**Academic Unit:** School of Nursing

**Course Prefix:** NUR 411

**Course Title:** Developmental and Health-Illness Transitions of Childbearing and Childrearing Families

**Term Offered:** Fall and Spring

**Credit Hours/Clock Hours:** 4 credits / 60 clock hours

**Course Prerequisites:** NUR 225, NUR 225L, NUR 345, NUR 345L, NUR 347, NUR 347L, NUR 349, NUR 349L

**Co-requisites:** NUR 411L, NUR 440, NUR 415

**Mode of Instruction:** Face-to-face

**Instructor Name:**

**Instructor Contact Information:**

**Instructor Availability:**

**Course Description:** Focuses on nursing care for child-bearing and child-rearing families experiencing developmental, health, and illness transitions.

**Catalogue Description:** Focuses on nursing care for obstetric and pediatric patients.

**Course Purpose:** NUR 411 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 fourth semester required 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.
Student 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.
- Analyzes essential nursing roles relevant to care coordination and case management.

Leadership
- Examines effective inter-and intra-professional collaboration in the management of nursing care of childbearing and childrearing families.

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

Global Health
- Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration.
- Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.
- Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.

Assignments/Assessments of Course Student Learning Outcomes

- This course examines expected developmental transitions of individuals and families across the lifespan, emphasizing childbearing processes, normal childhood experiences, and the effects of illness on childbearing women and children. Developmental transitions are examined such as expected milestones and anticipatory guidance, pregnancy, childhood, and the effects of selected illness processes that commonly affect childbearing women and children.
- Multimedia course materials are assigned for classroom discussions, case studies, presentations and quizzes to include NCLEX preparation. Theoretical content is applied and developed in the co-requisite Lab course in various clinical settings to provide care for childbearing and childrearing families.
• Performance measures include exams, group presentations on evidence based maternity or pediatric care in global populations. Open book quizzes developed from the text and the Kaplan National Standardized exams are the total grade.

**Grading System:**
A= 93% 100% of Points  
B= 84% to 92% of Points  
C= 78% to 83% of Points  
F= Below 78%

**Exams:**
OB #1-50 points (10% of grade)  
OB #2-75 points (15% of grade)  
PEDS #1-50 points (10% of grade)  
PEDS #2-75 points (15% of grade)  
Comprehensive Final 100 points (20% of grade)

**Case Studies**- 6 at 10 points each (60 points)

**Kaplan Focused Review Exams** – 30 points (15 points for OB exam and 15 points for PEDS) must score at least a 78% with 30 minutes of remediation for each exam.

**Global Health Presentation** 30 points

**Kaplan National Assessment Exam**-25 points (5% of your grade)  
Mastery Score of 74% must be achieved to receive points

**Kaplan Critical Thinking Assessment**-5 points

Final grades will be rounded to the next higher number for 0.5. For example, a score of 82.5 will be rounded to 83. Please note: quizzes, exams, & presentations will not be rounded.  
An average of 78% or higher on exams, except the Kaplan, is required to pass the course.

**Readings and Materials:**

**Required Textbooks:**
ISBN: 978-0-13-416722-0

**Recommended:**
• OB/GYN Peds Notes: Nurses Clinical Pocket Guide ISBN: 978-0-8036-2332-3  
• Nursing Drug reference handbook or med notes as indicated by lecture  
**ISBN10:** 0323071503 **ISBN13:** 9780323071505
Course Outline

MATERNITY

Module 1 (Topics, Text Chapters)
Course Introduction

I Introduction to Family Centered Care
Contemporary Maternal, Newborn, and Child Health Nursing, Chapter 1
Culture and the Family, Chapter 2
Genetic and Genomic Influences in Maternal, Newborn, and Child Health, Chapter 3
Reproductive Anatomy and Physiology, Chapter 4
Women’s Health Chapters 5, 6

Module 2 (Topics, Text Chapters)
Pregnancy and the Family
Conception and Fetal Development, Chapter 7
Physical and Psychologic Changes of Pregnancy, Chapter 8
Antepartum Nursing Assessment, Chapter 9
The Expectant Family: Needs and Care, Chapter 10
Maternal Nutrition, Chapter 11
Pregnancy in Selected Populations, Chapter 12
Assessment of Fetal Wellbeing, Chapter 13
Pregnancy at Risk, Chapters 14, 15
Processes and Stages of Labor and Birth, Chapter 16

