

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

COURSE NUMBER: NUR 3465

COURSE TITLE: The Developing Family: Nursing Situations

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 4 credits

COURSE SCHEDULE: Days of week, times, location, campus, room, CRN
e.g. Wednesdays 9-11:50AM, Boca, NU 202

PLACEMENT IN CURRICULUM: Required course

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

COREQUISITES: NUR 3465L

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

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 a 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 3465, the student will be able to create nursing responses to:

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. (SLO 2, 3, 4, 8; 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. (SLO 2, 3, 17; Essential IX).

Becoming Compassionate

3. Assess family relationships and implement evidence-based nursing responses to support parent-child interactions. (SLO 2, 4, 8; 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. (SLO 1; Essentials I, VIII).
5. Identify the legal and ethical guidelines needed to provide safe, accountable nursing care to childbearing women, children and families. (SLO 6, 13; Essentials II, V, VIII).

Becoming confident

6. Provide developmentally appropriate assessment, care, and anticipatory guidance. (SLO 4, 11, 12; 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. (SLO 3, 13; 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. (SLO 14, 15; Essential IV).

Affirming commitment

9. Use a problem-solving structure 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. (SLO 3, 13; Essential II).

TEACHING LEARNING STRATEGIES:

Examination of nursing situations, guided group discussions, assigned readings, guest and peer presentations, group problem-solving activities, independent study, writing assignments, Blackboard enhancement and enrichment activities, role play, online presentations, worksheets, in-class activities, assigned and selected readings, and written examinations

GRADING AND EVALUATION METHODS:

EVALUATION METHODS	PERCENT OF TOTAL GRADE
Online study modules	20%
Quizzes	25%
Examinations	35%
Evidence Based practice paper	15%
ATI Examination	5%

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A

73-76 = C

90-92 = A-

70-72 = C-

87-89 = B+

67-69 = D+

83-86 = B

63-66 = D

80-82 = B-

60-62 = D-

77-79 = C+

0 – 59 = F

REQUIRED TEXTS:

McKinney, E.S., James, S.R., Murray, S.S., Kristine Nelson, K., & Ashwill, J. (2012).
Maternal-Child Nursing (4th Ed.). St Louis: Elsevier. ISBN: 9781437727753

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:

Childbearing 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 women's health
 - f. Nursing standards for prenatal health promotion
 - g. The Expectant Couple: Needs and Care
 - h. Maternal Nutrition
 - i. Preparation for Parenthood, Birthing Options, Childbirth Preparation
- 2 The birthing process:
 - a. Processes of labor and delivery
 - b. Adaptation to normal labor, Maternal Systemic Response to Labor
 - c. Culture and birthing methods
 - d. Intrapartum Nursing Assessment
 - e. Pain management for labor and delivery: Obstetric Analgesia and Anesthesia
 - f. Elective Obstetric Procedures
 - g. Fetal assessment: Diagnostic Assessment of Fetal Status
 - h. Nursing standards for labor health promotion
 - i. The Family in Childbirth: Needs and Care during the 3 Stages of Labor, Immediate Care of the Newborn
- 3 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
- 4 Lactation
- 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 Newborn feeding and nutrition
- 8 Childbearing at risk: Assessment of childbearing family as client with selected internal and external environmental stressors.
- a. High-risk pregnancy
 - i. Pregestational Complications of Pregnancy
 - ii. Gestational Complications of Pregnancy
 - iii. Hypertension, Hemorrhage and Maternal Infections
 - iv. Endocrine, Cardiovascular, Medical-Surgical Problems During Pregnancy
 - v. Psychological Problems
 - b. High-risk delivery
 - c. Complications in the postpartum period
 - d. Infants at risk.
- 9 Fertility Management
- 10 Adolescent Pregnancy and Age Related Concerns

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. Caring for the family across care settings
3. Identification and evidenced-based practice guidelines and research findings in assisting childrearing families with selected stressors.
 - a. Selected nursing theories
 - b. Other theories, concepts and propositions
 - c. American Academy of Pediatric Guidelines
4. Caring for the child in the hospital & community
 - a. The nursing process in assisting childrearing families with selected environmental stressors associated with the:
 - i. Infant
 - ii. Toddler
 - iii. Preschooler
 - iv. School Age
 - v. Adolescent
 - 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:

Class 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.

