing family in wellness, illness and transition across healthcare and community settings

**Delivery / Materials**

**Delivery Format:** Live in-class lecture

**Required Materials:**

**American Technology Institute (ATI) Nursing Education Program**

As part of our pre-licensure nursing program, the College of Nursing has incorporated ATI Nursing Education (ATI). ATI includes a series of learning modules, practice exams, and end-of-course exams. ATI Pulse Predictor is designed to evaluate mastery of content, enables real-time view of content weaknesses to provide focused remediation, and prepares the student for successful passage of the NCLEX-RN exam. In addition, ATI will be the source for skills videos, Real Life RN Case Studies, and supplemental resources for key nursing content. Students enrolled in their final Preceptorship course will attend the ATI Live Class. Like textbooks, costs for ATI are the responsibility of the student.

*Following the exam, the focused remediation will be essential regardless of the range you achieve in order to continue your success in the program.*

**Recommended Materials:**
Additional resources will be provided by faculty.

**Grading Criteria**

**Grading System:** Assigned course grade will be based on weighted totals as described below.
University of South Florida  
College of Nursing  
Syllabus

<table>
<thead>
<tr>
<th>Types of assessments:</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Assessments</td>
<td></td>
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<tr>
<td>Quizzes (2)</td>
<td>5 %</td>
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<tr>
<td>Exams (4)</td>
<td>75%</td>
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<tr>
<td>In-Class Activities/ I-Clicker</td>
<td>5%</td>
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<tr>
<td>Presentations (2)</td>
<td>5%</td>
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<tr>
<td>Baby Book</td>
<td>5%</td>
</tr>
<tr>
<td>Screening Tables (2)</td>
<td>5%</td>
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Instructor Guidelines

Academic Integrity: The USF College of Nursing expects students to maintain academic honesty in all courses. By virtue of being registered in a nursing course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).

http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf

College of Nursing Grading Standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>D</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<tr>
<td>E</td>
<td>60-63</td>
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<td>F</td>
<td>Below 60</td>
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Grading Guidelines: Rounding for end of course grades: Standard rounding rules apply only to the tenth decimal – if your total score, for example, is a 93.5, you would earn the grade equivalent of a 94%. If your total score is a 93.4, you would earn the grade equivalent of a 93%. There is no extra credit. Please do not contact the faculty to request consideration for exceptions to the rounding rules. See student expectations as noted below.

Make-up Guidelines: Exam Policy: Missing scheduled exams is strongly discouraged. All make-up exams will be administered at a time to be determined by the faculty. There will be no exceptions. Make-up exams may differ from the original exam at faculty discretion. Exams will start promptly at the scheduled time. Students will not be given additional time to complete exams if arriving late.

Late Assignments/Incorrect Method of Submission: See student expectations as noted below

‘Incomplete’ Guidelines: Incomplete (I) Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control.

This applies to all gradable courses, including pass/fail (S/U).
Students may only be eligible for an “I” when:

- majority of the student’s work for a course has been completed before the end of the semester
- the work that has been completed must be qualitatively satisfactory
- the student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week.

Withdrawal Guidelines:
Withdrawal Policy (approved by CON Faculty Council 12/15/06; revised 1/19/07): Withdrawals are limited to 1 per course, with a limit of 2 per undergraduate or graduate program. Withdrawals are defined as officially withdrawing from any class after the Drop/Add period and before the final Withdrawal date as outlined in the Academic Calendar. Any student withdrawing in excess of stated policy may be dismissed from the College of Nursing unless the College of Nursing has pre-approved a documented Medical and/or Emergency situation.


Schedule Change Guidelines:
Changes to the course schedule or content will be posted as an announcement in the course via Canvas and communicated by email.

Student Expectations:
Preparation: Success is dependent on understanding the core concepts and their application of the fundamental concepts of professional nursing practice. Reading for understanding is expected. All course materials are designed to be synergistic.

Professionalism/Accountability: Students are expected to conduct all interactions with each other, faculty and staff in a professional manner and participate actively in class.

