

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall 2014**

COURSE NUMBER: NUR 3465L

COURSE TITLE: The Developing Family: Nursing Situations in Practice

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 2 credits

COURSE SCHEDULE: Varies

PLACEMENT IN CURRICULUM: Required course; Spring semester Accelerated track, Fall semester senior year for Traditional BSN track

PREREQUISITES: NUR 3065, NUR 3065L, NUR 3115, NUR 3119C, NUR 4125, NUR 3145

COREQUISITES: NUR 3465

FACULTY:

Section 001 CRN	Section 002 CRN
Section 003 CRN	Section 004 CRN

COURSE DESCRIPTION:

The study of caring science is integrated with concepts and theories of family, human growth and development, health promotion, risk reduction, and disease management for nursing situations with childbearing women, children, and families. Evidence-based, age-appropriate communication strategies and nursing responses are examined. Developmental and cultural differences in health assessments, screenings, health teaching and community referrals are examined. Emphasis is placed on collaboration with persons, families, and interprofessional teams to create quality outcomes and a culture of safety. The nurse's role in advocacy for women, children and families on issues of equity in health policy and access to health care is explored.

COURSE OBJECTIVES: Upon completion of NUR 3465L, the student will be able to create caring nursing responses in:

Becoming competent

1. Use multiple ways of knowing and systematic inquiry to build a foundation for evidence-based reflective practice that creates a caring environment for health promoting nursing care of childbearing women and children within the family context. (Program Outcomes 4, 12; Essentials I, II, III, IX).
2. Design person- and family-centered nursing responses that reflect an understanding of human development, pathophysiology, pharmacology, interprofessional and nursing management for childbearing women, children, and families across settings. (Program Outcomes 2, 3; Essential IX).

Becoming Compassionate

3. Assess family relationships and implement evidence-based nursing responses to support parent-child interactions. (Program Outcomes 3, 4, 6, 10; Essentials I, III, VI, IX).

Demonstrating comportment

4. Examine own attitudes, values, and behaviors in relation to issues of human sexuality, women's health, and childbearing and parenting practices in other cultures. (Program Outcomes 1, 2, 5; Essentials I, VIII).
5. Identify the legal and ethical guidelines needed to provide safe, accountable nursing care to childbearing women, children and families. (Program Outcomes 5, 6, 10, 16; Essentials II, V, VII).

Becoming confident

6. Provide developmentally appropriate assessment, care, and anticipatory guidance. (Program Outcomes 2, 3, 4, 11; Essentials I, VII, IX).
7. Use clinical reasoning to plan safe, quality nursing care, set priorities, implement care and evaluate outcomes for childbearing women, children and families. (Program Outcomes 4, 8; Essentials II, VII, IX).

Attending to conscience

8. Examine selected societal, global and technological trends that impact the healthcare of childbearing women, children and families. (Program Outcomes 8, 9, 14, 15; Essential IV).

Affirming commitment

9. Use clinical reasoning to facilitate decision making related to safe, quality nursing care, setting priorities, implementing care and evaluating outcomes in the provision of professional nursing care in childbearing women, children and families across settings. (Program Outcomes 4,8, 12, 13; Essential II).

TEACHING LEARNING STRATEGIES:

Clinical experiences; post-conference discussions; written reflection journal; Electronic Health Record Nursing Documentation

GRADING AND EVALUATION METHODS:

All Clinical Experiences	Frequency	
Daily Clinical worksheets	Daily	30%
Reflective Journal	Daily	70%
Pediatric focused Experiences		Pediatric = 100%
Pediatric Cerner Documentation	Daily	25%
Pediatric Medication Worksheets	All meds for assigned pts	50%
Pediatric Care Map	1 or more	50%
Maternal/Newborn Experiences		MN = 100%
Perinatal Medication Chart	Completed before 1 st clinical	20%
Labor & birth Care Map	Complete history	40%
Maternal-Newborn Care Map	Complete assessment	40%

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A U grade indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

REQUIRED TEXTS:

Ricci, S.S., Kyle, T., & Carman, S. (2011). *Maternity and Pediatric Nursing*, (2nd Ed.) Philadelphia: Lippincott, Williams & Wilkins. ISBN: 978-1-60913-747-2

RECOMMENDED TEXTS:

Davis, A., Fowler, M. & Aroskar, M. (2010). *Ethical dilemmas and nursing practice*. (5th ed.). Upper Saddle River, NJ: Pearson.