Worksheets: The purpose of content specific worksheets is to familiarize you with maternal-newborn terms, health conditions, assessments and standards of care. Worksheets will also prepare you for clinical practice. Information to complete the worksheets is available in the course textbook. Worksheets must be completed in pen or pencil; typed or computer generated forms will not be scored. There are three worksheets in the maternal-newborn content: labor and birth (due September 5), postpartum/newborn (due September 12), and antepartum (due October 10) each worth 20 points.

Maternal-Newborn Exams : Two content focused exams provide an opportunity for you to review maternal-newborn content and demonstrate your mastery of the information. They also provide an opportunity to demonstrate your critical thinking skills. Each exam will consist of multiple choice, short answer, fill in the blank, matching and true/false questions with a 50-point value. Exams are scheduled for September 19 and October 3. Make up dates for missed exams will be at 9:45 am on Monday, September 24th for Maternal-Newborn Exam I and at 9:45 am on Monday, October 8th for Maternal-Newborn Exam II.

ATI Practice Assessments: Points will be awarded for each hour spent in ATI practice assessments studying *Maternal-Newborn content only*. Five points (5) will be awarded for each hour (60 minutes) of practice testing or studying ATI.

PEDIATRICS

ATI Mini Quizzes: You are required to bring your assigned iClickers to class on the dates listed below in order to take the mini quizzes. Time permitting we will review the answers immediately after the quiz.

10/17--ATI mini quiz #1 (G & D/assessment)--10 points

10/24--ATI mini quiz #2 (Respiratory/Pediatric meds)--10 points

11/7--ATI mini quiz #3 (Hematology/Immunology)--10 points

11/14--ATI mini quiz #4 (Endocrine/GI/Psychosocial)--20 points

Pediatric Exams: Two content focused exams provide an opportunity for you to review pediatric content and demonstrate your mastery of the information. They also provide an opportunity to demonstrate your critical thinking skills. Each exam will consist of multiple choice, short answer, fill in the blank, matching and true/false questions with a 50-point value. Exams are scheduled for October 31 and November 28.

ATI Proctored Assessment: There are separate proctored assessments for Maternal-Newborn and Pediatrics. The Maternal-Newborn ATI assessment is scheduled for October 10th. The Pediatrics ATI assessment is scheduled for December 3rd. Please review the College ATI policy in the syllabus for further details.

BIBLIOGRAPHY:

Required Technology

i> Clicker

You are required to purchase an i>clicker remote for in-class participation. i>clicker is a response system that allows you to respond to questions I pose during class; you will be graded on that feedback and/or your in-class participation. In order to receive this credit, you will need to register your i>clicker remote in class. I will project a Registration screen with 3 steps to follow (look for your **student ID** which will alphabetically scroll down the screen). Once your remote is registered, your student ID will no longer appear on that scrolling list and you are registered for the entire semester. If for some reason, you cannot follow these steps, I will need to register you. i>clicker will be used in class, and you are responsible for bringing your remote daily.

ATI Comprehensive Assessment and Review Program

You are required to purchase access to ATI's Comprehensive Assessment and Review Program (CARP), a focused remediation resource that will support you throughout the nursing program. This comprehensive learning program offers unique remediation on each test and ties results directly back to the NCLEX®. To address diverse learning styles, this program offers multiple remediation tools, including traditional and online reading materials, videos, practice assessments and Internet sources.

Content Mastery Series® is designed to provide an assessment of your mastery of concepts in specific areas linked to the NCLEX test plan. Each series includes multiple proctored assessments and online practice tests, as well as review materials in print and online formats. Books, online videos and Internet resources are just a few of the learning tools we provide to fit the many types of student learning styles. The assessments are followed by focused remediation that ties directly back to NCLEX.

