

**NURS 305**  
**The Professional Nursing Practice with Individuals and Families**  
**Spring 2012**

**Course Syllabus**  
**Revised 01/2012**  
**Texas A&M University-Texarkana**



**TEXAS A&M UNIVERSITY-TEXARKANA****COURSE NUMBER:** NURS 305**COURSE TITLE:** Professional Nursing Practice with Individuals and Families**COURSE CREDIT:** 4 SCH**COURSE FACULTY:** **Carolyn A. Prorise, MSN, RN, CNOR**Office: 2<sup>nd</sup> floor CTC Nursing Building, Rm B 243, 1901 S. Clear Creek Road, Killeen, TX 76549  
254-519-5487, cprorise@tamut.edu

Office Hours: Tuesday and Thursday 1000-1500 or by appointment

**COURSE DESCRIPTION:**

In this course students are expected to synthesize knowledge from previous courses as care is provided to people with complex, unpredictable, or chronic health needs, in diverse settings where decision-making may or may not be supported by established protocols or direct supervision. The student will be self-directed in development of learning objectives and in using the nursing process for knowledge-based nursing interventions, evaluation of outcomes, and revisions in nursing care to maintain, restore, and promote health of individuals and families or to achieve a peaceful death. Individual clients may be children or adults whose care occurs within the context of a family. Emphasis is placed on application of research findings for critical thinking in case management, integration of pathophysiology, psychosocial and cultural concepts and professional values to coordinate care in a variety of settings, with quality and continuity. Pharmacology, pain management, crisis intervention and discharge planning are included.

**COURSE DELIVERY METHOD:**

This course is web-based

**REQUIRED TEXT:**American Psychological Association. (2010). *Publication of the American Psychological Association (6<sup>th</sup> ed.)*. Washington D.C.: Author. ISBN – 1557987912Powell, S. K., & Tahan, H. A. (2008). *CMSA Core curriculum for case management*. Lippincott, Williams, and Wilkens.**Computer Requirements**

Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

- Plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+ , Java Runtime Environment (Java 1.6.0\_15) and Windows Media Player 10+
- **At the least a microphone for delivering presentations. A headphone/microphone combination would be best. Most newer laptop computers have these built in.**
- Some online courses may also require a CD ROM (8x minimum, higher recommended)

#### Minimum Apple Macintosh Requirements:

- Blackboard has certified the following browsers for computers running Macintosh Operating Systems:
  - Mac OS 10.2 ( Jaguar): (Safari 1 is compatible)
  - Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
  - Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
  - Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)
- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97
- At the least a microphone for delivering presentations. A headphone/microphone combination would be best. Most newer laptop computers have these built in.
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#### Account Information

Login Name = (First 4 letters of last name) + (Last 4 numbers of CWID) (Campus-Wide Identification)  
(*ex: smit1234*)

Password = CWID number (no dashes)

#### General Information

For All Students that Pre-Register, a Student account will be available the first day of classes and not before.

For New Students that Register on or after the first day of classes, a Student login account will be available within 24 business day hours of registering.

#### Accessing Your Online Course

Access the Blackboard website at [www.tamut.edu](http://www.tamut.edu)

Hover over the Current Students link, scroll down to click on Blackboard.

Choose "Go to My Blackboard" link.

A system browser check will automatically be performed notifying you of any areas that are in error.

Login using your account information.

If you have questions regarding access to Blackboard, please contact Kevin Williams at **(903) 223-1356 or Technology Services at (903) 223-3084.**

**STUDENT LEARNING OUTCOMES:**

**By the end of this semester, BSN nursing students will:**

- Analyze the role of a case manager in collaborative care of individuals and families across the life span.
- Explore multi-professional collaboration methods to coordinate the nursing care of individuals/families effectively in a variety of settings.
- Analyze the interactions of multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and families.
- Demonstrate integration of pathophysiology, pharmacology, psychosocial behavior, and cultural diversity in coordinating quality care in various settings.
- Apply evidence-based practice interventions to empower individuals and families to manage and coordinate care.
- Conduct teaching for individuals and families based on a knowledge of teaching-learning principles, learning styles, and developmental levels.