Estes, M.E.Z. (2009) *Clinical companion to accompany health assessment and physical examination* (4th ed.). Clifton Park, NY: Delmar/Cengage

Smith, S.F., Duell, D.J., Martin, B.C. (2012). *Clinical Nursing Skills* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall Co.

TOPICAL OUTLINE:

Perinatal Families:

- 1 Healthy Pregnancy: Overview of the physiological and psychosocial adaptive processes of the childbearing woman and her family as client experiencing potential and actual stressors
 - a. Reproductive endocrinology: Genetics and multiple gestation
 - b. Physical and Psychological Changes of Pregnancy, Cultural Values
 - c. Antepartum fetal assessment
 - d. Nursing care of the prenatal woman
 - i. Risk factors (physiological, social, environmental)
 - ii. Assessment during each trimester
 - iii. Complications of each trimester
 - iv. Medical conditions during pregnancy
 - v. Adolescent pregnancy
 - e. Historical, social, legal, economic, political, cultural, and ethical issues in birthing.
 - f. Nursing standards for prenatal health promotion
 - g. Maternal Nutrition
 - h. Preparation for Parenthood, Birthing Options, Childbirth Preparation
- 2 Participates in the care of patients in labor and birth with the assistance and supervision of instructor and unit staff nurses.
- 3 The birthing process:
 - a. Monitoring maternal and fetal health status
 - b. Monitoring progress of labor, including electronic fetal monitoring
 - c. Support mother and family implementing non-pharmacological pain management and coping techniques for labor
 - d. Provides direct physical care
 - e. Assists with pain management for labor and delivery
 - f. Adheres to nursing standards for labor health promotion
 - g. Assists in care of women during the 3 Stages of Labor, Immediate Care of the Newborn
- 4 Physiologic adaptation to the postpartum period
 - a. Alterations in postpartum well-being
 - b. Important components of Teaching
 - c. Family adaptation
 - d. Nursing standards for postpartum health promotion
 - e. Lactation support
- 5 Attachment and the childbearing family
- 6 The Normal Newborn:
 - a. Physiologic adaptation of the newborn
 - b. Newborn assessment
 - c. The Normal Newborn: Needs and Care, Parent Education
 - d. The Normal Newborn: Successful Feeding
 - e. Predictable adaptation Issues
 - f. Nursing standards for newborn health promotion
- 7 Care of the perinatal family with selected stressors including adolescent pregnancy, Gestational diabetes, Pregnancy Induced Hypertension, Preterm Labor, Cesarean Birth, Postpartum Hemorrhage, Postpartum Depression, Infant of a Diabetic Mother, and Thermoregulatory instability
- 8 Fertility Management

Childrearing families

1. Children, their families, and the nurse:
 - a. Adaptive responses of the childrearing family experiencing potential and actual stressors with emphasis on the infant, toddler, preschooler, school-ager, and adolescent.
 - b. Professional nursing roles applied in assisting childrearing families as clients with potential and actual environmental stressors.
2. Nursing responses in caring for the family across care settings
3. Practice guidelines and evidence-based practice in assisting children and families with selected stressors.
 - a. Selected nursing theories
 - b. Other theories, concepts and propositions
 - c. American Academy of Pediatric Guidelines
4. Caring for children and families across settings
 - a. The nursing process in assisting children and families with selected environmental stressors associated with the: Infant, Toddler, Preschooler, School Age, & Adolescent child
 - b. Family Centered Care of the Child During Illness and Hospitalization
 - i. Strategies in Working with Children/Families
 - ii. Understanding Coping Skills Used at Various Developmental Ages
 - iii. Play and the Hospitalized Child
 - iv. Pain Management
5. Growth & Development/Pediatric Assessment: Assessment of childrearing family as client with selected stressors with emphasis on the infant, toddler, preschooler, school-ager, and adolescent.
6. Historical, social, legal, economic, political forces and ethical considerations that impact on assisting childrearing families as clients with potential and actual environmental stressors.
7. Pediatric Variations of Nursing/Pediatric med calculation
8. Family Centered Care of the Child with Chronic Illness or Disability
9. Nursing Care of Children with:
 - a. Respiratory Dysfunction
 - b. Hematological Dysfunction
 - c. Immunological Dysfunction
 - d. Genitourinary and Renal Dysfunction
 - e. Gastrointestinal Dysfunction
 - f. Endocrine Dysfunction
 - g. Psychosocial disorders
 - h. Integumentary and infectious disorders
 - i. Neurosensory disorders
 - j. Musculoskeletal Dysfunction
 - k. Oncologic disorders/ End of life

