



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



**NURS312: Embracing the Dynamic Family  
Spring 2009**

**Faculty:**

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**Class: Monday & Wednesday 8:50-10:00 am**

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

**Problem-Solving Seminar: 8:50-10:00 am 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 the provision of 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: Prentice Hall.

Boyd, M. (2008). *Psychiatric nursing contemporary practice*, (4th ed.). Hagerstown, MD.: Lippincott, Williams, and Wilkins.

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. (2007). *Nursing health assessment: A critical thinking, case studies approach* (2<sup>nd</sup> ed.). Philadelphia: F. A. Davis.

Harkreader, H. (2007). *Fundamentals of nursing: Caring and clinical judgment* (3<sup>rd</sup> ed.). Philadelphia: W. B. Saunders.

Kee, J. L., Hayes, E. R. & McCuiston, L. E. (2006). *Pharmacology: A nursing process approach* (5<sup>th</sup> ed.). St. Louis: Elsevier.

Kee, J. L., Hayes, E. R. & McCuiston, L. E. (2006). *Study guide pharmacology: A nursing process approach* (5<sup>th</sup> ed.). St. Louis: Elsevier.

London, M.L., Ladewig, P.A., & Davidson, M.J. (2008). *Workbook for Olds' maternal-newborn nursing and women's health across the lifespan*, (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Newfield, S. A., Hinz, M. D., Scott-Tilley, D., Sridaromont, K. & Maramba, P. (2007). *Cox's clinical applications of nursing diagnosis: Adult, child, women's, Mental health, gerontic, and home health considerations* (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L. & Cheever, K. H. (2007). *Brunner and Suddarth's textbook of medical-surgical nursing* (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

**Recommended Text:**

Deglin, J. H. & Vallerand, A. H. (2008). *Davis's drug guide for nurses* (11<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Silvestri, L. A. (2008). *Saunders comprehensive review for NCLEX-RN* (4<sup>rd</sup> ed.). Philadelphia: W. B. Saunders.

**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 objectives 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 phone or email. 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 the 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.* A formal written excuse from either a physician, nurse practitioner, or other authority 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. A formal written excuse from either a physician, nurse practitioner, or other authority 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 be unable to meet course standards of conduct and are at risk for course failure. Students, who are unprepared to care for their patients in a safe manner, will be dismissed from the clinical experience and receive an *Unsatisfactory* for the experience.
5. Students are expected to adhere to proper classroom protocol. All cell phones must be turned off once the class begins. This means the cell phone is not to be set on vibration since this noise is distracting. In the event a cell phone rings or a student is text messaging etc, the student will be asked to leave the classroom. Any behavior that is in opposition to the criteria set forth in the Student Handbook will be addressed. A classroom of reciprocal respect among students and faculty will be maintained at all times. Eating is not permitted during class.

**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:**

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|------------------------------|-----|
| 1. Four exams (20%)          | 80% |
| 2. Comprehensive Final       | 10% |
| 3. Family Assessment project | 10% |

**Grading 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:

1. The grading scale is as follows:

A	= 93-100	C	= 73-76
A-	= 90-92	C-	= 70-72
B+	= 87-89	D+	= 67-69
B	= 83-86	D	= 63-66
B-	= 80-82	D-	= 60-62
C+	= 77-79	F	= <60

**Academic Integrity:**

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.

**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.

## 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.

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

**CLASS SESSIONS: TOPICAL OUTLINE**  
**Spring 2009**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
<u>Week 1</u>		
Jan. 19 <b>Scholtz</b>	<b>Course Overview</b> <b>Nursing Care of the Hospitalized Child</b> <ol style="list-style-type: none"> <li>1. Nursing care based on growth and development</li> <li>2. Medication administration</li> <li>3. Play therapy</li> </ol>	<i>Read: Ball &amp; Bindler, Chapters 1, 3, 13</i>  <b>Prior to orientation Read:</b> <i>ATI Pharmacology, pp.479-485; ATI, Maternal-Newborn, pp. 270-288;</i> <i>ATI Nursing Care of Children Chapters 1-3: 11-13</i>
Jan. 21, 23 <b>Scholtz</b>	<b>Common Childhood Illnesses:</b> <ol style="list-style-type: none"> <li>1. Infectious diseases</li> <li>2. Gastrointestinal infections</li> <li>3. Integumentary infections</li> </ol>	<i>Read: Ball &amp; Bindler Chapters 18 &amp; 30; ATI Nursing Care of Children Chapters 27-28</i>
<u>Week 2</u>		
Jan. 26 & 28 <b>Scholtz</b>	<b>Tonsillitis and Other Common Respiratory Problems in Children</b> <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> <li>5. Asthma</li> </ol>	<i>Read: Ball &amp; Bindler Chapters 19 &amp; 20;</i> <i>ATI Nursing Care of Child Chapter 15, 16, 29</i>
Jan. 30 <b>Hoffman</b>	<b>Theories related to the Dynamic Family</b> <ol style="list-style-type: none"> <li>1. Dynamic Family</li> <li>2. Care of the Family in a Culturally Diverse Society</li> <li>3. Adolescent Sexuality Parenting, and Pregnancy</li> <li>4. Family Assessment</li> </ol>	<i>Read: Davidson, London &amp; Ladewig (Davidson, et al.) Chapters 1 and 2</i>
<u>Week 3</u>		
Feb 2, 4 <b>Hoffman</b>	<b>The Newborn</b> <ol style="list-style-type: none"> <li>1. Immediate Care of the Newborn</li> <li>2. Physiologic Responses of the Newborn</li> <li>3. Normal Newborn Needs and Care</li> </ol>	<i>Read: Davidson, et al., Chapters 28-30; ATI, Maternal-Newborn Chapters 19-22, 24</i>

