



**St. Luke's Hospital School of Nursing  
at Moravian College  
Bethlehem, Pennsylvania**



**NURS312: Embracing the Dynamic Family  
Spring 2008**

**Faculty:**

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**Class: Monday & Wednesday 12:50-2:00 (Memorial 302)**

**Clinical Laboratory: Tuesday or Thursday 6:30-3:00 as scheduled**

**Problem-Solving Seminar: Friday 12:50- 2:00 (Memorial 302) as scheduled**

**Catalog/Course Description:**

A clinical practicum course which provides a foundation to facilitate family growth and development throughout the life span and across generations. Students experience nursing role behaviors in addressing health needs in a variety of family systems.

**Course Objectives:**

1. Examine the phases of development of the family unit across the life span.
2. Analyze the impact of cultural, social, spiritual, psychological and physical factors on the health of the family unit.
3. Interpret assessment data to plan and provide holistic nursing care and education to families.
4. Examine pharmacologic, nutritional and alternate therapies in meeting the needs of families.
5. Apply evidence based practice nursing research in the planning/implementing of nursing care of the family.
6. Utilize principles of health promotion, health maintenance, and health restoration in providing nursing care to the family.

**Required Texts:** \*Additional course related readings may be required

ATI Content Mastery Series. (2006). *Nursing care of children*, RN edition 7.0,  
Review Module. Assessment Technologies Institute.

- ATI Content Mastery Series. (2006). *Maternal Newborn Nursing*, RN edition 7.1, Review Module. Assessment Technologies Institute.
- ATI Content Mastery Series. (2006). *Pharmacology for Nursing*. Version 4.0, Review Module. Assessment Technologies Institute.
- Ball, J.W. & Bindler, R. C. (2008). *Pediatric nursing: Caring for children*. New Jersey: Pearson Prentice Hall.
- Cox, H., Hinz, M., Lubno, M., Scott-Tilley, D., Newfield, S., Slater, M., & Sridaromont, K (2006). *Clinical applications of nursing diagnosis: Adult, child, women's, psychiatric, gerontic, and home health considerations* (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.
- Davidson, M.R., London, M.L., & Ladewig, P.A. (2008). *Olds' maternal-newborn nursing and women's health across the lifespan*. (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.
- Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgment* (2<sup>nd</sup> ed.). Philadelphia: W.B. Saunders.
- Hogan, M.A., Thobagen, M. & Harkreader, H. (2004). *Study guide for Harkreader: Fundamentals of nursing: Caring and clinical judgment* (2<sup>nd</sup> ed.). Philadelphia: W.B. Saunders.
- Ignavaticius D. D. & Workman, L. (2006). *Medical surgical nursing: Critical thinking for collaborative care* (5<sup>th</sup> ed.). St. Louis: W. B. Saunders.
- Kee, J. L. *Pharmacology - Text and workbook package*, (5<sup>th</sup> ed.). St. Louis: W.B. Saunders.
- Lutz, C & Przytulski K. (2006). *Nutrition and diet therapy* (4<sup>rd</sup> ed.). Philadelphia: F.A. Davis Company.
- Stuart, G., & Laraia, M. (2005). *Principles and practice of psychiatric nursing*. (8<sup>th</sup> ed.). St. Louis: Mosby.
- Silvestri, L.A. (2005). *Saunders comprehensive review for NCLEX-RN* (3<sup>rd</sup> ed.) Philadelphia: W. B. Saunders.

**Recommended Text:**

- Davidson, M.R., London, M.L., & Ladewig, P.A. (2008). *Clinical handbook for Olds' maternal newborn nursing and women's health across the lifespan*. Upper Saddle River, NJ: Prentice Hall.

### **Attendance Requirements:**

**Class attendance is an expectation.** Students are expected to be prepared for all class meetings, to arrive on time, and to engage themselves in class discussion. Students who are not prepared may not be able to meet course standards and are at risk for course failure.

1. **If a student is late to class** more than one time, 1 percentage point will be deducted from the final grade for each subsequent time s/he is late.
2. **If unable to attend a class**, please contact the course faculty *prior* to the class session to be missed via pager, phone or notification of Department Secretary. Students who do not notify the faculty prior to a missed class and do not present a valid medical excuse will have 1 percentage point deducted from their final course grade for each unexcused absence. *In the event an absence is not excused and an in-class quiz or exam is missed, a score of 0 will be recorded.* An authorized excuse from either a physician or nurse practitioner is required. Students are responsible for obtaining any notes, handouts or other class items from classmates.
3. **Clinical attendance is mandatory.** If a student is ill or unable to attend, s/he must contact the clinical agency and clinical instructor 30 minutes prior to the scheduled time for the clinical experience. Alternative assignments will be required at the discretion of the course faculty. Failure to notify the instructor may constitute an overall *Unsatisfactory* in clinical. An authorized excuse from either a physician or nurse practitioner is required; otherwise, an *Unsatisfactory* will be recorded for the day's experience.
4. **All clinical days start at 0630 unless otherwise specified. Therefore, the student is expected to be at the clinical site prior to 0630, and ready to begin promptly at 0630.** Students who are consistently late for clinical may not be able to meet course standards of conduct and are at risk for course failure. Students who are consistently late for clinical may not be able to meet course standards of conduct and are at risk for course failure.

### **Learning Services Accommodations:**

Student who have any learning disabilities or specific accommodations that need to be made are advised to consult with Learning Services (Ext. 1510). Students are also encouraged, yet not required, to inform course faculty of those situations that are affect academic performance. Resources may be available to aid students who are experiencing academic difficulties.

### **Course Requirements:**

Directives for graded and satisfactory/unsatisfactory (S/U) course requirements are available online at the course Blackboard site. The URL for Blackboard is:  
<http://blackboard.moravian.edu>.

### **Graded Course Requirements:**

- |                              |     |
|------------------------------|-----|
| 1. Four exams (15%)          | 60% |
| 2. Comprehensive Final       | 20% |
| 3. Lifespan Web Page         | 10% |
| 4. Family Assessment project | 10% |

**It is within the instructor's purview to apply qualitative judgment in determining the grades for an assignment or for a course.**

## ATI Requirement: (Extra Credit)

Extra credit will be awarded for the successful completion of the proctored assessments in Nursing of Children and Maternal-Newborn Nursing.

**Extra credit can be earned twice, and only once for each specialty assessment. Points earned through extra credit will be added to the lowest examination grades.**

### Practice assessment test scores:

Completion of the ATI online practice assessments at 90% or better in Nursing of Children and Maternal-Newborn Nursing prior to the proctored assessment test date. 1% of grade earned

Performance below Level 1 Proficiency Demonstration of successful review/remediation\*

### Proctored assessment proficiency Levels:

Level 1 Proficiency Met 2.5% of grade earned

Level 2 Proficiency Met (program benchmark) 5% of grade earned

Level 3 Proficiency Met 7.5% of grade earned

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*\*Students will be required to show proof of successful review / remediation in low performing areas prior to the last day of classes. This may include reviewing content in modules or completion of case studies in review modules or through other strategies. In any case, students will be required to earn a score of 95% or better on the online practice assessment. The student may take the online practice assessment as many times as needed to achieve this outcome.*

**For all students earning less than a Level 1 proficiency on any proctored assessment, the student is required to earn a grade of 95% or better on an online practice assessment in order to fulfill course requirements.**  
*All remediation must be submitted prior to the last day of the course in order to take the final examination.*

### Policy:

1. Students are required to maintain a minimum cumulative QPA of 3.00 in nursing and an overall QPA > 2.70 (see the student handbook).
2. Assignments are expected on or before their due date. Five points per day will be deducted from the assignment grade if an assignment is handed in late. After two days assignments/projects will not be accepted and will earn a grade of 0.
3. The grading scale is as follows:

A = 93-100      B+ = 87-89      B- = 80-82      C = 73-76  
A- = 90-92      B = 83-86      C+ = 77-79      C- = 70-72

**Academic Integrity:**

1. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. This policy is described in the Moravian College Student Handbook. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words without appropriate citation. *It also includes obtaining a paper from someone else, using text or images from the Internet, or submitting written material from a professional writing service.*

**Classroom Protocol:**

A classroom conducive to learning will be maintained. It is imperative that students arrive to class promptly. Students should refrain from eating in the classroom. Cell phones must be turned off (not silenced) during class. Faculty reserve the right to dismiss a student from class for disruptive behavior

**Satisfactory/Unsatisfactory Clinical Requirements**

In order to receive a satisfactory in the summative evaluation, the student must satisfactorily meet all clinical criteria in each course objective. If a student earns an *Unsatisfactory* in clinical, the student will receive an "F" for the course.

**The syllabus and topical outline are subject to changes  
at the discretion of the instructor.**

**CLASS SESSIONS: TOPICAL OUTLINE**  
**Spring 2008**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 1</b>		
Jan. 14 <b>Scholtz</b>	<b>Course Overview</b>	<i>Read: Ball &amp; Bindler</i> Chapter 1 <i>Read: Ball &amp; Bindler</i> Chapter 5  <i>Prior to orientation Read:</i> <i>ATI Pharmacology, pp.479-485; ATI, Maternal-Newborn, pp. 270-288; ATI Nursing Care of Children Chapters 10 &amp; 11</i>
Jan. 16 & 18 <b>Scholtz</b>	<b>Growth and Development Across the Lifespan</b> Theories related to the Individual Family Member: Children, Growth & Development Psychological a) Psychoanalytical (Freud) b) Psychosocial (Erikson) c) Cognitive (Piaget) Physical/physiological a) Newborn/Infant b) Child c) Immunizations ❖ Schedule ❖ Teaching	<i>Read: Ball &amp; Bindler</i> Chapters 3 and 4 including growth and development insert between pages 66 and 67; Chapter 18 <i>Read: ATI Nursing Care of Children</i> Chapters 1-9; 27-28
<b>Week 2</b>		
Jan. 21	<b>No Class</b>	
Jan. 23 <b>Scholtz</b>	<b>The Hospitalized Child and Family</b> Nursing care of the child and family	<i>Read: Ball &amp; Bindler</i> Chapter 13 <i>Read: ATI Nursing Care of Children</i> Chapter 13
Jan. 25 <b>Hoffman</b>	<b>Theories related to the Dynamic Family</b> Current Issues in Maternal-Newborn Nursing Care of the Family in a Culturally Diverse Society	<i>Read: Davidson, London &amp; Ladewig (Davidson, et al.)</i> Chapters 1 and 2
<b>Week 3</b>		
Jan 28, 30 <b>Hoffman</b>	<b>The Newborn</b> Immediate Care of the Newborn Physiologic Responses of the Newborn Normal Newborn Needs and Care	<i>Read: Davidson, London &amp; Ladewig (Davidson, et al.)</i> Chapters 28-30; <i>ATI, Maternal-Newborn</i> Chapters 19-22, 24

Feb 1 <b>Scholtz</b>	<b>Infant nutrition</b> 1. Breast feeding 2. Bottle feeding 3. Weaning/Infant nutrition 4. Nutrition and the growing child 5. Feeding concerns a) Colic b) Allergies c) Gastroesophageal Reflux d) Gastroenteritis  <b>*End of Material for Exam #1</b>	<b>Read: Ball &amp; Bindler:</b> pp 286-287; 921; 953-954; Davidson, et al. Chapter 31  <b>Read: ATI Nursing Care of Children</b> Chapter 35, 55, 56;
<b>Week 4</b>		
Feb. 4, 6 <b>Scholtz</b>	<b>B. Inborn Errors of Metabolism</b> 1. Celiac 2. PKU 3. Tay-Sachs 4. Hypothyroidism 5. Cystic Fibrosis	<b>Read: Ball &amp; Bindler:</b> pp 955-956; 1247; 726-733; 682; 1211-1213  <b>Read: ATI Nursing Care of Children</b> Chapter 19
Feb. 8 <b>Hoffman</b>	<b>Newborn Complications</b> Conditions at Risk Birth Stressors	<b>Read: Davidson, et al.</b> Chapter 32 & 33; <i>ATI, Maternal-Newborn</i> Chapter 23  <b>Schedule group's web page project with Dr. Hoffman for week of Feb. 11</b>
<b>Week 5</b>		
Feb. 11	<b>Examination #1</b>	
Feb. 13 <b>Hoffman</b>	<b>Human Reproduction</b> The Reproductive System Conception & Fetal Development Special Reproductive Concerns	<b>Read: Davidson, et al.</b> Chapter 10-12; <i>ATI, Maternal-Newborn</i> Chapters 1 & 2
Feb. 15 <b>Hoffman</b>	<b>Pregnancy</b> Preparation for Parenthood Physical & Psychological Changes of Pregnancy Expectant Family: Needs & Car	<b>Read: Davidson, et al.</b> Chapters 13-15; <i>ATI, Maternal-Newborn</i> Chapters 3-6
<b>Week 6</b>		
Feb. 18 <b>Scholtz</b>	<b>Elimination Variations (Adult)</b> GI Disorders – Chole/Pancreatitis Prostate & Testicular Health Medications (Proscar, Hytrin, Cardura, Flowmax)	<b>Complete Medication Profiles:</b> Proscar, Hytrin, Cardura, Flowmax

Feb. 20, 22 <b>Scholtz</b>	<p><b>Elimination Variations (Pediatrics)</b></p> <ol style="list-style-type: none"> <li>1. Newborn elimination</li> <li>2. Bowel (Imperforate anus)</li> <li>3. Urinary <ol style="list-style-type: none"> <li>a) Hypospadias/cryptorchism/epispadias</li> <li>b) Toilet training in children</li> <li>c) Common elimination problems (enuresis)</li> </ol> </li> <li>4. Other elimination concerns <ol style="list-style-type: none"> <li>a) Incontinence</li> <li>b) Constipation</li> <li>c) Obstructive Disorders <ol style="list-style-type: none"> <li>1) BPH</li> <li>2) Hirschprung's</li> <li>3) Intussusception</li> <li>4) Pyloric stenosis</li> </ol> </li> </ol> </li> </ol> <p><b>* End of Material for Exam # 2</b></p>	<p><b>Read: Ball &amp; Bindler</b> Chapters 24 and 25</p> <p><b>Read: ATI Nursing Care of Children</b> Chapters 36, 37, 40, 41 &amp; 42</p>
Week 7		
Feb. 25	<b>Examination #2</b>	
Feb 27 <b>Guest Lecturer</b>	<p><b>Family Issues in Community Mental Health</b> Tanya K. Binford, MSN, RN, P-MH, NP Southeastern Arizona Behavioral Health Systems Psychiatric-Mental Health Nurse Practitioner</p>	
Feb. 29	<b>Problem Solving</b>	<b>Draft due: Lifespan web page</b>
Week 8 Mar. 3-9	<b>Spring Break: No Classes Week of March 3 ☺</b>	
Week 9		
Mar. 10, 12 <b>Scholtz</b>	<p><b>Alteration in activity/exercise re: to Asthma</b></p> <ol style="list-style-type: none"> <li>1. Allergens/allergy injections</li> <li>2. Bronchodilators</li> <li>3. Corticosteroids</li> <li>4. Inhalants</li> </ol> <p><b>Tonsillitis and Other Common Respiratory Problems in Children</b></p> <ol style="list-style-type: none"> <li>1. Otitis Media</li> <li>2. Tonsillitis</li> <li>3. Upper Respiratory Infections</li> <li>4. Lower Respiratory Tract Infections</li> </ol>	<p><b>Read: ATI Nursing Care of Children</b> Chapters 15-18 <i>Ball &amp; Bindler</i> Chapter 20</p> <p><b>Read: Ball &amp; Bindler</b> pp 649-657; 666-674; <b>Read: ATI Nursing Care of Child</b> Chapter 29</p>
Mar. 14 <b>Hoffman</b>	<p><b>Postpartum</b> Postpartum Adaptation and Nursing Assessment The Postpartal Family: Needs and Care The Postpartal Family at Risk</p>	<p><b>Read: Davidson, et al.</b> Chapters 34 &amp; 35, 38; <i>ATI, Maternal-Newborn</i> Chapters 15-18</p> <p><b>Family Assessment Paper Due</b></p>



<u>Week 10</u>		
Mar. 17 <b>Adamshick</b>	<b>Coping-Stress</b> Topics in Loss and Grief 1. Infertility 2. Pregnancy Loss 3. Loss of a Child 4. Death and Dying 5. Family Coping 6. Ineffective family coping: Depression 7. Interventions for facilitating family coping <b>*End of Material for Examination #3</b>	<b>Read: Davidson, et al.</b> Chapters 38
Mar. 19 <b>Scholtz</b>	<b>Cognitive/Sensory Variations</b> Cognitive Development Acquisition of Language Neural Tube Defects Cerebral Palsy Mental Retardation	<b>Read:</b> <b>Ball &amp; Bindler</b> Chapters 26 & 27 <i>ATI Nursing Care of Children</i> Chapters 43-49
Mar. 21	No Problem Solving: Good Friday	
<u>Week 11</u>		
Mar. 24	No Class: Easter Monday	
Mar. 26	<b>Examination #3</b>	
Mar. 28 <b>Hoffman</b>	<b>Birth</b> Processes and Stages of Labor & Birth Intrapartal Nursing Assessment The Family in Childbirth: Needs & Care Pain Management during Labor	<b>Read: Davidson, et al.</b> Chapters 22 & 23; <i>ATI, Maternal-Newborn</i> Chapters 7, 9-12
<u>Week 12</u>		
Mar. 31 Apr. 2 <b>Hoffman</b>	<b>Birth (continued)</b> Processes and Stages of Labor & Birth Intrapartal Nursing Assessment The Family in Childbirth: Needs & Care Pain Management during Labor	<b>Read: Davidson, et al.</b> Chapters 21, 24 & 25
Apr. 4	<b>Problem Solving</b>	<b>Lifespan Web Pages Due</b>
<u>Week 13</u>		
Apr. 7 <b>Scholtz</b>	<b>Sleep/Rest Disturbances</b> Sleep/rest disturbances due to pregnancy & postpartum Sleep apnea through the lifespan Sudden Infant Death Syndrome	<b>Read: Ball &amp; Bindler:</b> pp 691-694 <i>ATI Nursing Care of Children</i> Chapter 53

Apr. 9 <b>Scholtz</b>	<b>Alterations in Mobility</b> <ol style="list-style-type: none"> <li>1. Congenital hip dislocation</li> <li>2. Congenital clubfoot</li> <li>3. Muscular dystrophy</li> <li>4. Fractures <ol style="list-style-type: none"> <li>a) Nursing care of the person in a cast</li> <li>b) Nursing care of the person in traction</li> </ol> </li> <li>5. Arthritis</li> <li>6. Osteoporosis</li> <li>7. Sports Injuries</li> <li>8. Scoliosis</li> </ol> <p><b>End of Material for Examination #4</b></p>	<b>Read:</b> <i>Ball &amp; Bindler, Chapter 28</i> <i>Read: ATI Nursing Care of Children Chapters 50, 51, &amp; 52</i>
Apr. 11 <b>Hoffman</b>	<b>Pregnancy Complications</b> Pregestational problems	<b>Read:</b> <i>Davidson, et al.</i> Chapters 19; <i>ATI, Maternal-Newborn</i> Chapter 8
<u>Week 14</u>		
Apr 14 <b>Hoffman</b>	<b>Pregnancy Complications</b> Gestational problems	<b>Read:</b> <i>Davidson, et al.</i> Chapters 20
Apr. 16	<b>Examination # 4</b>	
Apr. 18 <b>Hoffman</b>	<b>Childbirth Complications</b> Birth at Risk	<b>Read:</b> <i>Davidson, et al.</i> Chapters 26 & 27, Chapters 13 & 14
<u>Week 15</u>		
Apr. 21	<b>Group Presentations</b>	
Apr. 23	<b>Group Presentations</b>	
Apr. 25	<b>Comprehensive Course Review</b>	
Week 16	<b>Comprehensive Final (TBA)</b>	

## **NURS 312: Embracing the Dynamic Family Lifespan Web Page**

**Overview:** The purpose of this project is to allow students opportunity to study topics of concern for families throughout the lifespan. It is intended that students use creative problem-solving processes when exploring issues and related community resources for promoting family health. Students identify and investigate internet resources available to families, presenting their findings in an interesting and informative manner.

**Objectives:** The nursing student will:

1. Collaborate with classmates on the topic of concern
2. Interpret the usefulness of available Internet resources for families
3. Communicate findings to peers and others through web site and class presentation

**Directions:** To complete this project, the student will be assigned to one of five different work groups. Examples for Lifespan Topics:

*Women's Health: Phases of Women*  
*Men's Reproductive Health Through the Lifespan*  
*Loss & Grief: Lifespan Issues*  
*Cognitive Disorders through the Lifespan*  
*Abuse in Families*  
*Immunizations*

The students will:

1. Meet as a group to determine areas of topic to cover
2. Review Intranet resources for materials related to own assignment for topic.
3. Schedule appointment for group to meet with instructor to discuss how to build a web site in MS FrontPage (before Feb. 15)
4. Submit draft of at least two linked web pages with images to Dr. Hoffman by Feb. 29.
5. Upload final web pages to college network with assistance of instructor by April 4
6. Verify web pages functionality and repair as appropriate prior to presentations
7. Present web page in Class on April 21 or 23

**Grading:** The Lifespan Web Page requirement is worth 10% of the course grade. The grade will be based on the following.

- Web page (5% of final grade)
- Class Presentation (5% of final grade)

Grades will be based on quality, accuracy, organization, completeness, grammar/spelling, and presentation effect. Generally each member of the group will receive the same grade on the project; however, *if a student does not participate constructively on the project, a different grade will be assigned to that student.*

## **NURS 312: Embracing the Dynamic Family Family Assessment Paper**

**Overview:** In this experience students will interview a parent and complete a family assessment. The parent will be either a maternity client or parent of a pediatric patient. One purpose of the Interview is to establish a therapeutic nurse/client relationship. On the basis of this relationship, the student will gather a subjective account of the client's family's structure as determine family functional health status. By talking with the client and other family members, as appropriate, both the student and client's awareness of wellness and health will be heightened. Through this assessment the students will assess the family, determine functional health status and identify at least one strategy for improving the family's health.

**Objectives:** The nursing student will:

1. Establish a therapeutic partnership with a parent, either maternal client or parent of a child in pediatrics.
2. Use models provided for assessing family structure and function.
3. Synthesize findings from the assessment in a written paper.

**Directions:** This experience includes:

1. Use of textbook readings and resources given in class to create a genogram, determine the Family Apgar, and assess family functioning.
2. Interview the selected parent client to obtain information about family structure, such as:
  - Type of family
  - Stage of Family Development (Table 2.1, p. 29, Davidson, et al.)
  - Family structure (3-generational genogram)
  - Family roles, decision-making and cultural influences
3. Interview the family to determine the functional status and Family Apgar score
4. Describe the family's assessment interview in a 6-8 page, typewritten paper

**Grading:** The Family Assessment Paper grade is 10% of the Course Grade. This paper is due by March 14<sup>th</sup>.

The grade will be based on the following:

The grade will be based on the following.

- Introduction to structure of the family (40 points)
  - Family genogram, power, cultural influences, developmental stage*
- Assessment of at least 8 functional areas (25 points)
- Description of family's "Apgar Score" (10 points)
- Discussion/conclusion (10 points)
- Title page, margins, organization, grammar/spelling (15 points)

<b>NURS 312 Requirements</b>	<b>Due Dates</b>
Exam 1 (15%)	Feb. 11
Exam 2 (15%)	Feb. 25
Exam 3 (15%)	Mar. 26
Exam 4 (15%)	Apr. 16
Comprehensive Final Exam (20%)	To be announced
Lifespan Web Page (10%)	
Meet with Dr. Hoffman	During week of Feb. 11
Web page draft (at least 2 pages with images, links)	Feb. 29
Upload web pages	Apr. 4
Class Presentations	Apr. 21/24
Family Assessment Paper (10%)	Mar. 14