
COURSE PREFIX/NO.:	NUR 211/LANU 211
COURSE TITLE:	CARE OF THE CHILDBEARING FAMILY
LECTURE HOURS/WEEK:	3.0
LAB HOURS/WEEK:	3.0
CREDIT HOURS/SEMESTER	4.0

[Distance Learning Attendance/VA Statement](#)
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COURSE DESCRIPTION

This course facilitates the application of the nursing process to assist in meeting the needs of the childbearing and childrearing family. Focus is on both normal and abnormal aspects.

STUDENT LEARNING OUTCOMES

The student will be able to function as provider of family-centered care for clients across the lifespan. The student will be able to demonstrate management of family-centered care for clients across the lifespan. The student will be able to function as a member within the discipline of nursing and apply legal and ethical principles to the practice of family centered nursing.

The student will be able to function in the roles of provider of care, manager of care, and member within the discipline of nursing by the completion of NUR 211/LANU 211 and will:

Module 1: Newborn Assessment, Newborn Feeding and Growth and Development

1. Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.
4. Interpret, with supervision, legal and ethical principles when providing family centered nursing care.
5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, safe care for the client and family.

Module 2: Antepartum, Intrapartum and Fetal Diagnostic Testing

- 1 Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.

4. Interpret, with supervision, legal and ethical principles when providing family centered nursing care.
5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, normal development and pathophysiology of clients and families across the lifespan with providing family-centered care.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing family-centered care to selected clients.
10. Interpret, with supervision, safe care for the client and family.

Module 3: Family with Special Needs, Family Planning, Sexually Transmitted Diseases and Postpartum

1. Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.
4. Interpret, with supervision, legal and ethical principles when providing family-centered nursing care.
5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, normal development and pathophysiology of clients and families across the lifespan with providing family-centered care.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing family centered care to selected clients.
10. Interpret, with supervision, safe care for the client and family.

METHODS OF INSTRUCTION

CD instruction, learning management system, assigned reading, audiovisuals and computer lab experience, handouts, written assignments, discussion, clinical client care experiences and observations, clinical group conferences, individual conferences, study guides/learning exercises.

Students are required to access the learning management system enhanced class throughout the semester and are responsible for all information posted. All work submitted electronically must be saved and sent in Microsoft Word or in rich text format.

LEARNING RESOURCES COMPONENT

As a future member within the discipline of nursing, the student is expected to assume responsibility for learning. Faculty encourage and expect students to utilize critical thinking resources that will help develop this attribute. Pertinent resources could include nursing journals, online resources, selected videos, and supplemental texts.

COMPUTER REQUIREMENTS

Content for NUR 211/LANU 211 may be delivered online. Students will communicate with the instructors and each other via the learning management system. The student must have Internet Explorer 5.0 or later and a CD ROM with a sound card to be able to use this technology.

Appropriate [Netiquette \(Internet Etiquette\)](http://etc.yorktech.com/DistanceLearning/Netiquette/index.html) is required for all communication on the learning management system. Netiquette information is found at <http://etc.yorktech.com/DistanceLearning/Netiquette/index.html>

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes a graded theory component and clinical component. A student must achieve a final grade of 80% or better in the theory component in order to successfully complete the course. A final average grade below 80% constitutes failure of the course. A satisfactory rating in the clinical setting is required to successfully complete this course. A copy of the clinical evaluation tool is included in the syllabus addendum for your review. An average theory grade below 80% constitutes failure of the course regardless of the clinical rating. A clinical rating of unsatisfactory constitutes failure of the course regardless of the theory grade.

1. Three module exams and a comprehensive final will be given. Students will submit a weekly electronic journal to their clinical instructor regarding their own health promotion/self-care goals. This is a requirement for the clinical portion of the course.
2. Students must be prepared to provide client care when reporting for clinical experience.
 - a. Students are expected to meet clinical expectations as stated in the clinical evaluation tool.
 - b. Students will be held responsible and accountable for all content and skills previously learned.
 - c. Students are required to complete satisfactory concept maps on pediatric clients and on postpartum clients.
 - e. Students are expected to complete a satisfactory formal paper for the labor and delivery experience. This is a requirement for the clinical portion of the course.
3. Students must take the assigned standard computerized exam for this course. The student must pass the exam at or above the benchmark on the first attempt in order to receive 5% towards the course grade. If the student passes the standardized exam on the second attempt, he/she will earn one half of the 5% credit. If the student does not pass an exam by the second attempt, he/she will receive a zero for 5% of the grade for the course. The student will not be allowed to take the standard computerized exam until he/she scores a 90% or better on the assigned electronic practice test.
4. Students are expected to adhere to institutional policies. This includes policies of the nursing program and policies related to the clinical agencies utilized for clinical experiences.
5. Nursing faculty strongly encourage students to spend study time utilizing the resources in the Academic Success Center, and/or both libraries to supplement textbook and classroom activities
6. Students are expected to take all exams on the scheduled day. There will be one make-up day at the end of the semester for missed unit exams. Make-up exams may be an alternate format. Students who are tardy for tests will be required to take the test on the make-up day.
7. At the completion of the course, each student is expected to turn in a self-evaluation to his/her clinical instructor.
8. Computer requirements for this course: Internet Explorer 5.0 or later, CD Rom drive, and a sound card.

EVALUATION STRATEGIES/GRADING

A. Theory Component

Student evaluation for the course includes a graded theory component and a satisfactory/ unsatisfactory rating for the clinical performance component.