Feb 6 <b>Scholtz</b>	<b>Infant nutrition</b> <ol style="list-style-type: none"> <li>1. Breast feeding</li> <li>2. Bottle feeding</li> <li>3. Weaning/Infant nutrition</li> <li>4. Nutrition and the growing child</li> <li>5. Feeding concerns <ol style="list-style-type: none"> <li>a) Colic</li> <li>b) Allergies</li> <li>c) Gastroesophageal reflux</li> <li>d) Gastroenteritis</li> <li>e) Failure to thrive</li> </ol> </li> </ol> <p><b>*End of Material for Exam #1</b></p>	<b>Read:</b> Ball & Bindler: pp 286-287; 921; 953-954; Davidson, et al., Chapter 31; ATI Nursing Care of Children Chapter 35, 55, 56;
<b>Week 4</b>		
Feb. 9, 11 <b>Hoffman</b>	<b>Human Reproduction</b> <b>Reproductive System</b> <ol style="list-style-type: none"> <li>1. Menstrual cycle disorder</li> <li>2. Dysmenorrhea</li> <li>3. PMS/PMD</li> <li>4. Amenorrhea</li> <li>5. Family planning</li> <li>6. Conception and fetal development</li> </ol>	<b>Read:</b> Davidson, et al. Chapters 4-6, 10, 11; ATI, Maternal-Newborn Chapter 1
Feb. 13	<b>Examination #1</b>	
<b>Week 5</b>		
Feb. 16, 18 <b>Hoffman</b>	<b>Pregnancy</b> <ol style="list-style-type: none"> <li>1. Preparation for parenthood</li> <li>2. Genetic Testing/Counseling <ol style="list-style-type: none"> <li>a. Autosomal Dominant Patterns (Hemophilia)</li> <li>b. Autosomal Recessive (Sickle Cell)</li> </ol> </li> <li>3. Physical &amp; psychological changes of pregnancy</li> <li>4. Expectant family: Needs &amp; care</li> <li>5. Adolescent Pregnancy</li> <li>6. Antepartum Diagnosis</li> </ol>	<b>Read:</b> Davidson, et al. Chapters 12-17; ATI, Maternal-Newborn Chapters 2-7
Feb. 20 <b>Hoffman</b>	<b>Birth</b> <ol style="list-style-type: none"> <li>1. Processes and stages of labor &amp; birth</li> <li>2. Intrapartal nursing assessment</li> <li>3. Family in childbirth: Needs &amp; Care</li> <li>4. Pain management during labor</li> <li>5. Processes and stages of labor &amp; birth</li> </ol>	<b>Read:</b> Davidson, et al., Chapters 22-25; ATI, Maternal-Newborn Chapters 9, 10, 12
<b>Week 6</b>		
Feb. 23 <b>Hoffman</b>	<b>Birth</b> (continued; material on Exam #3) <ol style="list-style-type: none"> <li>1. Intrapartal nursing assessment</li> <li>2. Family in childbirth: Needs &amp; care</li> <li>3. Pain Management during labor</li> </ol>	