Attendance: Students are required to attend all scheduled classes, laboratory preparations and clinical experiences. Students are expected to complete all assignments and readings, and to come to class prepared. It is the student responsibility to obtain notes and handouts from fellow classmates when a class session is missed. A minimum of 3-4 hours of preparation for each credit hour of class is expected. However, the specific number of hours of class preparation will vary with each student depending upon each person’s reading and comprehension abilities. Students are expected to attend and participate in all scheduled classroom sessions.

Attendance may be taken at any time at the discretion of the faculty member.

Exam Policy: Missing scheduled exams is strongly discouraged. All make-up exams will be administered at a time to be determined by the faculty. There will be no exceptions. Make-up exams may differ from the original exam at faculty discretion. Exams will start promptly at the scheduled time. Students will not be given additional time to complete exams if arriving late.

What to Expect of the Instructor:
**Teaching Philosophy** Nursing is both an art and a science. Nursing science is advanced through the scholarly endeavors of all nurses. The evidence based framework of nursing care is enriched by the art of caring. This same framework personifies the philosophy of nursing for the faculty at the USF College of Nursing.

Permission to use Lecture(s):
The sale of course materials in NOT permitted. Lectures may NOT be video recorded. Audio recording for personal use only. Any distribution of audio recording will constitute academic dishonesty and could result in dismissal from the course or program.
# Institutional Guidelines:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>USF Undergraduate Catalog:</td>
<td><a href="http://www.ugs.usf.edu/catalog/?catyr=1516&amp;category=toc">http://www.ugs.usf.edu/catalog/?catyr=1516&amp;category=toc</a></td>
</tr>
<tr>
<td>Academic Dishonesty/Plagiarism:</td>
<td>Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at: <a href="http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf">http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at: Undergraduate: <a href="http://www.ugs.usf.edu/pdf/cat1415/08ACADEMICPOL.pdf">http://www.ugs.usf.edu/pdf/cat1415/08ACADEMICPOL.pdf</a></td>
</tr>
<tr>
<td>The University of South Florida has an account with an automated plagiarism detection service (<em>Turnitin</em>) which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students’ assignments to <em>Turnitin</em>, or 3) request students to submit their assignments to <em>Turnitin</em> through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information about Plagiarism visit:</td>
<td>Plagiarism tutorial: <a href="http://www.lib.usf.edu/guides/avoiding-plagiarism/">http://www.lib.usf.edu/guides/avoiding-plagiarism/</a></td>
</tr>
<tr>
<td>Special Accommodation:</td>
<td>Visit the Students with Disabilities Services (SDS) website at: <a href="http://www.sds.usf.edu/index.htm">http://www.sds.usf.edu/index.htm</a></td>
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Holidays and Religious Observances: Students who anticipate the necessity of missing any exam due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second class meeting.


Resources for Students

The Center for Victim Advocacy and Violence Prevention: The Center for Victim Advocacy and Violence Prevention at USF is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on the Tampa campus are the Counseling Center and Student Health Services. These confidential resources can help you without having to report your situation to either OSSR or DIEO, unless you request that they make a report. The centers can be reached at:

Center for Victim Advocacy and Violence Prevention
(813) 974-5757
http://www.sa.usf.edu/ADVOCACY

Counseling Center
(813) 974-2831
http://www.usf.edu/student-affairs/counseling-center/

Student Health Services
(813) 974-2331
http://www.usf.edu/student-affairs/student-health-services/

Library Resources:
USF Library Resources and Services: http://www.lib.usf.edu/
Shimberg Health Sciences Library: http://library.hsc.usf.edu/
Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/tutorials.html or http://guides.lib.usf.edu/instructional_links

Citing Sources (APA 6th Edition) Guides and Examples:
USF Tampa Library APA citation references: http://www.lib.usf.edu/citing-sources/apa/
The Owl at Purdue APA guidelines: http://owl.english.purdue.edu/owl/section/2/10/
Sample paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Writing Resources and APA 6th Edition References:
The Writing Center: http://www.lib.usf.edu/writing/ **Writing assistance is available in person on the USF Tampa campus or by telephone appointments.
Proctorio

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third party privacy rights and accept all responsibility and liability for violations of any third party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ.