

The University of Louisiana at Lafayette
College of Nursing and Allied Health Professions
Department of Nursing
Course NURS 403
Childbearing Family, Child and Adolescent Health Care

SYLLABUS
Fall 2019

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I. COURSE DESCRIPTION

A. Major Nursing Focus and Components

Title: Childbearing Family, Child and Adolescent Health Care

Course number: Nursing 403

Credit: 9 credit(s) 13.5 Hour(s) Lab (Clinical). 4.5 Hour(s) Lecture.

Course description: Nursing care of infants, children, adolescents and the childbearing family.

Faculty: Refer to Course Moodle site for list of faculty members, faculty contact information, course section number with day/hour of class and assigned classroom for each faculty member, if applicable to course.

Prerequisite Courses: NURS 340, NURS 341, and NURS 342 with a grade of “C” or better

Corequisite Courses: NURS 405

Prerequisite Knowledge and Skills: Each student is expected to enter this course with knowledge gained from all courses which were completed prior to enrolling in the course. Application of knowledge from prerequisite and corequisite courses is required for successful completion of this course.

B. Course Objectives

The objectives of this course address the American Association of Colleges of Nursing (AACN) document *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), specifically: Essentials III: Scholarship for Evidence Based Practice, IV: Information Management and Application of Patient Care Technology, VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes, VII: Clinical Prevention and Population Health, VIII: Professionalism and Professional Values and IX: Baccalaureate Generalist Nursing Practice.

Upon completion of this course, the student will be able to:

1. Analyze nursing roles of provider of care, designer, manager, and coordinator of care, and member of a profession in relation to the promotion of health of the childbearing family and the child.
2. Incorporate core components of professional nursing education into maternal child nursing practice.
3. Incorporate professional values into the care of the childbearing family and child
4. Integrate core competencies into care of the childbearing family and child to provide evidence-based care.

5. Apply core knowledge to care of the childbearing family and the child.
6. Apply core knowledge related to contemporary women's health issues.
7. Apply the nursing process to the care of the childbearing family and the child experiencing acute and/or chronic conditions in a simulated client experience.
8. Apply psychomotor skills specific to the care of the childbearing family and the child.

C. ANA Standards of Professional Performance Statement

"The Standards of Professional Performance describes a level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society" (American Nurses Association, 2015, p. 5).

American Nurses Association (2015). *Nursing: Scope and standards of practice* (3rd Ed.). Silver Spring, MD: ANA.

D. Required Textbooks

Perry, S., Hockenberry, M, Lowdermilk, D., & Wilson, D. (2018). *Maternal Child Nursing Care* (6th ed.). St. Louis: C. V. Mosby.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Carpenito, L.J. (2017). *Nursing diagnosis: Application to clinical practice*. (15th ed.). Philadelphia: Lippincott

All other texts (e.g., medical dictionary, physical assessment, nursing diagnosis, fundamentals of nursing, lab tests, and pathophysiology) required for previous nursing courses.

Assessment Technologies Institute (ATI) Testing and Online Learning System

E. Method of Evaluation

1. Unit Examinations
2. Comprehensive Final Exam
3. ATI materials (audio/visual)
4. Clinical Performance

Calculation of Final Course Grade:

Unit Exam 1	20%
Unit Exam 2	25%
Unit Exam 3	25%
Comprehensive Final Exam	25%
Evidence Based Practice Project	5%
Clinical Evaluation (must be satisfactory to pass course) **	<u>S/U</u>
Total	100%

** Psychomotor and clinical performance are a component of clinical evaluation.

*****Please remember that your CAJUN CARD NUMBER (ULID) will be used with each exam. Please bring your Cajun Card with you to each exam for identification purposes which is required at all exams.*****

Grading is based on the following scale:

A = 100-93

B = 92.99-85

C = 84.99-77

D = 76.99-69

F = 68.99 and below

Clinical Evaluation (must be satisfactory to pass course) ** S/U

F. Service Learning

The clinical component of N403 is designated as a **service learning experience**. As such, the experience is based upon four common elements of service learning, which are: addressing human needs, experiential learning, adopting a perspective of reciprocity, and reflective thinking regarding the learning experience. The **service learning objectives** of N403 are:

1. The clinical experience will meet human needs in the process of teaching/learning.
2. Clinical experiences will be based upon the principles of experiential learning.
3. The clinical component of N403 relies upon the spirit of reciprocity: Clinical agencies, staff, and consumers of health care will provide learning experiences for the student; in return, the student will provide scientifically sound, researched based health care and teaching.
4. Students enrolled in N403 are required to engage in reflective thinking through weekly formal self-evaluation

II. COURSE, DEPARTMENT AND UNIVERSITY POLICIES

Including but not limited to the following. Refer to complete listing of policies in the current Department of Nursing Student Handbook and the current University of Louisiana Lafayette Undergraduate Bulletin.