Module 3 (Topics, Text Chapters)
Birth and the Family
Intrapartum Nursing Assessment, Chapters 17
The Family in Childbirth, Chapter 18
Pharmacologic Pain Management, Chapter 19
Childbirth at Risk, Chapters 20, 21
Birth-Related Procedures, Chapter 22

Module 4 (Topics, Text Chapters)
The Postpartum Family & Newborn
Postpartum Adaptation and Nursing Assessment, Chapters 28, 29, 30
The Normal Newborn, Chapters 23, 24, 25
Newborn at Risk, Chapters 26, 27

PEDIATRICS

Module 5 (Topics, Text Chapters)
Growth and Development; review from previous courses. Review content:
Growth and Development (Chapter 31, pg. 745)
Health Promotion and Maintenance for the Infant (Chapter 34, pg. 851)
Health Promotion and Maintenance: The Toddler & the Preschooler (Chapter 35, pg. 869)
Health Promotion for the School-Age Child and the Adolescent (Chapter 36, pg. 885)
Module 6 (Topics, Text Chapters)
I Cardiovascular & Chronic Illness
The Child with Alterations in Cardiovascular Function (Chapter 47, pg. 1189)
Nursing Considerations for the Child and Family with a Chronic Condition (Chapter 38, pg. 925)
The Child with a Life-Threatening Condition and End of Life Care (Chapter 41, pg. 986)

II Hematology, Immune
The Child with Alterations in Immune Function (Chapter 48, pg. 1232)
The Child with Alterations in Hematologic Function (Chapter 49, pg. 1257)
The Child with Cancer (Chapter 50, pg. 1278)

Mod 8 (Topics, Text Chapters)
I Developmental Disability/ Child Maltreatment/Abuse & Neglect
Social and Environmental Influences on the Child (Chapter 42, pg. 1024-1043)
The Child with Alterations in Mental Health Cognitive Function (Chapter 55, pg. 1483)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapters 13-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Case Study: Diabetes (Due 2/7/18)</td>
</tr>
</tbody>
</table>

**Module 3**

Week 4 | Birth and the Family-Lecture will continue after exam | OB Exam 1 (Modules 1&2) Module 3 Chapters 17-23 Case Study: Postpartum (Due 2/14/18) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Clinical Lab after lecture 1300-1600</strong></td>
<td><strong>Clinical Lab after lecture 1300-1600</strong></td>
</tr>
</tbody>
</table>

**Module 4**

Week 5 | The Postpartum Family & Newborn | Module 4 Chapters 24-28 Case Study: Infant with Jaundice (Due 2/21/18) |
|-------|---------------------------------|--------------------------------------------------------------------------------|

**Module 4**

Week 6 | The Postpartum Family & Newborn **Global Health Presentation** will be after lecture on 2/21/18** | Module 4 Chapters 29,30,31 |
|-------|-------------------------------------------------|--------------------------|

Week 7 | **Peds lecture will start after OB exam** | OB Exam 2 (Modules 3&4) Kaplan OB Focused Review test due 3/2/18 at 2359 |
|-------|-------------------------------------------|-------------------------------------------------------------------|

**Pediatrics Module 5**

Week 8 | Growth & Development Review Gastrointestinal, Genitourinary Pain | Chapters: 31,34,35 36,42 44,51,52 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*<strong>3/9/2018 Peds Math 0900-1200 OB Clinical Simulation 1300-1600</strong></td>
<td><strong>3/9/2018 Peds Math 0900-1200 OB Clinical Simulation 1300-1600</strong></td>
</tr>
</tbody>
</table>

Week 9 | Respiratory, Skin Infectious Disease | Chapters: 43, 45,46,57, Case Study-Erin/Cystic Fibrosis |
|-------|-------------------------------------|----------------------------------------------------------|

**Pediatrics Module 6**

Spring Break | ENJOY and BE SAFE! | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td></td>
<td>Lecture will resume after the exam</td>
<td>Pediatrics Exam 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hematology</td>
<td>Chapters: 38,41,49,50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chronic Illness/Cancer</td>
<td>Case Study-Cassie/ Aplastic anemia</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Cardiac Immunology</td>
<td>Chapters: 47, 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Patient Education Presentations after lecture</strong>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pediatrics Module 7</strong></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td>Endocrine</td>
<td>Chapters: 53, 54,56, 44*helpful,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musculoskeletal</td>
<td>Case study-Jason/Musculoskeletal &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neuro Alterations</td>
<td>Maltreatment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Pediatrics Module 8</strong></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>Child maltreatment, abuse, neglect, Developmental Disabilities</td>
<td>Chapters: 42, 55</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Peds clinical simulation after lecture.</strong>*</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td><strong>Final Clinical Simulation after PEDS exam 2</strong></td>
<td>Pediatrics Exam 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Kaplan Peds Focused Review Test</strong></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td>Kaplan Test</td>
<td>411 Kaplan Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EBP Day Professional dress required-no scrubs-no NAU polos</td>
<td><em>Poster presentation of your Global Health Project</em></td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td>OB &amp; Peds Comprehensive</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Class Policies:**