COURSE ASSIGNMENTS:

Clinical attendance: Students are expected to attend and participate in the large group discussion. Role will be taken for each class. You are expected to be conversant with the case under review and be able to respond to questions and discourse regarding the cases.

Daily worksheets

Use a daily worksheet (pediatric or maternal-newborn) to organize information regarding your assigned patient or patients for the day. You must learn to think on your feet assessing, analyzing, diagnosing, intervening and evaluating. The Daily Worksheet

serves as your “Brain” of sorts, warehousing important data you may or will need later. One of its most important roles is to serve as a roadmap of the changes in your nursing diagnoses and the flow in the nursing process. Your worksheet is to be scanned to your faculty by 11:59 PM on the clinical day.

Pediatric Cerner EHR Documentation

By 11:59 on the day of the clinical experience. EHR documentation and Reflective journals are expected weekly to include your experiences learning while caring for children and families.

EHR documentation Please note that documentation about care of the patient in the electronic health record is largely **objective** data. Use the Cerner pediatric forms appropriate to your patient and the care provided. Weekly assignments will be documented in the EHR system and will include a narrative of who the mother is as caring person, a discussion of the diagnosis and related pathophysiology, significant assessment data including labs, medications, a summary of significant findings including a list of important nursing diagnoses or patient problems, and your reflections on how the clinical experience.

Pediatric Medication Worksheets

Medication reviews help you integrate pathophysiology, medical management, nursing assessment, and evidence-based responses the needs pediatric patients. One very important function is to highly significant safety and patient/family teaching criteria specific to the medication or the child’s age. You must highlight the unique needs of children for the medication. As with all learning and student paperwork, at no time should work on the care map interfere with patient care, assistance of other staff or students seeking learning experiences.

Pediatric Care Map

The purpose of the care map is to integrate concepts of pathophysiology, assessment, treatment, nursing process, and nursing research in a to articulate the needs and evidence-based responses to those needs for a pediatric patient and their family. This will give you an opportunity to demonstrate your ability to organize and interpret data and to critically think about and analyze your nursing care.

Maternal-Newborn Care Map

The purpose of the nursing care narrative is to integrate concepts of pathophysiology, assessment, treatment, nursing process, and nursing research in a to articulate the needs and evidence-based responses to those needs for a perinatal patient and her infant. This will give you an opportunity to demonstrate your ability to organize and interpret data and to critically think about and analyze your nursing care. You are to complete a care map for a woman in labor and delivery, a postpartum patient, and a normal newborn. =

The Nursing Care Narrative form can be found in the course Blackboard resources link. Much of the work is to be completed during the clinical timeframe. However at no time should work on the care map interfere with patient care, assistance of other staff or students who are busy, or seeking learning experiences.

Perinatal Medication Chart

Medications used in Maternal-Newborn care are consistent in nature. Therefore, you can be well prepared for the medications. Complete and study the medication chart so

that you are prepared to administer medications when they present themselves. Carry the chart with you in maternal-newborn clinical.

Reflective Journal

The last aspect of your clinical experience is to reflect on the day and allow for synthesis through additional research and thinking about the care. This is an opportunity for self-evaluation and subjective review of the experience.

The questions provided here are intended to guide you with this area of your journal, the reflective component. You may certainly go beyond these questions in your reflection.