A. Civil Behavior in the Academic Setting (Student Handbook 5/13)

To be “civil” is often defined as being polite, respectful and decent. Incivility is defined as speech or action that is perceived as disrespectful or rude. Academic incivility is any speech or action that disrupts the harmony of the teaching-learning environment. Examples of uncivil behavior in the academic setting include, but are not limited to, the following: habitual tardiness in the classroom or clinical setting, inattentiveness, challenging faculty regarding test scores in class, dominating class discussion, carrying on side conversations that disturb other students, discrediting faculty knowledge, sending inappropriate e-mails or voice mails to faculty, not keeping scheduled appointments, and turning in late assignment without proper notification.

It is the policy of the Department of Nursing to adopt a zero tolerance to uncivil behavior in the academic setting. Students exhibiting uncivil behavior will be required to meet with the course faculty, semester coordinator, BSN coordinator, and/or the Department Head. Occurrences of uncivil behavior by students will also be communicated verbally and in writing by the Department Head to the Dean of Students Office. Such behavior may also violate the university’s Code of Student Conduct.

B. Cheating and Plagiarism

Definitions of Cheating and Plagiarism

Source: University of Louisiana Lafayette current Undergraduate Bulletin.

Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Cheating includes but is not limited to such practices as gaining help from another person or using unauthorized notes when taking a test, relying on a calculator if such an aid has been forbidden, and preparing an assignment in consultation with another person when the instructor expects the work to be done independently. In other words, cheating occurs when a student makes use of any unauthorized aids or materials. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

Plagiarism is a specific type of cheating. It occurs when a student claims originality for the ideas or words of another person, when the student presents as a new and original idea or product anything which in fact is derived from an existing work, or when the student makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. The student must take care to avoid plagiarism in research or term papers, musical compositions, science reports, laboratory experiments, and theses and dissertations.

Penalties: The University considers both cheating and plagiarism serious offenses. The minimum penalty for a student guilty of either act is a grade of “zero” for the assignment in question. The maximum penalty is dismissal from the University.

Please be advised that a grade of “zero” may be assigned at the instructor’s discretion for any academic dishonesty/cheating as defined in the current UL Lafayette Undergraduate Bulletin.

C. Grading Policy

Source: Current Student Handbook

Test and quiz grades will be recorded to two decimal places. Students must achieve a minimum of 77.00 in order to be successful in the course.

Also, test grades will not be rounded up. E.g., a test grade of 89.339 will be recorded as 89.33; a test grade of 89.99 will not be rounded off to 90. At the end of the semester, the final grade will be equal to the integer value of the actual grade, e.g., 89.99 will be reported as 89 or B.

D. Written Examinations

Source: Current Student Handbook

Scheduled examinations are to be taken on the scheduled date. Students who miss examinations because of unexcused absences will receive a grade of zero for that examination. Students who miss examinations because of an excused absence will be required to take a make-up examination within 5 weekdays of the day of return to classes. The nature of the makeup examination is the prerogative of the course instructor. Refer to Department of Nursing Student Policy Written Examinations.

The Department of Nursing develops its own final exam schedule within the parameters posted on ULink. Students should not make assumptions based on the ULink schedule about the dates of their final exams.

Examinations and quizzes are the property of the UL Lafayette College of Nursing and Allied Health Professions. All examination content is confidential and thus questions on examinations should not be divulged to any individual or entity. The Department supports the following confidentiality agreement that every NCLEX candidate signs when taking the NCLEX exam, implemented by the National Council of State Boards of Nursing:

“I understand that the content of this examination is confidential. I agree that I will not divulge any questions on this examination to any individual or entity. I understand that the unauthorized possession, reproduction, or disclosure of any examination materials, including the nature and content of examination questions, before, during, or after the examination is in violation of the law. A violation of this type can result in a civil liability and/or disciplinary actions by the licensing agency including the denial of licensure.”

