Academic Unit: School of Nursing
Course Prefix: NUR 335
Course Title: Nursing Care of Childbearing and Childrearing Families
Term Offered: Spring
Credit Hours/Clock Hours: 4 credits/60 clock Hours
Course Prerequisite: NUR 334, NUR 334L & NUR 390W
Co-requisites: NUR 339, NUR 441, NUR 450C, NUR 408
Mode of Instruction: In-person

Catalog Description
This course examines transitions of individuals and families across the life span, emphasizing childbearing processes, childhood experiences, and the effects of illness on childbearing women and children. Letter grade only.

Course Purpose
Developmental and Health-Illness Transitions of Child-bearing and Child rearing Families focuses on caring for the vulnerable populations of childbearing women and families with children. This required final semester accelerated course incorporates clinical practice, prevention, and integrates critical reasoning and knowledge to provide safe, patient centered care. This course introduces the baccalaureate student to women’s reproduction health, women’s health promotion, normal and high-risk pregnancies, child growth and development and several childhood disease processes. This course, builds upon the knowledge from previous semesters. This course will prepare the student for future nursing practice and care of women and children.
Course Learning Outcomes
Upon completion of the course, the successful student:

Clinical Practice and Prevention:
• Applies principles of primary, secondary, and tertiary prevention for families across the lifespan.
• Examines theoretical and research based nursing practice to provide safe, effective, and developmentally appropriate nursing care for families across the lifespan.

Communication:
• Incorporates effective communication into professional nursing practice.

Critical Reasoning:
• Integrates nursing knowledge, developmental theory, evidence-based practice and facility policies to plan appropriate nursing care of childbearing and childrearing families.
• Analyses essential nursing roles relevant to care coordination and case management.

Leadership:
• Examines effective inter and intraprofessional collaboration in the management of nursing care of childbearing and childrearing families.

Professionalism and Professional Values:
• Incorporates ethical and legal principles and professional standards, including genomic-related information and technologies, into the nursing care of childbearing and childrearing families.
• Demonstrates research based knowledge to provide holistic care to patients of diverse backgrounds and needs.

Global Health
• Promotes safety and quality of health outcomes for diverse childbearing and childrearing populations, incorporating principles of advocacy, leadership, and collaboration.

Course Structure/Approach
This course is learner centered. The Arizona Board of Regents (ABOR) is committed to providing quality education and programs at Arizona’s public universities. This commitment includes placing the student and the learning process at the center of education. The NAU - ABOR link for the definition of Learner Centered Education is as follows: http://www.azregents.edu/specialprogramsandinitiatives/default.aspx

NUR 335 will utilize a variety of approaches to meet the course objectives. These instructional methods may include but are not limited to the following: lecture, audio-visual material, guided discussion, group work, demonstration and return demonstration, laboratory experiences, role playing, simulations, self-evaluation, computer programs, and decision making exercises, written tests and quizzes, and written assignments. While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives.

Textbook and Required Materials

Supplemental Readings/Electronic Reserve
Additional readings will be placed in the Blackboard Learn course electronic-reserves file.
**Required Tools:** stethoscope, penlight, pen (black ink), watch with a second hand, NAU SON Name Badge (first and last name), NAU SON Uniform