- ❖ In the journal, consider the objectives noted after your previous week's experience.
- ❖ Did you meet your objectives?
- ❖ Describe your accomplishments and analyze or critique your clinical experience.
- ❖ What would you do differently? What did you learn?

Choose one or more of the caring perspectives as a lens for viewing your nursing situation. Incorporate how your situation reflects selects aspects of the caring perspectives.

The following are questions you can consider for reflection in your journal. Please do not attempt to answer them all each week. See if any of them interest you or are important to your clinical experience and address those that are in your journal.

- ❖ Did any ethical or legal issues surface during this clinical experience?
- ❖ What did you find interesting and something that was a learning opportunity for you?
- ❖ What about the general environment of the clinical setting: was this a safe area, how could it be improved?
- ❖ What did you notice about healthcare economics, Healthcare delivery systems, or use of evidence-based practice?
- ❖ How was technology used? Were you familiar with the methodology?

Conclude by identifying 1 or 2 objectives appropriate to your assigned clinical experience for this course and focused on your ongoing development.

Nursing Practice Evaluation Tool

The Nursing Practice Evaluation Tool will be used to document ongoing evidence of your performance in the practice setting. Both you and your supervising faculty member use the Nursing Practice Evaluation Tool to evaluate professional practice performance before it is reviewed in a conference midway and again at the end of the nursing practice experience. An action plan is developed as needed if performance does not meet student-learning outcomes. The signed tool is placed in your College of Nursing file.

Course Specific Literature:

Care of Children:

- Board, R., Ryan-Wenger N. (2002). Long-term effects of pediatric intensive care unit hospitalization on families with young children. *Heart & Lung: Journal of Acute and Critical Care*, 31(1): 53-66.
- Deering, CG., Cody, DJ. (2002). Communicating with children and adolescents. *American Journal of Nursing*, 102(3): 34-42.

Scolnik, D., Kozner, E., Jacobson, S., Diamond, S., & Young, N. (2002). Comparison of oral versus normal and high dose rectal acetaminophen in the treatment of febrile children. *Pediatrics* 110(3): 553-56.

Popovich, D. (2011). 30-second head-to-toe tool in pediatric nursing: Cultivating safety in handoff communication. *Pediatric Nursing*, 37(2): 55-60.

Vogt, M., Chavez, R., & Schaffner, B. (2011). Baccalaureate nursing student experiences at a camp for children with diabetes: The impact of a service-learning model. *Pediatric Nursing*, 37(2): 69-73.

Childbearing focused articles and resources

Corbett, CA & Callister, LC. (2000). Nursing support during labor. *Clinical Nursing Research*, 9, 70-83.

Gennaro, S. Mayberry, L. & Kafulafula, U. (2007). The evidence supporting nursing management of labor. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 36(6), 598 – 604.

Romano, AM. (2005). Research Summaries for Normal Birth. *Journal of Perinatal Education*, 14(4), 49-53.

Walker, M. (2008). Conquering Common Breast-feeding Problems. *Journal of Perinatal & Neonatal Nursing*, 22 (4), 267-274.

Centers for Disease Control and Prevention, Division of Reproductive Health:
<http://www.cdc.gov/reproductivehealth/DRH/>

Portal to US federal statistics: <http://www.fedstats.gov/>

March of Dimes "Peristats": <http://www.marchofdimes.com/peristats/>

Global health facts: <http://www.globalhealthfacts.org/>

Portal to state health departments:
http://dhfs.wisconsin.gov/R_Counties/Information_And_News/Links/StateHealthDepts.htm

WHO statistical data: <http://www.who.int/whosis/en/>

State health facts via Kaiser Family Foundation: <http://www.statehealthfacts.org/>

US Vital Statistics: <http://www.cdc.gov/nchs/VitalStats.htm>

National Immunization Survey: <http://www.cdc.gov/nis/>

COURSE POLICIES AND GUIDELINES

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity apply to all clinical assignments and course activities. All policies in the college and university catalogues apply to this course.