ATI Proctored Exams: N403 students will take 2 ATI proctored exams: one exam for RN Maternity/Newborn and one exam for RN Nursing Care of Children. If a student achieves an ATI Proficiency score of Level 2 or Level 3 on the ATI proctored exam (first attempt only), **AND** if the student has a *final* course grade average of 77% or higher in N403, one extra point will be added to the final course grade for each qualifying exam score. The student may receive a total of two (2) points – one point from each qualifying exam. Therefore, the final grade can increase from a "C" to a "B", or from a "B" to an "A", but not from a "D" to a "C".

E. Classroom and Clinical Attendance/Absence Policy

Students who are enrolled in courses in the College of Nursing and Allied Health Professions are strongly encouraged to attend all classes and clinical learning experiences. If absent: Call the faculty before class/clinical and report the reason for absence. Immediately upon return to class or clinical, the student should submit a physician's statement and give it to the appropriate course faculty. Absences are unexcused until this procedure is completed.

It is the student's responsibility to check with the instructor regarding whether or not the absence is excused or unexcused. It is the student's responsibility to confer with the instructor regarding any makeup and/or the effect of the absence in the specific course. This should be completed immediately upon return to class/clinical.

If a student is to be absent on an exam date, he or she must contact the classroom instructor BEFORE class time. Failure to do so will result in an UNEXCUSED absence and a grade of "0" on the exam.

Read the current College of Nursing Policies Approved by the BSN Faculty that Relate to Students, especially the following

1. Excused Absence
2. Tardiness
3. Classroom Absence
4. Clinical Absence
5. Academic Honesty (Cheating and Plagiarism)
6. Unsafe Clinical Behavior
7. Students Unprepared for Clinical Experience
8. Make-up Work
9. Pharmacology/Mathematics Exam
10. CPR Certification
11. Liability Insurance
12. Hospitalization Insurance
13. Student Health Requirements
14. Written Examinations
15. Grading Policy

NOTICE: Students will not be allowed into any LRC or lecture classes or clinical settings until all requirements for student health, and CPR certification are met. Clinical absences incurred due to failure to meet requirements will be considered unexcused. Please refer to the student policy on unexcused clinical absences.

F. Make-up Work

Students will not be granted additional clinical time or experiences to make-up for absences or to allow for more time to achieve clinical objectives. Also, alternate learning assignments may be given to individual students as deemed necessary by the instructor.

G. Late Assignment

Written assignments are due on the day specified in the guideline for written work and on the course schedule. Assignments not submitted on the due date by the specified time will be given a grade of “0”.

H. Clinical Evaluation

Each student will submit a completed self-evaluation using the weekly clinical evaluation form each week along with other written work. The student will also complete a self-evaluation form at midterm and at the end of the semester. There will be a written evaluation at midterm and at the end of the semester using the College of Nursing Clinical Evaluation Tool by the clinical instructor. Clinical instructors may provide more frequent written evaluations at their discretion. Students who are performing unsatisfactorily at midpoint will be advised in writing of actions to be taken to improve their performance. A copy will be given to the student and submitted to student services to be filed in the student’s record. The course coordinator will inform the Department Head for Nursing. A final grade of “S” (satisfactory) is required on the clinical evaluation tool for successful completion of N403 regardless of the theory grade average.

I. Assessment tool and care maps

Students will complete written work as directed by the clinical instructor. The student will be given feedback on their ability to assess, plan, implement and evaluate nursing care weekly. **Assignments are due to your clinical instructor on the day and time as designated by the instructor.**

There will be a minimum of 5 care maps assigned as follows: 1 – Laboring Client, 1 – Postpartum Client, 1 – Newborn and 1 – Pediatric Client (for each week assigned to the in-patient Peds Unit – minimum of 2). Further details will be provided by your clinical instructor. The Nursing Assessment Tool and Care Map, along with guidelines for completing the Care Map, will be posted on the Clinical Moodle site.

J. Clinical Skills

Prior to performance of the following skills in the clinical setting, the student must first complete the assigned ATIs with a score of 80% and satisfactorily perform selected skills in the LRC or Simulation Lab setting. The student will have three (3) attempts to satisfactorily demonstrate each skill. If, after 3 attempts, the student has been unable to satisfactorily demonstrate any one of the skills, he or she has failed the clinical component of the major nursing focus and will not be permitted to attend clinical. Also, students will be required to complete ATI skills modules before class period for LRC skills practice. Student may be required to complete pre and/or posttest for ATI skills component.

