FACULTY: Loree DuBose, RN, MSN
Assistant Clinical Professor

OFFICE HOURS: Scheduled by Appointment Via Blackboard

TELEPHONE: (281) 224-3873

INTERNET: Correspondence required through Blackboard e-mail message system UNLESS Blackboard is “Down”
Alternative Correspondence ONLY: loree.dubose@tamucc.edu

CREDITS: Four semester hours (2:6)

COURSE DESCRIPTION

This Blackboard course utilizes a health patterns framework with systematic nursing inquiry to examine the impact of illness on the family. In addition, primary, secondary, and tertiary prevention activities are emphasized as they relate to individuals and families. Data from individual and family assessment are used to judge and design interventions and evaluate client(s) outcomes.

COURSE OBJECTIVES

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

1) Recognize the importance of family-centered nursing practice.
   a.) Explain primary nursing care of families and identify goals of family nursing process.
   b.) Explore the roles and goals of advanced nursing practice in relation to care of families.
   c.) Collaborate with a family in the planning of health care.
   d.) Plan research-based interventions to promote family-level wellness.

2) Recognize cultural diversity among families and its influence on practice.
   a.) Define basic concepts related to culture.
   b.) Examine differences in power structure, role structure, family values, family functions, family communications patterns and family coping strategies across cultures.
3) Appraise the importance of self-exploration and the concept of caring in development of relationships with families.
   a.) Relate own family values and other factors that influence relationships with families.
   b.) Explore and explain communication behaviors that facilitate caring in the interpersonal process with families.

4) Examine the use of family assessment models or tools for making nursing diagnoses and planning interventions for families.
   a.) Examine selected models and tools for organizing family data to facilitate the nursing assessment of family health.
   b.) Identify factors which put families at risk.
   c.) Associate approaches used in intervention with high-risk families (e.g. child abuse, elder abuse, substance abuse, domestic violence, or genetic abnormalities).

5) Evaluate how family interaction patterns are impacted by illness, situational, or developmental crisis.

REQUIRED TEXTS


LEARNING EXPERIENCES AND TEACHING METHODS

Course objectives for this Blackboard course are met through individual study using the references and text identified; active involvement in class activities, development of a team power point, weekly team discussions and development of a scholarly paper assessing personal attainment of the course objectives. Teaching methods include PowerPoint presentations, moderated discussion rooms, faculty and student developed discussion questions. While the instructor will provide guidance and consultation, the student is responsible for identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives.

Classes will focus on evaluation, application, and utilization of the concepts covered in the assigned readings, activities, and internet research. Students should always approach the electronic classroom ready to actively participate and discuss the assigned topics. This means that each student has read the assigned material and has explored the topic for additional resources via the internet. Discussion will be enriched by the common reading material and with the new material students have discovered. Discussion topics will require active participation by all students.
The highest standards of academic honesty are expected of students. All faculty adhere to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. **See the APA manual for the proper way to use and cite material.**

**COURSE REQUIREMENTS:**

Students are expected to:

- Effectively communicate with the course faculty for clarification of assignments/discussions and/or course requirements
- **ALWAYS** submit/turn in assignments/discussions by the due dates posted (unless approved by course faculty), **Late assignments will not be accepted for grading and the student will receive a zero in the gradebook for that assignment.** Weekly content in this course builds upon previous content so it is essential for students to adhere to due dates. **Suggestion: Build a calendar of the course Due Dates the first week of class.**
- Participate in group discussions using scholarly resources as a basis for the discussion. **Discussion will be graded according to the Discussion Grading Criteria.**
- Complete the family assessment and intervention project.
- Prepare and submit to course faculty a *formal paper* evaluating personal attainment of the course objectives
- Participate in the team presentation assignment, and team evaluation criteria.
- Use the highest level of on-line etiquette, respect and professional communication. **Communication should be respectful of other views and have a positive and polite tone.** Advice: **REVIEW DISCUSSION Rules Of Engagement**

**CONHS GRADING POLICY**

Students must earn a grade of 75 or better to receive credit for this course in the nursing major.

A = 90 to 100  B = 83 to 89  C = 75 to 82  D = 67-74  F = Below 67

**COURSE GRADE**

1. Scavenger Hunt (5pts)

This is an individual assignment to be submitted via the Assignments Dropbox under Student Tools the FIRST week of class. The assignment requirements and grading criteria are found under Assignment Criteria in Information. See the course schedule for due date.
2. Learning Team Discussion Participation (25pts.)

Students will be randomly assigned to a Learning Team to facilitate group discussion, when the class has sufficient numbers, otherwise classes 10 and under will not be grouped for discussions. Discussion topics will be posted at the end of each unit presentation. **Students are expected to post one substantive posting on each topic AND a minimum of two responses to classmate posts. Topics shall be posted in Discussions**

1. Responses should relate to the weekly readings.
2. Responses should use the scholarly readings to discuss and critically assess some area of practice.
3. Responses **should have support from at least one additional scholarly literature source**.
4. It is expected that responses will be written in correct grammar, be well organized and be documented using APA style.

References should be cited using APA style.

3. Care Within the Family Project (45pts)

Each student will choose a client (**not a friend or family member**), an individual and their family, to work with over the semester. The student will visit this family for 10 working weeks out of the semester. This will provide the context for learning about how illness impacts families and how families have an impact on the individual with an illness.

Assignments include making a contract with the family; creating a family genogram; making a nursing assessment of the family with nursing diagnoses and a nursing care plan; planning nursing interventions; carrying out the interventions; and, evaluating client outcomes. Assignments are required to be submitted electronically.