**Retests/ Makeup examinations**

- Rescheduling of an exam may be arranged for valid reasons such as illness (with a physician or nurse practitioner's medical release) or personal/family emergencies (hospitalization/death).
- The instructor must be contacted prior to the scheduled exam and arrangements to take a make-up exam must be made with the faculty within one week of the exam. Failure to do so will result in ZERO points for that exam.
- Rescheduled examinations may be in any form (oral, written, essay) and will measure the same content objectives as the original exam.
- Quizzes are only offered during the assigned times.
Evidence Based Practice Day:
- Professional poster presentation of your Global Health Project
- Professional dress required (no scrubs or NAU polos, no denim/jeans etc...)
- Participation in full day required. Lack of participation will result in a 10 point deduction of your Global Health Project grade.

Attendance and classroom expectations:

Successful achievement of course outcomes requires regular class attendance and active engagement in the learning process to acquire clinical competencies and safe clinical practice; therefore, attendance is required.
- Performance evaluation will include attendance and punctuality.
- **Do not** schedule personal business during scheduled class, lab or clinical hours.
- Children or visitors are not permitted in the classroom, lab or clinical area.
- Students will be notified of unexpected cancellations or delays in scheduled coursework as soon as possible.
- Students must notify the instructor/lab coordinator of absences due to emergencies **prior** to scheduled experience. Please use the telephone to contact your professors.
- Cell phones are to be silenced during lecture. **No** texting or talking on the phone while class is in session with the exception of break time. If student is found to be texting, the instructor has the discretion to have the student not bring their phone to class for the remainder of the semester. Laptops may be used in the classroom for note taking. If student is found to be using laptop for any other purpose than note taking, the student will be asked to shut down the laptop. At the discretion of the instructor the student may not be allowed to use the laptop for the remainder of the semester.
- Professional behavior is an expectation at all times. Gossip and negativity are not professional behaviors and will not be tolerated. Students will behave in a supportive, positive and collegial manner. When interacting with professors, students will exhibit respect and an eagerness to learn. Any behaviors which cloud, contradict or create a hostile learning environment will not be tolerated and the student will be asked to leave the classroom. Our classroom expectations mirror those of a healthy and successful work environment.

Standards and rules of nursing practice apply to all nursing students; refer to the School of Nursing Undergraduate Handbook, as well as:

- American Nurses’ Association- Code of Ethics for Nurses
- Arizona’s Nurse Practice Act-Unprofessional Conduct, Unfitness to Practice Nursing
- National Student Nurses Association – Code of Professional Conduct
- National Student Nurses Association – Code of Academic and Clinical Conduct

School of Nursing Policies

UNIVERSITY POLICIES

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 before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

Plagiarism, Cheating, and Academic Dishonesty:
Please refer to Appendix G of the NAU Student Handbook (http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf) for definitions, policies, penalties, and procedures related to various forms of academic dishonesty.

1. Students with Disabilities Policy
2. Academic Contact Hour Policy
3. Academic Integrity Policy (also see http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf)
4. Research Integrity
5. Sensitive Course Materials Policy
6. Classroom Disruption Policy

The Impaired Student policy will be strictly adhered to, there is no tolerance for any evidence of substance abuse or impairment including sleep deprivation.
NORTHERN ARIZONA UNIVERSITY
College of Health and Human Services
School of Nursing

NUR 411/411L Syllabus

Assistant Clinical Professor

Assistant Clinical Professor

Acknowledgment of Syllabus/Course Requirements

Name (First)____________________________________(Last)____________________________________________
(Please print)
Phone number__________________________________Email:____________________________________________

I acknowledge that I have reviewed and read the syllabi for NUR211 and 211L. I understand the expectations and requirements for the classroom, skills lab and clinical practicum portions of this course. I agree to abide by these regulations, terms, and policies as set forth in the syllabi.

In addition, I have reviewed the School of Nursing Undergraduate Student Handbook, and understand the policies that are in place to support my continued education in Nursing.

____________________________________________________
Signature/Date