**Course Outline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Concept</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>1/18 Orientation to Didactic and Clinical</td>
<td>Pediatric Growth and Development</td>
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<tr>
<td>1/17/2012</td>
<td><strong>Module 1</strong> Theme: Homeostasis and Regulation</td>
<td>Pediatric Screening for Risk</td>
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<td></td>
<td>1/19 or 1/20 Orientation</td>
<td>Preparing Children and Family for Procedures</td>
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<td></td>
<td><strong>Module 2</strong> Theme: Sexual/ Reproductive</td>
<td>Pediatric Medication Administration</td>
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<td><strong>Week 2:</strong></td>
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<tr>
<td>1/24/2012</td>
<td><strong>Module 2</strong> Theme: Oxygenation and Hemostasis</td>
<td>Women’s Health and Obstetrics: Sexual Health, Reproduction, Pregnancy, Perfusion, Fatigue and Pain</td>
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<td></td>
<td><strong>Module 2</strong> Theme: Comfort</td>
<td>Family Nursing Assessment</td>
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<tr>
<td><strong>Week 3:</strong></td>
<td><strong>Module 2 con’t</strong></td>
<td>Women’s Health and Obstetrics: Sexual Health, Reproduction, Pregnancy, Perfusion, Fatigue and Pain</td>
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<tr>
<td>1/31/2012</td>
<td><strong>Module 2 con’t</strong></td>
<td>Family Nursing Assessment</td>
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<td><strong>Week 4:</strong></td>
<td><strong>Module 3</strong> Theme: Homeostasis and Regulation</td>
<td>Obstetrics: Glucose Regulation, Clotting, Nutritional Requirements of Pregnancy and Lactation, Breastfeeding, Emotions</td>
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<td>*Exam #1 2/7/2012</td>
<td><strong>Module 3</strong> Theme: Homeostasis and Regulation</td>
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<td><strong>Week 5:</strong></td>
<td><strong>Module 4</strong> Theme: Homeostasis and Regulation</td>
<td>Fluid and Electrolyte Balance, Acid Base, Cellular Regulation, Intracranial Regulation, Glucose Regulation</td>
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<td>2/14/2012</td>
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<tr>
<td><strong>Week 6:</strong></td>
<td><strong>Module 5</strong> Theme: Oxygenation and Hemostasis</td>
<td>Pediatrics: Perfusion, Oxygenation, Clotting</td>
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<td>2/21/2012</td>
<td></td>
<td>Family Nursing Care</td>
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<tr>
<td><strong>Week 7:</strong></td>
<td><strong>Module 6</strong> Theme: Protection and Movement</td>
<td>Infection, Inflammation, Immunity, Tissue Integrity</td>
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<td>*Exam #2 2/28/2012</td>
<td><strong>Module 6</strong> Theme: Protection and Movement</td>
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<tr>
<td><strong>Week 8:</strong></td>
<td><strong>Module 7</strong> Theme: Protection and Movement</td>
<td>Mobility, Sensory Perceptual, Trauma</td>
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<td>3/6/2012</td>
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<tr>
<td>*3/7 Family Presentations</td>
<td><strong>Module 7</strong> Theme: Protection and Movement</td>
<td>Pediatrics: Nutrition, Elimination,</td>
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<td><strong>Week 9:</strong></td>
<td><strong>Module 6</strong> Theme: Homeostasis and Regulation</td>
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<td><strong>Week 10:</strong></td>
<td><strong>Module 8</strong> Theme: Cognition</td>
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<td>3/20/2012</td>
<td><strong>Module 8</strong> Theme: Emotions and Coping</td>
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<td>*Kaplan Exam</td>
<td><strong>Module 8</strong> Theme: Maladaptive Behavior</td>
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<td>3/22 or 3/23</td>
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Assessment of Learning Outcomes:
In order to pass NUR 335, the student must achieve the following:
1. An overall course grade of 78% or higher.
2. A combined average of 78% on all exams and quizzes, except the Kaplan exam; students who do not achieve a 78% exam average will receive an F for the course.

Upon completion of all course requirements, the student may calculate the final grade as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations and Final Exam</td>
<td>175 points (exam 1 &amp; 2 = 50; final exam = 75)</td>
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<tr>
<td>Assignments, Accountability &amp; Participation</td>
<td>45 points (5 points each week)</td>
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<td>(2 point didactic, 3 points weekly participation in assignments and/or assessments)</td>
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<tr>
<td>Kaplan Exam (TBA)</td>
<td>11 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>231 points</strong></td>
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Grading System:
A = 100 % to 93% of Points  
B = 92% to 84% of Points  
C = 83% to 78% of Points  
F = Less than 78%

COURSE POLICIES:
Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU Nursing Student Handbook. You are also responsible for review and adherence to the professional standards and rules of the Arizona Nurse Practice Act and Board of Nursing, and the American Nurses’ Association Code of Ethics. For full handbook descriptions, visit these websites:


Restests/Makeup tests:
Exams will be given only on the date and time scheduled. Make-up examinations will be provided only in extraordinary circumstances. Students who are absent from an examination for any reason must call the course coordinator at least 24 hours prior to the examination. Students who do not call before an examination will receive a zero for that examination and will not be eligible to take a make-up examination except for extreme circumstances. Any make-up
exam must be completed within two business days of the original exam date or at the discretion of the course coordinator; the final exam must be completed within two business days or by the last day of final exams, whichever comes first or students may receive a zero on the exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.

**Attendance Policy**
Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance is considered to be essential to the learning process, as the faculty believes that active participation and engagement facilitate learning. As you will be responsible for the content in the lectures, it is to your advantage to attend classes.

**Withdrawal Policy**
If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

**Plagiarism/Academic Integrity**
All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one’s own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text……The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If an authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, the author should acknowledge the source; this includes personal communications (APA Publication Manual, 2010, p 15-16).

**CLASSROOM MANAGEMENT STATEMENT**
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the
responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussion the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.

Confidentiality Statement
Students must maintain client confidentiality at all times. No discussion regarding clients is acceptable outside the classroom or clinical setting. In clinical conferences and in the classroom references to actual client experiences, do not refer to the patient by name.

See the current NAU School of Nursing Student Handbook for additional information: http://jan.ucc.nau.edu/~nurse-p/docs/BSN_Handbook.pdf

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS
HTTP://WWW2.NAU.EDU/ACADEMICADMIN/UCCPOLICY/PLCYSTMT.HTML

SAFE ENVIRONMENT POLICY
NAU’s Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.
You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD
Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department’s administrative office and each college dean’s office or on their website: http://www.research.nau.edu/compliance/irb/index.aspx. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU’s administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU’s Student Handbook http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf

**ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

**SENSITIVE COURSE MATERIALS**

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”