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. **Assignments:** Assignments are due by midnight on the date specified on the course schedule or assignment guidelines, unless otherwise specified by course faculty in writing. Three points will be deducted per day from all work that is submitted after the published due date. No assignments will be accepted after 7 days. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a "recycled" assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.

3. The student must be present and on time for all scheduled assignments and clinical experiences.
4. **Use of Electronic and Personal Communication Devices in the clinical environment.** In order to maintain both a safe and a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in the clinical environment. At no time should they be used directly in the patient care area. Students who are in violation of this may be asked to leave the clinical environment and will be assigned a zero for the day.
5. **Email:** FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to **REGULARLY** check FAU email as important class information may be sent via this route.

In addition to being a portal for assignments, Blackboard will be used as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student's responsibility to periodically check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.

6. Students must complete the ATI assessment tests for both pediatrics and maternal-newborn in order to pass this course.
7. Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook.
8. Students are reminded that the College of Nursing Professional Statement, undergraduate handbook policies and procedures and University undergraduate catalogue policies related to academic integrity apply to all written assignment, verbal communications, documentation in the medical record and other course activities. All policies in the Christine E. Lynn College of Nursing undergraduate handbook and the FAU Undergraduate catalogues apply to this course.
9. Readings and other learning preparations are to be completed before nursing practice experiences. Students, who are unprepared or have not completed the on-line learning activities, will not be allowed to participate in patient care activities. This is an

unexcused absence and may jeopardize your ability to meet the course objectives and to successfully complete the course requirements.

- 10.** Students are expected to exhibit professional dress and behaviors at all times. Students **MUST** wear their FAU College of Nursing name badge and have their hospital issued ID card or FAU OWL card visible at all times. Arriving late and leaving early are not acceptable behaviors. Absence during the Nursing Practice course results in missing critical experiences and may result in failure to successfully achieve the course objectives. It is extremely difficult to arrange make-up experiences, because of the limited number of experiences available. You are **NEVER** to leave the hospital during scheduled course time without the permission of the FAU faculty member. Before leaving the nursing unit for any reason you must find one of your peers to be responsible for your patient(s) **AND** tell your nurse expert that you are leaving and when you will return. You are to be working with your assigned nurse expert for the entire time designated for this nursing practice experience.
- 11.** In the extreme case when late arrival or absence is unavoidable, you **MUST** contact the faculty/unit one hour **BEFORE** the start of the nursing practice time. Nursing practice experiences are extremely difficult to rearrange, therefore late arrival or absence can result in your missing an experience that is vital to your success in the course. It is your responsibility to know how to contact your faculty member on nursing practice days.
- 12.** Students will be active participants in the nursing activities of the unit. With the assistance and supervision of the faculty or unit based RN the student is expected to perform nursing assessments, interventions, evaluate patient responses, design and implement teaching plans, , document nursing care, and all other components of the nurse's role as appropriate to the setting.
- 13.** All written course activities must demonstrate compliance with HIPPA as well as professional writing skills and reflect the Christine E. Lynn College of Nursing Philosophy. You are responsible for following all hospital policies and procedures related to students – especially any policies related to parking, use of the cafeteria and other services.

All course requirements and objectives must be met in order to earn a passing grade.

Nursing Practice Experiences Competencies: Maternal Child Nursing

By the completion of this nursing practice experience the student must demonstrate minimum competency. Evidence to document achievement of competency includes:

1. Safe and effective nursing care, consistent with the standard of practice.
2. Completion of Nursing Care map on selected nursing situation
3. Submission of nursing documentation evidencing nursing care and patient response.

ALL of the above components MUST be satisfactorily completed to pass each nursing practice competency. Students are to submit this form to the FAU faculty member with their Nursing Practice Evaluation form at the end of the course.

