New Course Request

1. School/Division: Nursing
2. Academic Subject Code: Nurs
3. Course Number: H-366 (must be cleared with University Enrollment Services)
4. Instructor: Pat Henry
5. Course Title: Nursing Care of Children and their Families
   Recommended Abbreviation (Optional): Nursing Care of Children
   (Limited to 32 Characters including spaces)
6. First time course is to be offered (Semester/Year): Spring 2010
7. Credit Hours: Fixed at ______ or Variable from ______ to ______
8. Is this course to be graded S-F (only)? Yes ______ No ______
9. Is variable title approval being requested? Yes ______ No ______
10. Course description (not to exceed 50 words) for Bulletin publication: This course presents theory and knowledge related to the nursing care of children (ages birth through adolescence) and their families. Emphasis is placed on health promotion in relation to child development as well as common alterations to health experienced by children in the United States. P: Nurs-H351, Nurs-H352, Nurs-H361, Nurs-H362, Nurs-H367, Nurs-H368, Nurs-H369.
11. Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______
12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______
13. Estimated enrollment: ______ of which ______ percent are expected to be graduate students.
14. Frequency of scheduling: ______ Will this course be required for majors? _____
15. Justification for new course: Separating pediatric & obstetrics content into own course
16. Are the necessary reading materials currently available in the appropriate library? _____
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Department Chairman/Division Director
Date 12/15/08

Approved by:

Dean
Date 12/15/08

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Title: NURS H 366 Nursing Care of Children and their Families (3 cr)

Demographics
PLACEMENT IN CURRICULUM: Junior level

Course Description
This course presents theory and knowledge related to the nursing care of children (ages birth through adolescence) and their families. Emphasis is placed on health promotion in relation to child development as well as common alterations to health experienced by children in the United States.

Course Competencies The student learner will be able to demonstrate successfully the following junior- year competencies:
OUTCOME #1: CRITICAL THINKER Applies previously learned information to new situations with developing families and children. Presents reasoned arguments to support stated views with increasing self-direction. Uses standard approaches in seeking solutions to identified healthcare issues with developing families and children in mind.
OUTCOME #2: CULTURALLY COMPETENT Integrates the cultural beliefs values and practices of individuals, families and communities into relevant nursing therapeutics for developing families & children with increasing self- direction.
OUTCOME #3: COORDINATOR OF COMMUNITY RESOURCES Facilitates access to community resources with increasing self-direction. Advocates for community health care resources for developing families & children with appropriate consultation & increasing self-direction.
OUTCOME #4: POLITICALLY COMPETENT Identifies actual potential strategies that may be used by professional nursing to influence healthcare policies at the community, state, national & international level of decision-making.
OUTCOME #5: LEGAL & ETHICAL PRACTITIONER Examines ethical & legal standards models that have application to healthcare dilemmas pertaining to developing families & children.
OUTCOME #6: EFFECTIVE COMMUNICATOR Produces writing consistent with University standards that include clarity of thoughts, coherency of arguments, organization of ideas & grammatical accuracy.
OUTCOME #7: COMPETENT HEALTH CARE PROVIDER Uses expert resources to increase individual knowledge base and skill acquisition about developing families & children.
OUTCOME #8: PROFESSIONAL ROLE MODEL Defines the profession of nursing and nursing’s contribution to the health and well-being of developing families and children.
OUTCOME #9: RESPONSIBLE MANAGER OF RESOURCES Discusses the relationship of having adequate human, fiscal and material resources to the provision of health care to developing families and children.

Required Textbooks
McKinney, ES, James, SR, Murray, SS, & Ashwill, JW(2004). Maternal-child nursing (2nd ed), Elsevier: St Louis. ISBN# 0-7216-0699-7. **Previously required texts, such as diagnostics, assessment, pharmacology/diagnostic nutrition, life span development, and transcultural, may be used throughout the course.

Course Evaluation
The evaluation of whether a person passes or fails the course will be determined by two in-course exams, a final, quizzes and an out of class room assignments.

There will be 6 Pediatric quizzes. Quizzes will be posted on Oncourse. Each quiz will stay open for approximately 15 minutes once accessed. This is the same amount of time that would be given if the quiz was taken in the classroom setting. Please remember to make sure you have enough time to finish the quiz once you start. The program is set up so that once the quiz is
started (opened) the countdown begins and the program will shut off after 15 minutes. There will be no make ups or extra time given to take the quizzes (unless there are extreme extenuating circumstances - like lack of power - the faculty can access the time accessed and any disruption in the program). The quiz will be posted by Sunday night and must be accessed and finished before class starts at 1 pm on Monday. Please note that the quiz dates and content are listed in the calendar section of Oncourse.

Exams 1 & 2 are worth 100 points each. The final exam is worth 200 points. Quizzes are worth 50 points total.
Total points for the course are 450. You must earn at least 337.5 points to pass the course.

If the student passes the course with a minimum of 75%, points earned on the client teaching assignment will be added to the final total points earned to determine the final grade. The maximum total extra points that can be earned is 25 points. The points earned plus the total points for all exams will be divided by 450. The resulting percentage will be the grade for the course.