**EVALUATION METHODS:**

Online Discussions (4) .....	20%
Assignments (8).....	20%
Exams (2).....	20%
Family Assessment Paper .....	20%
Family Teaching Presentation .....	20%
	<u>100%</u>

**GRADING SCALE:** A = 90-100 - B = 80-89 - C = 70-79 - D = 60-69 - F = 59 and below

**STUDENT PARTICIPATION**

- **Participation Policy:**  
The student is expected to participate in assigned online discussions by making an initial posting with responses to other classmates, as assigned. You will complete a family project that includes a teaching product, write a scholarly paper, and create an on-line presentation. You may use your own family, but be sure to keep all information confidential. All assignments and discussions must be turned in by 2400 on the due date to receive the most points. They may also be turned in early.
- **Course Etiquette:**  
Students are expected to demonstrate respect for fellow classmates and the instructor throughout the course by responding in a thoughtful manner that does not criticize or demean anyone in the class.
- **Discussion Board Standards:**

Initial posts must answer the question posed fully. When required, responses to classmates must be meaningful. Not just “I agree”, tell us why etc. Please make all posts by due date to receive the most points. Please post DB (Discussion Board) assignments in that area of Bb. If you are having trouble, please get help. I am available to assist you as needed.

### **DISABILITY ACCOMMODATION:**

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

### **ACADEMIC INTEGRITY:**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

### **A&M-TEXARKANA EMAIL ADDRESS:**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

### **DROP POLICY:**

To drop this course, a student needs to complete the Drop/Withdrawal Request Form; this form is located on the University website (<http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar’s Office. Students must submit the signed and completed form to the faculty member for each course indicated on the form for their signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form is submitted to the Registrar’s office for processing either in person, email ([Registrar@tamut.edu](mailto:Registrar@tamut.edu)), or fax (903-223-32140). Incomplete forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission.

### **LATE WORK**

Work submitted after midnight of the due date will be subject to a 10% per day grade reduction unless arrangements are made with the course faculty prior to the assignment due date.

### **RESERVE RIGHT**

The professor reserves the right to modify, supplement, and make changes to the syllabus as the course needs arise.

### **STUDENT TECHNICAL ASSISTANCE:**

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 [kevin.williams@tamut.edu](mailto:kevin.williams@tamut.edu)

Frank Miller (alternate) 903-223-3156 [frank.miller@tamut.edu](mailto:frank.miller@tamut.edu)

Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)

### Family Assessment Paper Rubric

Criteria for Evaluation	Points Possible	Points Achieved	Comments
Begin the report with an introductory paragraph briefly describing the family. Do not use any name identifiers. Initials are acceptable.	2		
Provide a detailed narrative <u>summary</u> of the data collected using the assigned family assessment tool.	3		
Using the <u>Dimensions Model of Community Health Nursing</u> , Include the six (6) areas of consideration.	6		
Include the completed family assessment tool	3		
Include issues & concerns that you and the family have identified and agreed to address.	4		
Include the genogram and eco-map of the family submitted before. (Create them on PowerPoint slides; The genogram/ecomaps can be attached separately from the report but should be submitted at the same time.	1		
Use correct spacing, margins, grammar, spelling and punctuation of APA format. Including a title and reference page.	1		
<b>Total</b>	<b>20</b>		

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Student

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Date

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Graded By

### Family Teaching Presentation Rubric

Criteria for Evaluation	Points Possible	Points Achieved	Comments
Power point slides informative, easily viewed. At least 8 slides.	<b>3</b>		
Offers family information in confidential manner. Include Genogram and Ecomap slides.	<b>2</b>		
Assessment of learning need summary. Teaching topic appropriate.	<b>2</b>		
Objectives appropriate to learning need. Measurable.	<b>4</b>		
Teaching plan described fully. Include copies of teaching materials, posters, hand-outs etc.	<b>6</b>		
Evaluation methods described	<b>3</b>		
<b>Total</b>	<b>20</b>		

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Student

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Date

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Grades By

**Family Teaching Presentation  
Peer Review**

<b>Criteria for Evaluation</b>	<b>Points Possible</b>	<b>Points Achieved</b>	<b>Comments</b>
Power point slides informative, easily viewed. At least 8 slides.	<b>3</b>		
Offers family information in confidential manner. Include Genogram and Ecomap slides.	<b>2</b>		
Assessment of learning need summary. Teaching topic appropriate.	<b>2</b>		
Objectives appropriate to learning need. Measurable.	<b>4</b>		
<b>Teaching plan described fully. Include copies of teaching materials, posters, hand-outs etc.</b>	<b>6</b>		
<b>Evaluation methods described</b>	<b>3</b>		
<b>Total</b>	<b>20</b>		