DETERMINATION OF GRADE

A	91 -100	Average score of three module exams	75%
B	86 - 90	Comprehensive Final Exam	20%
C	80 - 85	Standardized Examination	<u>5%</u>
D	70 - 79		100%
F	Below 69		

Grades will be rounded to the nearest whole number after final computation of grades. Any student who has an average of 91% or above on module exams and the standardized exam and has taken all exams on the scheduled dates (no make-up exams), will qualify to earn an A in the course and will not be required to take the final exam. All other students are expected to take the final exam.

Any student found guilty of cheating or being involved in plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action.

Proctoring Exams: Students must be in their seats at the designated exam time. Students who are tardy for any exam will be required to take the exam on the make-up day.

Students are expected to leave all books, notes and personal belongings at the front of the room during each exam and exam review. During the exam, the desk must be clear of all objects except for pencils and highlighters. When reviewing the exam, the desk must be clear of all objects, writing or recording instruments are prohibited, and no talking unless directed to instructor. Instructors will circulate within the room while the exam is being taken and reviewed.

Exams will be reviewed as scheduled. Students may review each exam at the designated time only. Exam grades will be posted on D2L no later than 7 days after the exam has been given. Once the next exam is given, the student may no longer review previous exams.

- **No food or drinks during exam and review**
- **No hats, coats, no personal items hanging on the back of seats**
- **If a student has a question during the exam, the student should raise their hand and let an instructor come to them to answer the question. The student should only leave their seats when turning in their exams.**
- **No cell phones, electronic devices in their possession during exams and reviews**
- **Cell phones must be off or on mute during exams and reviews**

Exam Review Policy: Exams will be reviewed as scheduled. Students may review each exam at the designated time only. Exam grades will be posted on the course coordinator's web board no later than 7 days after the exam has been given.

B. Clinical Component

Evaluation of clinical performance will be measured by utilizing the evaluation tool developed for NUR 211/LANU 211. Students are expected to familiarize themselves with the evaluation criteria prior to entering clinical. Identified behaviors will be measured by the clinical instructors through observation of actual clinical performance and documentation of findings. A summative evaluation of performance will be done on a weekly basis with written and/or verbal feedback provided to the student. A summarized evaluation of clinical performance will be completed at the end of the semester. The student is expected to sign each instructor note and promptly return the evaluation tool to the instructor.

The grading scale on the clinical evaluation tool will consist of an "Exceeds Expectations" (E), "Satisfactory" (S), "Needs Improvement" (N), and an "Unsatisfactory" (U). A student receiving three Unsatisfactory clinical ratings during the course will fail the entire course.

The student is encouraged to request conferences with the instructor as needed to facilitate acquisition of clinical competence. Within 5 days, the instructor will initiate a required conference with the student who received a clinical "U" to discuss behaviors that resulted in the "U" and to provide guidance and recommendations to be followed by the student.

This conference will be documented by the instructor and the student. If a student receives three (3) "U"s in one semester, the student will not be allowed to continue in that course and will receive a grade of "F" for the course.

A summative evaluation of clinical performance, using the Evaluation of Clinical Performance Tool, will be completed at the end of each semester. A copy of this evaluation form is included in the syllabus addendum. A scheduled conference may be held at any time at the request of the student or the instructor to discuss clinical progress.

A summative clinical performance evaluation of unsatisfactory constitutes failure of the course, regardless of the theory grade.

In order to pass the clinical portion of the course, the student must satisfactorily complete:

- Two concept maps for a pediatric client with two nursing diagnoses
- Two concept maps for a postpartum client with two nursing diagnoses
- An oral newborn assessment
- A formal paper for labor and delivery experience
- A journal entry describing the community pediatric experience
- Six weekly self-health journal entries

Any breach of client confidentiality will result in a clinical failure.

Material regarding clients may not be photocopied or printed while in the clinical facility. Students may make their own client notes without using the client's name/initials while doing clinical preparation.

Students are expected to turn in concept maps, journals, and other assignments on the designated day unless other arrangements are made. All clinical assignments will require a satisfactory grade in order to pass the clinical component.

ATTENDANCE

In order to meet the objectives of class and clinical and to promote professional accountability, the following requirements for attendance will be enforced:

- Students must attend a minimum of 90% of all scheduled classes.
- Clinical absences: Completion of a clinical absence assignment will be required. If the student is absent from greater than 10% of the total clinical hours for the course, he/she may be subject to dismissal.

The clinical attendance policy is written on the front page of the clinical evaluation tool. This will be reviewed and must be signed by the student prior to the initial clinical experience.

Clinical Tardiness: Tardiness is defined as arriving at a clinical or agency site after the assigned start time. A clinical "N" will be assigned for the first two clinical tardies. A third tardy and all subsequent tardies will constitute a clinical "U." Instructor discretion will determine if a student will be allowed to remain in the clinical area. Documentation of a clinical "U" is to be signed by the clinical instructor and the student.

ACADEMIC INTEGRITY

Any student found guilty of cheating, dishonesty or plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action. Plagiarism refers to, "The act of appropriating the literary composition of another, on parts or passages of his writings, on the ideas or language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary, 10th edition)

ENTRY-LEVEL SKILLS: See evaluation tool

PREREQUISITES: NUR 159; BIO 210, COL 101, ENG 101

CO-REQUISITES: BIO 211; PSY 201

DISABILITIES STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR)) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.

University of South Carolina Lancaster: Students who may need accommodations for a disability should contact Tracey Craig by phone at 803-313-7448 or by email at tcraig@mailbox.sc.edu. Information on Disability Services at USCL may be accessed at <http://usclancaster.sc.edu/academics/Disability.pdf>.

All approved syllabi at YTC can be reviewed via the York Technical College webpage at www.yorktech.com/syllabi/.