Competency	Date Achieved	Validating Nurse
<p>Caring for a laboring woman</p> <ul style="list-style-type: none"> • Identified priorities of care for the healthy term laboring family • Assess maternal and fetal heart well-being during labor • Uses non-pharmacological comfort measures for labor support • Demonstrates nursing management of labor • Supports a meaningful birth experience for the woman & family 		
<p>Caring for a family experiencing a high risk pregnancy</p> <ul style="list-style-type: none"> ▪ Explains pathophysiologic implications of high risk condition ▪ Discusses significant laboratory/diagnostic findings ▪ Assesses and evaluates maternal and fetal/newborn well-being ▪ Recognizes the needs of the individual and the family in planning caring 		
<p>Caring for a woman post-birth</p> <ul style="list-style-type: none"> • Explains maternal physiological adaptation in the postpartum period • Demonstrates a post-partum physical assessment • Identifies abnormal findings and responds to findings appropriately • Address comfort and self-care needs during the immediate post-partum period • Implements a teaching plan focused on the assessed needs of the new family 		

<p>Caring for the newborn:</p> <ul style="list-style-type: none"> ▪ Demonstrate a comprehensive neonatal examination (physical and gestational age assessment) ▪ Outline the nutritional needs of the selected neonate 		
<p>Caring for children:</p> <ul style="list-style-type: none"> ▪ Conducts a complete, age-appropriate assessment of the child ▪ Outlines a teaching plan focused on normal growth and development, illness prevention, and for children of two different age groups ▪ Demonstrates safe administration of medications or IV fluids to a child. 		

COLLEGE OF NURSING POLICIES

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and
<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work

missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

Nursing Care of Children and Families Clinical Schedule

Date	Clinical Focus	Clinical Site
Week 1	Clinical Orientation	College of Nursing
Week 2 & 3	Communication, relationship and assessment of healthy children; and Needs of the hospitalized child, reactions of hospitalization	Professional Practice Lab
Week 4 & 5	Cardiovascular & Respiratory Nursing Situations & Gastrointestinal, Hematologic and Immunologic Nursing Situations	Inpatient units, follow rotation grid
Week 6 & 7	Cerebral, cognitive, and musculoskeletal nursing situations & Neuromuscular or Muscular Dysfunction	Inpatient units, follow rotation grid
Week 8 & 9	Endocrine Dysfunction & Genitourinary and Integumentary nursing situations	Inpatient units, follow rotation grid
Week 10 & 11	Chronic Illness, Disability, and Family-Centered Home Care, and End-of-Life Care	Inpatient units, follow rotation grid Pediatric Care Map Due
Week 12 & 13	Community settings vary: Health promotion	Community settings vary
Week 14 & 15	Community settings vary: Health promotion	Community settings vary
Week 15	Individual Nursing Practice Evaluations	College of Nursing

Maternal-Newborn Clinical Course Schedule

Group A = Central South

Group B = South

A/B group	Day	Clinical Hours	Site rotation*	Assignments
Week 1		8 am – 10 am	NU 209	Clinical orientation
Wk 2 or Wk 3	1	6:45 a - 3:15 p	PP/NB/L&D	Unit Orientation
Wk 4 or Wk 5	2	6:45 a - 3:15 p	L&D/NB/PP	MN Reflective Journal
Wk 6 or Wk 7	3	6:45 a - 3:15 p	NB/L&D/PP	MN Reflective Journal
Wk 8 or Wk 9	4	6:45 a - 3:15 p	PP/NB/L&D	MN Reflective Journal
Wk 10 or Wk 11	5	6:45 a - 3:15 p	L&D/NB/PP	MN Nursing Care Narrative
Wk 12 or Wk 13	6	6:45 a - 3:15 p	NB/L&D/PP	Nursing Practice Evaluation

* Lactation Nurse and NICU experience per census

Assignment Due Dates

Reflective Journals (3) will be due at 11:59 p.m. in Blackboard on Thursday following Clinical.

Midterm Nursing Practice Evaluation will be due at 11:59 p.m. in Blackboard on Tuesday prior to Clinical Day Three. You will bring a copy with you to Clinical Day Three.

Maternal-Newborn Care Narrative will be due at 11:59 p.m. in Blackboard on Thursday following Clinical Day Five. This assignment can be completed, and is encouraged to be completed as early as possible in semester.

Final Nursing Practice Evaluation will be due at 11:59 p.m. in Blackboard on Sunday prior to Clinical Day Six. You will bring a copy with you to Clinical Day Six.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

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