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 Presenter

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 Reviewer

Please review two different presenters. Submit as **Assignment 8**





Texas A&M University-Texarkana  
RN to BSN Nursing Program  
NURS 305 The Professional Nursing Practice with Individuals and Families  
Course Schedule – Spring 2012

Date	Topic	Readings	Assignment
Week 1 Jan. 20 <sup>th</sup>	Reimbursement systems	Chap. 1 & 2 Powell & Tahan	<b>DB I – (Discussion Board)</b> Describe (4) methods of reimbursement of health care costs. Due Jan. 26 <sup>th</sup> by 2400
Week 2 Jan. 27 <sup>th</sup>	Practice Settings	Chap. 3-7 <b>Module I Bb</b> resource	<b>Assign. 1-</b> (2) page paper on one practice setting of your choice. Post on <b>DB</b> labeled <b>Assign. 1</b> for others to see. <b>Due Feb. 2<sup>nd</sup></b> <b>Assign. 2 –</b> CMSA web site. See Module II for instructions. Post in <b>Assignment 2</b> area. <b>Due Feb. 9<sup>th</sup></b> by 2400
Week 3 Feb. 3 <sup>rd</sup>	CMSA web site	<b>Module II Bb</b>	
Week 4 Feb. 10 <sup>th</sup>	Utilization Management	Chap. 8 <b>Exam 1 over Chap. 1-8</b> <b>Open 2-10 – 2-16 at MN</b>	<b>DB 2 –</b> In your practice setting, discuss (3) functions of case managers. Respond to two classmates. Due Feb. 16 <sup>th</sup> by 2400
Week 5 Feb. 17 <sup>th</sup>	Transitional Planning	Chap. 9-11	<b>Assign. 3-</b> Submit a (1) page paper on transitional planning and what you have seen in your setting. Due Feb. 23 <sup>rd</sup> .
Week 6 Feb. 24 <sup>th</sup>	Education of Case Managers  Begin Family	Chap. 13  <b>Attend (1) Mini Webinar</b>	<b>DB 3 –</b> Discuss the difference in a Certified case manager and a RN functioning in a case management role. Respond to (2) classmates. Due. March 1 <sup>st</sup> .
Week 7 Mrch 2 <sup>nd</sup>	Information Systems in Case Management	Chap. 15 & 16  <b>Attend (1) Mini Webinar</b>	<b>Assign. 4 –</b> Research an information system used in the acute care or public health setting. Submit a (2) page paper including reference. Due March 8 <sup>th</sup> .
Week 8 Mrch 9 <sup>th</sup>	Legal Issues in Case Management	Chap. 26  <b>Attend (1) Mini Webinar</b>	<b>DB 4 –</b> Discuss legal issues that can arise between case managers and patient rights. Submit on DB and reply to (2) classmates. Due. March 22 <sup>nd</sup> .
Mrch 16 <sup>th</sup>		Spring Break 	
Week 9 Mrch 23 <sup>rd</sup>	Family Assessment	<b>Family Assessment Form Bb</b> <b>Exam 2, 3-23 – 3-29 MN</b>	<b>Assign. 5</b> Begin Family Assessment, post what you have. Due March 29 <sup>th</sup> .
Week 10 Mrch 30 <sup>th</sup>		<b>Module III Family Case Management Bb</b>	<b>Assign. 6-</b> Ecomap and Genogram due April 5 <sup>th</sup> .
Week 11 Aprl 6 <sup>th</sup>	Family Teaching Plan		Family Assessment Paper due April 12 <sup>th</sup> ; 20%
Week 12 Aprl 13 <sup>th</sup>		<b>Family Teaching Plan Bb</b>	<b>Assign. 7 –</b> Submit objectives for family teaching due April 19 <sup>th</sup>
Week 13 Aprl 20 <sup>th</sup>		<b>Presentation by Webinar</b>	<b>Assign. 8 –</b> Peer review of presentation due by May 4 <sup>th</sup>
Week 14 Aprl 27 <sup>th</sup>		<b>Presentation by Webinar</b>	
Week 15 May 4 <sup>th</sup>		<b>Presentation by Webinar</b>	
Finals Week May 9-12	Final Week	Evaluations	

