TEXAS A&M UNIVERSITY - CORPUS CHRISTI

College of Nursing and Health Sciences

NURS 3548 Nursing Care of Children and Their Families
eLine

FACULTY: Karen Smith, MSN, RN
          Rita Rushing, MBA, MS

FACULTY INFORMATION:

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>PHONE</th>
<th>LOCATION</th>
<th>OFFICE HOURS</th>
<th>INTERNET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Smith</td>
<td>(361) 825-3782</td>
<td>TBD</td>
<td>by appointment</td>
<td><a href="mailto:Karen.Smith@tamucc.edu">Karen.Smith@tamucc.edu</a></td>
</tr>
<tr>
<td>Rita Rushing</td>
<td>(361) 825-3493</td>
<td>319</td>
<td>MWF 8am-5pm, Tue 8am-7pm, Fri 8am-2pm</td>
<td><a href="mailto:Rita.Rushing@tamucc.edu">Rita.Rushing@tamucc.edu</a></td>
</tr>
</tbody>
</table>

College of Nursing and Health Sciences (CONHS) FAX: (361) 825-2484

CREDITS: 5 credit hours
PREREQUISITES: All required fall junior year nursing courses.

Course Description:

Applying a family centered approach; this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in a variety of communities and acute care settings.

Course Objectives with examples of outcome criteria:

1. Examine applicable nursing and non-nursing theories related to growth and development and trans-cultural nursing.
   
   · Utilize the developmental framework in applying knowledge of values, life styles, ethnicity, and religion to families. Identify specific factors that contribute to the dynamic state of health for children and families.

   · Apply the concept of sick role and/or patient role to ill children.

2. Describe ethical and legal principles impacting health care across the age/health continua, including provision of informed consent, protecting diminished autonomy, individual freedom of choice, confidentiality.

3. Describe caring behaviors to be utilized while providing nursing care to children and families from diverse populations.

4. Describe and implement patient teaching plans for selected patient problems.

5. Identify concepts related to the disruption of growth and development patterns across the life span.

6. Demonstrate effective and appropriate communication skills with children and their families.

7. Implement the nursing process with individuals experiencing acute or chronic illness.
· Utilizing critical thinking, assess children and families responses to specific illnesses.

· Utilize the data collection process bases upon Gordon’s functional health patterns to derive nursing diagnoses appropriate to the individual child and family.

· Describe appropriate nursing and medical interventions for illnesses common in children.

· Demonstrate appropriate therapeutic nursing interventions to assist children and families to attain, maintain, or regain optimal health.

· Demonstrate safe, technically competent care of children and their families.

8. Give examples of relevant and recent research findings, particularly as the relate to nursing care of children and their families undergoing disorders to the physiological systems.

· Discuss research topics that could improve the care of children and their families.

· Seek opportunities to acquire and apply new knowledge to practice.

9. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.

· Demonstrate professional role behavior.

· Demonstrate accountability for own behavior in implementation of nursing care.

· Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care.

**eLine Modules**

FCA201: Introduction to Pediatric Health
FCA202: Pediatric Immune and Endocrine System
FCA203: Pediatric Blood Disorders
FCA204: Pediatric GI and Urinary Systems
FCA205: Pediatric Respiration and Cardiovascular Variations
FCA206: Pediatric Nervous and Musculoskeletal Function
FCA207: Pediatric Cancer Therapies
Modules listed below apply to more than one course in the curriculum. In eLine, this content does not need to be taken again. The grade for the completed module will automatically be applied to each course of which it is a part.

- **PRA 101**: Legal and Ethical Issues
- **PRA102**: Application of Current Literature and Research
- **PRA201**: Therapeutic Communication
- **PRA204**: Resource Organization

CLA 207

**Required Textbooks:**

Available in student bookstore:


Website:  [www.iol.tamucc.edu](http://www.iol.tamucc.edu) and eLine WebCT.

**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

**Student Class Responsibilities:**

1. Students are expected to respect the learning rights of all others. Individual conversations, arriving late, sleeping during class, studying for another class during class/lab/clinical are unacceptable behaviors. Students who demonstrate any of these behaviors will be asked to leave class, clinical setting, or online environment. Cell phones and electronic devices will be turned OFF for the duration of class/clinical time.
2. As a 5-semester credit course, faculty expects 8-10 hours of independent preparation and study each week, in addition to class/clinical time. Preparation for all classes includes assigned readings for the scheduled topics, review of anatomy and physiology, review of assessment, and review of class notes from previous courses as applicable.

3. Permission to tape record (voice and or video) must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPPA regulations.

4. Children are NOT permitted in the class/clinical setting at any time. (see University Student Handbook)

5. Laptops are permitted and encouraged for note taking and class research purposes only.

---

**Class Policies:**

**Grading Policy:**

Completion of NURS 3548 requires the successful completion of both theoretical and clinical components of the course. You must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. The unit exams and comprehensive final are custom HESI examinations. They are proctored, classroom exams and are required to be completed as a course exam.

Grading scale for TAMUCC, College of Nursing and Health Sciences is:

A 90 - 100
B 83 - 89
C 75 - 82
D 65 - 74
F 0 - 64

**Clinical Policy**
Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab.

Clinical orientation is mandatory. Students who do not or cannot attend the complete orientation must make arrangements to make up these required clinical hours.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours. Student who must miss clinical for any reason and those students who fail to notify both their clinical instructor and their assigned nursing unit that they will not be in clinical, will receive an “F” in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an “F” for that day. A student who earns a total of two “F”s will receive a final grade of “F” in clinical.

Preparation for clinical practice is required. Students are expected to prepare for clinical and complete written assignments prior to the next clinical day. (Pediatric Data Base, Medication sheets, Patho tree, Concept Map, Journal) Written assignments will be graded. Students are required to pass a minimum of three (3) concept maps during their Pediatric rotation. Clinical performance is grade pass/fail and is evaluated from a written standard clinical evaluation for the College of Nursing and Health Sciences.

Academic Honesty

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program. Examples of violations of academic dishonesty are found at the end of this syllabus.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816.

*SACs requirement

**Examples of Academic Dishonesty**

Caution:

This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

**Plagiarism:**

1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.

2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.
3. If you copy somebody’s test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody’s good idea as examples of your own genius, you are committing plagiarism.

4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.

5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:

1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;

2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;

3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;

4. Having another person supply questions or answers from an examination to be given or in progress;

5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;

6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;

7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;

8. Giving or receiving unauthorized aid on take-home examinations;
9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;

10. Signing another student’s name on attendance sheets, rosters, scantrons;

11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and

13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one's own work.