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 AND RESOURCES:


**Method of Scholarly Citations**
APA current available edition must be used for citing literature sources.

**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.

(Kaakinen, Coehlo, Steele, & Robinson)

Classes in Blackboard 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. **ALWAYS turn in the assignments by the due dates (unless approved by course faculty). Late assignments will not be accepted for grading and the student will earn a zero in the gradebook for that assignment. Suggestion: Utilize the calendar in Blackboard that will compile all your course assignments into one document or build your own calendar of the course due dates the first week of class. Be sure to include due dates for the reply/response posts on discussion forums.**

**Evaluation** is ongoing to enhance experiential learning, providing the student with feedback about performance in meeting course objectives. Scheduled conferences with the course faculty provide opportunities to discuss progress toward course objectives. A variety of evaluation methods are used providing the student opportunities to meet course objectives.

**Grading** is a process of measuring the outcome of learning against standards and assigning a symbol to the level of performance achieved. The final determination of the grade, therefore, rests with the course faculty.

**TAMUCC-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
Texas A&M University-Corpus Christi
College of Nursing and Health Sciences
Spring 2020

<table>
<thead>
<tr>
<th>Course Grade Components</th>
<th>100 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>45%</td>
</tr>
<tr>
<td>Individual Family Project</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5%</td>
</tr>
</tbody>
</table>

**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:
- reading and the completion of assignments.
- being attentive and responsive to faculty and co-learners.
- respecting the opinions and ideas of others.
- 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**
This is a web-based course so it is imperative for students to log-in to Blackboard on a **daily basis** and check for messages from classmates and course faculty. 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 TAMU-CC email 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](https://listserv.tamucc.edu/mailman/listinfo/nurs-student)

**POLICIES:**

**Evaluation Input from Students**
The faculty of the College of Nursing and Health Sciences 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 online. 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 program. A link to evaluations will be available
on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Dropping a Class**

I hope 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.

B. Buckner
NURS 4365.W01: Spring 2020
Should dropping the course be the best course of action, you must initiate the process to drop the course by going to 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 class. Please see the University’s Academic Calendar for the last day to drop a class with an automatic grade of “W” this term.

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 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Title IX
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty
Active duty military personnel, military spouses, and veterans with special circumstances (e.g.: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Week 1 Family Healthcare Nursing
1. Read Syllabus
2. Review Course Calendar
3. Read Chapter 1 Family Health Care Nursing
4. Review Chapter 1 Power Point
5. Post in Week 1 Discussion.
6. Post 2 replies to your peers in Week 1 Discussion.

Week 2 Theoretical Foundations for the Nursing of Families
1. Read Chapter 2 Theoretical Foundations for the Nursing of Families.
2. Review Chapter 2 Power Point
3. Post in Week 2 Discussion.
4. Post 2 replies to your peers in Week 2 Discussion.

Week 3 Family Demography
1. Read Chapter 3 Family Demography
2. Review Chapter 3 Power Point
3. Post in Week 3 Discussion.
4. Post 2 replies to your peers in Week 3 Discussion.
5. First Family Visit: Identify a family as your client for the semester, obtain a signed contract with the family representative.
6. Take a picture with the family and/or representative.
7. Submit Family Contract and picture

Week 4 Family Policy
1. Read Chapter 4 Family Policy
2. Review Chapter 4 Power Point
3. Post in Week 4 Discussion.
4. Post 2 replies to your peers in Week 4 Discussion.
5. Continue your weekly scheduled visit with your chosen family.

Week 5 Family Nursing Assessment and Interventions
1. Read Chapter 5 Family Nursing Assessment and Interventions
2. Review Chapter 5 Power Point
3. Post in Week 5 Discussion.
4. Post 2 replies to your peers in Week 5 Discussion.
5. Continue your weekly scheduled visit with your chosen family.
6. Submit Care Within the Family Project Section #1 Genogram and Ecomap.

Week 6 Family Health Promotion
1. Read Chapter 6 Family Health Promotion
2. Review Chapter 6 Power Point
3. Post in Week 6 Discussion.
4. Post 2 replies to your peers in Week 6 Discussion.
5. Continue your weekly scheduled visit with your chosen family.
Week 7 Family Nursing Care of LGBTQ Families
1. Read Chapter 7 Nursing Care of LGBTQ Families
2. Review Chapter 7 Power Point
3. Post in Week 7 Discussion.
4. Post 2 replies to your peers in Week 7 Discussion.
5. Continue your weekly scheduled visit with your chosen family.
6. Turn in your Family Project Part #2

Week 8 Family Genomics and Family Nursing Across the Life Span
1. Read Chapter 8 Genomics and Family Nursing Across the Life Span
2. Post in Week 8 Discussion.
3. Post 2 replies to your peers in Week 8 Discussion.
4. Continue your weekly scheduled visit with your chosen family.

Week 9 Family Families Living with Chronic Illness
1. Read Chapter 9 Families Living with Chronic Illness
2. Post in Week 9 Discussion.
3. Post 2 replies to your peers in Week 9 Discussion.
4. Continue your weekly scheduled visit with your chosen family.

Week 10 Families in Palliative and End-of-Life Care
1. Read Chapter 10 Families in Palliative and End-of-Life Care
2. Post in Week 10 Discussion.
3. Post 2 replies to your peers in Week 10 Discussion.
4. Continue your weekly scheduled visit with your chosen family.
5. Turn in part #3 of your Family Project

Week 11 Trauma and Family Nursing
1. Read Chapter 11 Trauma and Family Nursing
2. Post in Week 11 Discussion.
3. Post 2 replies to your peers in Week 11 Discussion.
4. Continue your weekly scheduled visit with your chosen family.

Week 12 Family Nursing with Childbearing Families and Family Child Health Nursing
1. Read Chapter 12 Family Nursing with Childbearing Families
2. Read Chapter 13 Family Child Health Nursing
3. Post in Week 12 Discussion.
4. Post 2 replies to your peers in Week 12 Discussion.
5. Continue your weekly scheduled visit with your chosen family.

Week 13 Family Nursing in Acute Care Adult Settings and Family Health in Mid-and Later Life
1. Read Chapter 14 Family Nursing in Acute Care Adult Settings
2. Read Chapter 15 Family Health in Mid-and Later Life
3. Post in Week 13 Discussion.
4. Post 2 replies to your peers in Week 13 Discussion.
5. Continue your weekly scheduled visit with your chosen family. This is the last visit.
Week 14 Family Mental Health Nursing and Families and Community and Public Health Nursing
1. Read Chapter 16 Family Mental Health Nursing
2. Read Chapter 17 Families and Community and Public Health Nursing
3. Post in Week 14 Discussion.
4. Post 2 replies to your peers in Week 14 Discussion.
5. Turn in Part #4 of Family Project
6. Complete Course Evaluation in Bb