Feb. 25 <b>Scholtz</b>	<b>Elimination Variations: Genitourinary</b> 1. Newborn elimination 2. Urinary a) Hypospadias/epispadias b) Cryptorchism c) Testicular Torsion d) Toilet training in children e) Common elimination problems (enuresis) f) Circumcision	<b>Read: Ball &amp; Bindler</b> Chapter 25 <b>Read: ATI Nursing Care of Children</b> Chapters 36, 37, 40, 41 & 42
Feb. 27	<b>End of Material for Examination #2</b>  No Problem Solving	
<b>Week 7</b>	<b>Spring Break: Classes resume March 9</b>	
<b>Week 8</b>		
Mar. 9, 11 <b>Scholtz</b>	<b>Elimination Variations: Gastrointestinal</b> 1. Newborn elimination 2. Elimination concerns a) Incontinence/Encopresis b) Constipation c) GI Disorders 1) Hirschprung's 2) Intussusception 3) Pyloric stenosis 4) IBS/Crohn's 5) Imperforate anus	<b>Read: Ball &amp; Bindler:</b> Chapter 24 : <b>ATI Nursing Care of Children</b> Chapter36
Mar. 13	<b>Examination #2</b>	
<b>Week 9</b>		
Mar. 16 <b>Hoffman</b>	<b>Postpartum</b> Postpartum adaptation and nursing assessment 1. The postpartal family: Needs and care 2. The postpartal family at risk	<b>Read: Davidson, et al.</b> Chapters 34-36; <b>ATI, Maternal-Newborn</b> Chapters 15, 16, & 18
Mar.18, 20 <b>Hoffman</b>	<b>Complications of Pregnancy</b> 1. Gestational Problems 2. Spontaneous abortions 3. PIH/Preeclampsia/Eclampsia 4. Pregestational Complications 5. HIV/Aids Maternal-Fetal Transfer	<b>Read: Davidson, et al.</b> Chapters 19 & 20; <b>ATI, Maternal-Newborn</b> Chapter 8  <b>Family Assessment Paper Due (Mar. 20)</b>
<b>Week 10</b>		
Mar. 23, 25 <b>Hoffman</b>	<b>Childbirth Complications</b> 1. Cesarean birth 2. Assisted vaginal birth 3. Cord abnormalities/prolapsed 4. Preterm labor and birth	<b>Read: Davidson, et al.</b> Chapters 26 & 27; <b>ATI, Maternal-Newborn</b> Chapters 13 & 14



Mar. 27 <b>Hoffman</b>	5. Labor induction and augmentation  <b>Postpartum complications</b> 1. Puerperal infection 2. Postpartum depression  <b>End of Material for Examination # 3</b>	<b>Read:</b> Davidson, et al., Chapter 38; <i>ATI, Maternal-Newborn</i> Chapter 17
<b>Week 11</b>		
Mar. 30, Apr. 2 <b>Scholtz</b>	<b>Cognitive/Sensory Variations</b> 1. Cognitive development 2. Acquisition of language 3. Neural tube defects 4. Cerebral palsy 5. Mental retardation 6. Autism spectrum disorder	<b>Read:</b> Ball & Bindler, Chapters 26 & 27; <i>ATI Nursing Care of Children</i> Chapters 43-49
Apr 4	<b>Examination # 3</b>	
<b>Week 12</b>		
Apr 6, 8 <b>Scholtz</b>	<b>Inborn Errors of Metabolism</b> 1. Celiac 2. PKU 3. Tay-Sachs 4. Hypothyroidism 5. Cystic Fibrosis 6. Endocrine disorders (a) Neonatal Screening (b) Thyroid disorders in the child (c) Pediatric diabetes	<b>Read:</b> Ball & Bindler Chapter 29 <i>ATI Nursing Care of Children:</i> Chapter 38
Apr. 10	<b>Easter Break ☺</b>	
<b>Week 13</b>		
Apr. 15 <b>Hoffman</b>	<b>Newborn Complications</b> 1. Conditions at risk 2. Congenital heart disorders 3. Birth stressors 4. Prematurity 5. Intrauterine growth alterations	<b>Read:</b> Davidson, et al., Chapters 32 & 33; <i>ATI Maternal-Newborn</i> Chapter 23
Apr. 17 <b>Scholtz</b>	<b>Alterations in Mobility</b> 1. Congenital hip dislocation 2. Congenital clubfoot 3. Muscular dystrophy 4. Fractures 5. Primary bone tumors 6. Nursing care of the child in a cast 7. Nursing care of the child in Traction	<b>Read:</b> <i>Ball &amp; Bindler</i> , Chapter 28 pp.883-889 <b>Read:</b> <i>ATI Nursing Care of Children</i> Chapters 50, 51, & 52

<b>Week 14</b>		
Apr 20 <b>Scholtz</b>	<b>Alterations in Mobility</b> (continued) 7. Juvenile rheumatoid arthritis 8. Sports injuries 9. Scoliosis	
Apr. 23, 25 <b>Scholtz</b>	<b>Hematologic Disorders in Childhood</b> 1. Bleeding disorders Hemophilia 2. Childhood leukemia 3. Anemias Iron deficiency anemia Sickle Cell Anemia 4. Congenital immunodeficiencies	<b>Read:</b> <i>Ball &amp; Bindler</i> , Chapter 22-23 <i>ATI Nursing Care of Children</i> Chapter 53
<b>Week 15</b>		
Apr. 27 <b>Scholtz</b>	<b>Sleep/Rest Disturbances</b> 1. Sleep/rest disturbances in pregnancy and postpartum 2. Sleep apnea/SIDS	<b>Read:</b> <i>Ball &amp; Bindler</i> , pp. 688-693 <i>ATI Nursing Care of Children</i> Chapter 53
Apr. 29 <b>Scholtz</b>	<b>Coping-Stress: Topics in Loss and Grief</b> 1. Infertility 2. Pregnancy Loss 3. Loss of a Child 4. Palliative Care in Children	<b>Read:</b> <i>Davidson, et al.</i> , Chapter 37
May 1	<b>Examination # 4</b>	
<b>Week 16</b>		
TBA	<b>Comprehensive Final</b>	

## **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 20th.

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)