The Pediatric and Maternal-Newborn proctored ATI assessment tests will each count for 10 points in NUR 3465, 20 points total.

COURSE SPECIFIC LITERATURE:

Friedman, M.M., Bowden, V.R. & Jones, E.G. (2003). *Family Nursing: Research, theory, and practice*. Upper Saddle River, NJ: Prentice hall.

Davis-Floyd (1993). *Birth as an American Rite of Passage*. University of California Press.

Garcia Coll, C., Surrey, J.L. & Weingarten, K. (1998). *Mothering against the odds: Diverse voices of contemporary mothers*. New York, NY: The Guilford Press.

COURSE POLICIES AND GUIDELINES

Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity apply to all tests, written assignments, verbal communications and other 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. **Attendance:** Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.
3. Class time will be used for the application of your reading of the material. Please read prior to class. It is not necessary to bring your textbook to class
4. **Assignments:** Written assignments are due by midnight on the date specified on the course schedule. Three points per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. 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.

5. The student must be present and on time for all scheduled examinations. Failure to notify the instructor prior to the quiz/examination will result in a "0" for the quiz/examination. The student is responsible for bringing a blue scantron answer sheet for each examination. These answer sheets may be purchased at the University bookstore. If a student is late for an exam, it is at the faculty member's discretion if the student may take the exam.
6. ***Use of Electronic and Personal Communication Devices in the classroom.*** In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day.
7. ***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 their 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.

8. Students must complete the ATI assessment tests for both pediatrics and maternal-newborn in order to pass this course.
9. Students are responsible and accountable for understanding and adhering to the student policies found in the Student Handbook.

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

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?](http://nursing.fau.edu/index.php?main=3&nav=526)

[main=3&nav=526](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>

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.

COURSE SCHEDULE

Date	Topic	Preparation/Assignments
Aug 28	<p>9 – 10 Course introduction</p> <p>10 – 12:50 Pediatric Nursing</p> <p>Children, Their Families, and The Nurse</p> <p>Assessment of The Child and Family</p> <p>Medication Calculation and administration</p>	<p>Read: Perry et al. CH 29, 33-35 & pp. 1273-1284</p>
Aug 29 8-1:30	<p>8 – 10 AM Meet with pediatric clinical faculty</p> <p>10- 1:30 PM Intrapartum care</p> <p>The birthing process</p> <p>Adaptation to normal labor</p> <p>Nursing standards for labor health promotion</p> <p>3 -- 5 PM <i>Interprofessional Education</i>(JFK)</p>	<p>8 am to 10 am</p> <p>NU 101 Instructor Stephenson's clinical group</p> <p>NU 108 Instructor Godin's clinical group</p> <p>NU 205 Instructor Casey's clinical group</p> <p>NU 209 Instructor Toney's clinical group</p> <p>NU 108 from 10 am to 1:30 pm</p> <p>Read:</p> <p>Perry et al. CH 15, 16, & 18</p> <p>ATI Review Module CH 11 & 14</p> <p>Watch video</p> <p>http://www.pbs.org/wgbh/nova/body/life-greatest-miracle.html</p>
Aug 30 8 -3:30	<p>8 – 10 Meet maternal-newborn clinical faculty</p> <p>10-12 Intrapartum care</p> <p>Culture and birthing methods/care models</p> <p>Holistic care in birth and pain management</p> <p>1 – 4 Postpartum Care</p> <p>Postpartum Physiologic Adaptation</p> <p>Nursing standards for postpartum health promotion</p>	<p>8 am to 10 am:</p> <p>NU 205 Instructor Hackett's clinical groups</p> <p>NU 209 Instructor Atkins' clinical groups</p> <p>NU 202 from 10 am to 4 pm</p> <p>Read:</p> <p>Perry et al. CH 20 & 21</p> <p>ATI Review Module CH 12 & 17</p>
Sept 4	<p>9 – 10:50 Health Promotion & Special Health Problems</p> <p>Infant, toddler, preschooler, school-age and adolescent</p> <p>11 – 12:50 Special Needs, Illness, and Hospitalization</p> <p>Reaction to Illness and Hospitalization</p> <p>Pediatric Variations of Nursing Intervention</p>	<p>Read:</p> <p>Perry et al. CH 36-40, 44 & pp. 1245-1272</p> <p>Worksheet #IPediatrics Due</p>