Maternal Child Skills Lab Evaluation.

Students will learn assigned psychomotor skills by completing readings, viewing audiovisuals, completing assigned ATI skills modules, observing demonstrations, and performing guided practice. Performance skills testing may be scheduled a maximum of **three** times for each skill. Additional ATI skills assessment modules will be assigned for elected maternity and pediatric skills. Successful completion of the assigned modules' post-test (passing grade of 80%) are required prior to scheduled skill validation check-off dates. Pre- and Post-tests are to be submitted to your clinical instructor at the skill validation. These tests are not used in calculation of grades.

The skills taught in **N403** are listed in the Course Packet.

III. GENERAL INFORMATION

A. Student Responsibility Regarding Course Communication

The student is responsible for reading this syllabus and keeping informed. The student is also responsible *to only use the UL at Lafayette email address for communication to faculty other than on Moodle*. The best way to keep informed about new events and changes in **N403** is to attend class *and regularly check your University email*. Moodle Learning Management System is also an important method of communication of course material. Moodle may be accessed via ULINK. Exam scores and other course materials are posted on Moodle.

B. Emergency Evacuation Policy Statement

A map of this floor is posted in the hallways near the elevator marking the evacuation routes, fire extinguisher locations, emergency assembly area and the designated rescue assistance Area. This is an area where emergency service personnel will go first to look for individuals who need assistance in exiting the building. Students who need assistance should identify themselves to the teaching faculty. * Approved by the University Council 11/29/93 and updated by the Environmental Health and Safety Office on 3/28/19.

C. Title IX Statement – UL Lafayette

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator ([337-482-1819](tel:337-482-1819)) or visit <http://titleix.louisiana.edu> for information about campus resources and confidential support services, including confidential counseling services.

D. Course-Specific Student Responsibilities

PassPoint Adaptive Testing:

Lippincott's PassPoint is an online, adaptive learning resource designed to help students succeed on the NCLEX[®] and make a successful transition from classroom to real-world practice settings. Students take adaptive practice quizzes, comprehensive adaptive exams, and can access evidence-based content at the moment they don't understand something. PassPoint is introduced to UL nursing students during their first semester, senior year. PassPoint adaptive practice quizzes are assigned according to the topics being covered in N403 lecture allowing students to concurrently practice NCLEX-type questioning while reinforcing lecture content. This resource is free of charge for the student's use for one year and will be continued in the second semester senior year courses.

Interim advisements will be administered for incomplete assignments. Two interim advisements places the student at risk for course failure.

Pediatric Specialty Rotation: written work guidelines are posted on the Clinical Moodle site and additional information will be provided by the clinical instructor.

Independent alternate pediatric assignments (APE) in various community-based pediatric settings: student guidelines with written assignments are posted on the Clinical Moodle site and additional information will be provided by the clinical instructor.

Each student is expected to be prepared for each classroom and clinical experience.

Any question related to Nursing 403 must be addressed first to the assigned classroom or clinical instructor as appropriate. The student is responsible for consulting with his/her instructor regarding the daily/weekly program. The student may consult the Semester Coordinator for problems not resolved through meetings with the assigned instructor.

E. Disclosure Related to Clinical Courses

Please be advised that full disclosure to the Department Head and Louisiana State Board of Nursing is necessary if at any time any of the following situations occurs prior to or after the start of any clinical course:

- 1) You have ever been arrested, charged with, convicted of, pled guilty or no contest to, or adjudged a juvenile delinquent, for any criminal offense in any state, even if the arrest, conviction, or plea has been pardoned, expunged, dismissed, or your civil rights have been restored,
- 2) You have had or do have a pending disciplinary action against you by any licensing/certifying board,
- 3) You have any physical or mental impairment which may affect your ability to practice safely as a registered nurse or

- 4) Within the past 5 years you have habitually used or been diagnosed as addicted to drugs or alcohol.

Failure to disclose this information to the Department Head and the Louisiana State Board of Nursing could result in:

- 1) **denial of continuation of nursing education**
- 2) **monetary fines**
- 3) **denial of graduation**
- 4) **denial of licensure**