4. Learning Team PowerPoint presentation (10 pts)

Each Learning Team will collaborate together to construct a PowerPoint presentation on a family issue. This issue should reflect the experiences of the Team members with their family clients. Both positive and negative issues and effects should be addressed. The presentation requirements and grading criteria are found under Assignment Criteria in Information. See the course schedule for due dates. PowerPoint helpful hints and resources are included on the introduction page. **The topic for this presentation must be approved by the instructor prior to development of the presentation.**

A peer evaluation of the team work will be turned in at the end of the PowerPoint presentation, and your team member’s evaluation will contribute to the grade even though the course faculty will evaluate the final grade.

4. Personal Assessment Paper (15 pts.)

The personal assessment paper is an individual project in which the student assesses how he/she met the course objectives. See the course schedule for due dates. The grading criteria are found under Assignment Criteria in Information. This paper should be no more than 6 pages in length (excluding cover page, abstract, and references), be written at the college level, and be formatted in APA style. Students are encouraged to review documentation and plagiarism in the APA manual.
5. Professional Biography

Each student is expected to assemble a PROFESSIONAL biography and publish it on Main Discussions the first week of class. Remember that professional biographies are a way of introducing yourself to your colleagues. They should be open and friendly, but professional and focus on your professional accomplishments and education.

ACADEMIC INTEGRITY

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test can result in a zero (0) for that assignment or test; course failure and/or dismissal from the program.

http://catalog.tamucc.edu/content.php?catoid=6&navoid=177&hl=academic+conduct&returnto=search#Academic_Integrity

Ethical Behavior, including honesty and confidentiality, is an expected professional behavior in the classroom or clinical setting. Refer to the College of Nursing policy for definitions of these expected behaviors (see the College of Nursing Student Handbook, Policies and Regulations, Academic Honesty and Professional Integrity Policy).

At the university level of the student’s education, honesty and integrity are expected in all approaches to learning. In order to maintain academic honesty and integrity two primary areas must be addressed.

Plagiarism (exemplified by but not restricted to):

- The offering of any work done by another as your own work.
- Using quotations or the paraphrase of a quote within your work without citing the source.
- Using a paper for one course that was prepared for another course without both instructors’ knowledge and permission.
- Collaborating with others on an assignment without the instructor’s permission.

Academic Honesty (exemplified by but not restricted to):

- Providing your fair share of input and effort for all group work that is required in a course.
- Preparing for every class. This includes careful reading of assignments, being prepared to participate in discussions and completing any mini-assignments.
- Preparing the answers for take home exams using the appropriate materials but without the assistance of any other person or persons.
- Refraining from giving, receiving, or downloading exam information unless authorized by the instructor.
- Refraining from using any materials during exams that have not been approved by the instructor.
• Refraining from consulting with others (including IM: instant messages) during exams or classroom discussions unless explicitly authorized to do so by the instructor.

ACADEMIC DECORUM

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid behaviors that disrupt the learning process.

Supportive actions include:
• Coming to class prepared including reading all assignments and viewing DVD assignments.
• Being attentive and responsive to faculty and classmates.
• Respecting fellow student’s opinions and ideas.
• Contributing to the class by making topic specific comments.
• Offering critiques and alternative ideas in a non-condescending manner.
• Providing a fair share of work to group projects and team activities.
• Supporting the rights of classmates to contribute, even when disagreeing with content.
• Challenging or questioning the instruction in a non-threatening/non-demanding manner.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account. https://listserv.tamucc.edu/mailman/listinfo/nurs-student

DROPPING A CLASS

TAMUCC hopes that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the course faculty before doing this to ensure that it is the best decision. Should dropping the course be the best course of action, you must initiate the process to drop the course by contacting the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the course. This will result in a Failure of the course not a “W”. Refer to the TAMUCC semester calendar to see the drop date for this semester.
GRADE APPEAL PROCESS

Information regarding Student Grade Appeals can be found in the Student Handbook. [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/)

A student who believes that he or 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 course faculty and then the CONHS academic review process prior to pursuing University Grade Appeal. Refer to the Student Handbook for this process.

EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences (CONHS) places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line through Blackboard. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the undergraduate program. A link to evaluations will be available toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

ACADEMIC ADVISING [http://conhs.tamucc.edu/advising_nursing.html](http://conhs.tamucc.edu/advising_nursing.html)

The CONHS requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Staff are located in Island Hall. Correspondence with advisors can also be done via e-mail using the directory located on the Home page for TAMUCC/CONHS. Current advisors are Rachael Verhayden 825-3748 and Angelica Santillan 825-2461.

SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services. Many of these resources can be accessed via the TAMUCC web-site. See the Resources link via this Blackboard course. [http://counseling.tamucc.edu/what-good-students-do.html](http://counseling.tamucc.edu/what-good-students-do.html)
STUDENTS WITH DISABILITIES  http://disabilityservices.tamucc.edu/

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 contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

EVENT OF CAMPUS CLOSURE

In the event of a campus evacuation the faculty will make every effort to continue teaching this course. Should such an event occur, we will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue coursework by posting assignments and interacting with faculty as well as each other online. You will also be able to take tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool. During the campus closure the faculty will communicate with you utilizing Blackboard tools NOT personal email accounts.

To access information regarding an emergency closing of the University, go to the Homepage of TAMUCC-The Island University. At the bottom of the page, under Campus News, there is an icon that reads Code Blue. Click on this for emergency information.