The assignment of grades will follow the School of Nursing grading policy. IUSON Grading Scale

97-100% A+
93-96% A
90-92% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
75-76% C
70-74% C-
67-69% D+
63-66% D
60-62% D-

In- Course Test Rebuttal Policy and Procedure
Due to the nature of the type of questions asked in the course, the following is the approved test rebuttal policy & procedure. Test Review: exams will be reviewed in class. The faculty will go over the exam items, discuss why the answer is correct. If, after test review a student continues to have reason to believe their chosen response is correct or has merit, they are invited to complete a rebuttal for that item. A correctly-written rebuttal MUST contain a brief, concise and complete rationale for the chosen response, with references noted. Appropriate references include texts, course notes or on-line approved health care resources. Recorded course lecture materials, correspondence with other health care professionals, and non-health care professional texts may be used. Individual rebuttals may be electronically submitted through Oncourse email. Rebuttals should be no longer than 1-2 brief paragraphs. Students have up to 2 weeks after the exam review has been completed to submit their test rebuttal items to the faculty member

Due to the fact that the final exam is purely evaluative in nature, there is no review nor rebuttal system available for the final exam.

Course Project Description
Students are required to complete a Client Teaching Brochure for the course. This assignment can be completed as a group project, with no more than three students per group. Students are encouraged to stay within their clinical groups. Faculty will review and approve each group’s project idea by September 15, 2008. Students are expected to turn in to faculty, at this time, a typed, written document stating the following: names of group members, topic chosen, and any questions or concerns at this time.
Brochures are due on November 13, 2008 at 1300. NO EXCEPTIONS.
Client Teaching Brochure: At the end of this assignment, the student will have gained and
shared valuable knowledge on a client teaching need pertinent to the childbearing or
childrearing family in our community. The student will research a learning issue that has
significance to the childrearing family, develop a brochure geared to educating the family about
the issue, including community and web resources that are available. In developing the
brochure, the student needs to consider reading level, attractiveness, and amount of
information provided, as well as the accuracy of the information provided. The brochure
information MUST be contained to one 8x 11 1/2 inch sheet - both sides of the paper may be
used. Please be advised that the restrictions on plagiarism apply to this project. Information
contained in the brochure does not have to be referenced, however, all work should be that of
the student authors.

Course Policies
Ethical Behavior & Others

Student Behavior:

Please turn off all cell phones and put beepers on vibrate mode prior to coming to class.

Students are expected to follow the Indiana University Code of Student Ethics and the Code for
Nurses in the School of Nursing Bulletin and comply with the Essential Abilities identified by the
IUSB School of Nursing. Non-compliance can constitute grounds for failure and/or disciplinary
action. Your conduct must conform to the Indiana University Code of Student Rights,
Responsibilities and Conduct. Section III of the Code defines academic and personal misconduct
(http://campuslife.indiana.edu/Code/index1.html).

If you have a disability and need assistance, special arrangements can be made to accommodate
most needs. Students who have special needs for consideration can contact the IUSB ADA Office
(237-4479) or the professor at their own discretion.

Civility towards one’s peers and the faculty is the basis of demonstrating respect. Once class
has started, no extraneous talking will be tolerated. Other disrespectful behaviors, such as
negative verbal and nonverbal language, loud noises, the use of cell phones during class, will not
be tolerated. If a student is found to be disrespectful and disruptive (asked two times or more to
be quiet), the student will be asked to leave the class. This will result in an unexcused absence,
the student is not allowed to make up or earn points for classroom activities for that day. If a
student is asked to leave more than one time they can be subject to further disciplinary action,
including course failure.

Exams are to be taken on the date and time in the schedule. If you cannot take the exam on the
assigned date due to illness, death in the family, or other serious problems you must petition
the faculty for a makeup time. You must also inform the faculty of your absence at least one
hour before the exam. You can phone Dr. Henry at 520-4330 and leave a message. Time and
dates of messages are recorded on her voice mail. Exams should be made up within 48 hours of
the scheduled time.

Assignments are due on the dates indicated. Any unexcused lateness will result in a 50% reduction
in points earned. Any assignments that must be redone in order to be satisfactory will
incur the same penalty. In addition, if the revised assignment is not presented at the time
negotiated, two points will be removed from the total grade for each late day. This penalty may
result in a failure for the course.
ADA statement

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services [www.iusb.edu/~sbdss/services.shtml](http://www.iusb.edu/~sbdss/services.shtml).

Religious accommodations

If any student will require academic accommodations for a religious observance, please provide the faculty with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact faculty after class, during office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA") should be sought. Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of his or her determination.

Student integrity

It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing ([www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/)). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.
Outline for H366

Introduction to Family theories
  
  Developmental theories
  
  Structure and Function theory
  
  Systems theory

Introduction to the child*
  
  Physical, psychological and social parameters of the child
  
  Health risk factors and children
  
  Genetics and the child

Health Promotion and the child
  
  Nutrition
  
  Mental Health
  
  Development
  
  Routine Health care

Selected alterations to health and the child
  
  Nutrition Metabolic
    
    Pyloric stenosis
    
    Gastro esophageal reflux
    
    Cleft lip and palate
    
    Diabetes
    
    Hypothyroidism
  
  Oxygenation
    
    Respiratory
      
      Asthma
      
      Croup
Cystic Fibrosis
Heart
Congenital malformations
Hematological
Sickle Cell anemia
Elimination
Nephrotic Syndrome
Acute Glomerulonephritis
Gastroenteritis
Cognitive Perceptual
Head Injury
Musculoskeletal injuries
Meningitis
Mylomeningocoele