Sept 11	<p>Newborn Care</p> <p>Physiologic Adaptation of the Newborn</p> <p>Nursing standards for newborn health promotion</p> <p>Nursing standards for newborn health promotion</p> <p>Newborn Feeding</p> <p>Newborn nutrition</p> <p>Physiology of lactation</p> <p>Management of Breastfeeding</p>	<p>Worksheet #2L&D Due</p> <p>View narrated power point presentation</p> <p>Read:</p> <p>Perry et al. CH 24 - 26</p> <p>ATI Review Module CH 23 - 24</p>
Sept 18	<p>Health Problems of Children</p> <p>Respiratory Dysfunction & pediatric variations of nursing interventions</p> <p>Cardiovascular Dysfunction</p>	<p>Read: Perry et al. CH 46 & 48</p>
Sept 25	<p>9-10 Exam I</p> <p>New Family Dynamics</p> <p>Attachment and the childbearing family</p> <p>Nursing Care to Promote Family Adaptation</p> <p>Reproduction</p> <p>Reproductive Endocrinology</p> <p>Genetics of reproduction</p> <p>Physiological adaptation to pregnancy</p> <p>Placental and Fetal Development</p> <p>Health Promotion</p> <p>Nursing standards for Prenatal Health Promotion</p> <p>Perinatal Education for Health Promotion</p>	<p>Exam I (content to date)</p> <p>View narrated power point presentation</p> <p>Read:</p> <p>Perry et al. CH 4, 8, 10, 11 & 22</p> <p>ATI Review Module CH 3 & 4</p> <p>Worksheet #3Maternal-Newborn Care Due</p>
Oct 2	<p>Health Problems of Children</p> <p>Gastrointestinal Dysfunction & pediatric variations of nursing interventions</p> <p>Hematologic and Immunologic Dysfunction</p>	<p>Read:</p> <p>Perry et al. CH 47 & 49, and pages 1294-1300</p> <p>Worksheet #4Pediatrics Due</p>
Oct 9	<p>Pregnancy at Risk</p> <p>Antepartum fetal assessment</p> <p>Nursing situations in high risk pregnancy</p> <p>Nursing situations in high risk delivery</p> <p>Health Problems of Children</p>	<p>Read:</p> <p>Perry et al. CH 9, 13, 14, & 19</p> <p>ATI Review Module CH 13 & 16</p>

Oct 16	Cerebral Dysfunction Cognitive and Sensory Impairment Musculoskeletal Dysfunction	Read: Perry et al. CH 42, 51, & 54
Oct 23	Maternal-Newborn week 1 comp time	
Oct 30	9-10 Exam II Special Needs, Illness, and Hospitalization Chronic Illness, Disability, and End-of-Life Care, Family-Centered Home Care	Exam II (9/25 - 10/16 content) Read: Perry et al. CH 41 & 43 Worksheet #5 Pediatrics Due PSNA Convention Nov 1 to Nov 3
Nov 6	Pregnancy at Risk Nursing situations with complications in the postpartum period High risk newborn nursing situations	Worksheet #6 Antepartum Care Due Read: Perry et al. CH 23 ATI Review Module CH 20, 22, & 27
Nov 13	Health Problems of Children Neuromuscular or Muscular Dysfunction Endocrine Dysfunction	Read: Perry et al. CH 52 & 55 11 AMATI Maternal-Newborn Nursing Proctored Exam
Nov 20	Maternal-Newborn week 1 comp time	10 AMATI Nursing Care of Children Proctored Exam 11 AMATI Nutrition Proctored Exam
Nov 27	<i>Thanksgiving Weekend!</i> Genitourinary Dysfunction Integumentary Dysfunction	Read: Perry et al. CH 50 & 53 My Sister's Keeper Movie: Ethics Thoughtful Responses Due



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.

April 2012