

<p>Course Number & Title Course Credit Hours (Must match CRS) Semester</p>	<p>(Sample text): NUSC 345, Clinical Concepts and Processes in Women’s and Family Health, 5 sh Contact hours per week: 2 hrs lecture, 6 hrs clinical practicum Spring 2008</p>
<p>Course Faculty</p>	<p>(Sample text):</p> <p>Course Coordinator: Linda Cassata, PhD, RN Office: Room 814 CON Telephone: 312.996-1871 email: lcassa1@uic.edu Office hours: by appointment</p> <p>Course Faculty:</p> <p>Wacharee Jamjun, MS, RN Office: 823 CON Telephone: 312-996-7937 (MCN office) email: wacharee@uic.edu Office hours: by appointment</p> <p>Kathleen Dunne, CNM, RN Office: 823 CON Telephone: 312-996-7937 (MCN office) email: kdunne@uic.edu Office hours: by appointment</p> <p>Geraldine Sonneveld, CNS, RN Office 823 CON Telephone: 312-996-7937 (MCN office) email: song0331@uic.edu Office hours: by appointment</p> <p>Jo Ann Allen, CNS, RN Office 823 CON Telephone: 312-996-7937 (MCN office) email: joallen@uic.edu Office hours: by appointment</p>
<p>Course Description Must match CRS</p>	<p>(Sample text): Nursing care of women and families across the lifespan. Emphasizes health promotion from a community-based perspective. Socio-economic, cultural, political, legal and ethical influences on health behavior and outcomes are explored.</p>
<p>Course Prerequisites Must match CRS</p>	<p>(Sample text): NUSC 225 and Credit or concurrent registration in NUSC 217; or consent of the instructor.</p>
<p>Course Objectives Must match CRS</p>	<p>(Sample text): Upon successful completion of this course the student will be able to:</p>

	<ol style="list-style-type: none"> 1. Apply scientific principles, theories, and research in the care of women, infants, families and the members of the health care team. 2. Use the nursing process in the care of women, infants, and families. 3. Communicate effectively with women, infants, and families. 4. Provide organized culturally competent and developmentally appropriate care for women, infants, and families. 5. Demonstrate professional behaviors and roles in the care of women, infants and families.
<p>Course Topic List Must match CRS in terms of main topics – the order of the topics may vary and more detail may be added</p>	<p>(Sample text)</p> <ol style="list-style-type: none"> I. Philosophy of nursing care for women's and family health <ol style="list-style-type: none"> a. life span issues b. family health assessment c. community/culture specific care d. epidemiological data II. Reproductive family health <ol style="list-style-type: none"> a. Genetics b. Family Planning c. Reproductive health risks d. Socioeconomic,cultural,political, legal, ethical issues III. Childbearing women and family health <ol style="list-style-type: none"> a. Preconceptual family assessment/counseling b. Antenatal Health c. Intrapartal Health d. Postpartal Health f. Community/homebased care IV. Community based health teaching for families V. Perinatal health <ol style="list-style-type: none"> a. Internal/external environmental influences b. Assessment of fetus/newborn c. Newborn adaptation VI. Family adaptation and Health <ol style="list-style-type: none"> a. Health promotion strategies b. Continuity of care issues c. Community resources
<p>Resource Materials Materials listed on CRS form are just examples – list current required and recommended texts here.</p>	<p>(Sample text):</p> <ol style="list-style-type: none"> 1. Davidson, M., London, M. & Ladewig, P. (2008). <i>Olds Maternal-Newborn Nursing & Women's Health Across the Lifespan</i> (8th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall. 2. Course study materials available on Blackboard.
<p>Evaluation Criteria for Student Performance The CRS provides general guidelines, but syllabus should provide a detailed breakdown of how grade is calculated.</p>	<p>(Recommended text): A grade of “C” or above is required to pass this course. Clinical performance is graded on a “pass/fail” basis. A student who does not receive a grade of “pass” in clinical performance will automatically receive a below “C” grade for the course.</p> <p>(Sample text): Your grade for the course will be based on the following:</p>

<p>By policy adopted by the College, clinical performance in the undergraduate courses is graded on a pass/fail basis. The course letter grade is calculated based on all graded assignments, quizzes, exams. <i>There should be no graded components listed as "Clinical" or "Theory". Just list all graded components and make sure they add up to 100%.</i></p>	<p>Four multiple-choice exams (60% of grade) <i>(multiple-choice exams must have an overall 70% average to pass course)</i></p> <p>Clinical Decision Making Quizzes (3 @ 5% each) (15%) Data Collection & Theoretical Application (1) (10%) Postpartal Nursing Care Plan (1) (5%) Evidence-Based Inquiries (2@ 5% each) (10%)</p> <p style="text-align: right;">100%</p> <p>A "pass" in clinical performance in NUSC 345 requires: All competencies in Pre-NCLEX Evaluation tool "met" All course clinical competencies "met" CD ROM Weekly Assignments completed</p>
<p>Honors Option All undergraduate courses must have an honors option.</p>	<p>(Sample Text 1): Students enrolled in the Honors College will be able to replace part of their clinical experience with more intensive experiences in their area of interest. After consultation with the course coordinator, they will have the option to write a paper or present a project based on their unique experience.</p> <p>(Sample Text 2): Students enrolled in the Honors College may select this course for honors credit. The course coordinator will determine the requirements for this option. The option can take the form of an oral presentation, a case study, or a formal paper. The assignment needs to be focused on a clinical concept presented in NUSC 335.</p>
<p>HIPAA Requirement Please use this standard text.</p>	<p>The federal government's Privacy Rule became effective April 14, 2003. The Privacy Rule provides the first comprehensive federal protection for the privacy of health information. The College initiated the following course requirements to ensure privacy compliance for all CON students.</p> <ol style="list-style-type: none"> (1) You will be required to sign a confidentiality statement before you access any patient information (paper, electronic and oral), and your instructor will keep copies on file. (2) You will be required to keep all patient information confidential. (3) Patient information will be discussed only in private areas (no elevator or cafeteria discussion). (4) You will not be allowed to take any patient information that is identifiable from the hospital/clinic. (5) You will not be able to access patient information from a hospital computer when you are at home. (6) You will be required to follow all hospital/clinic policies and procedures for patient privacy at your site of clinical placement. <p>Failure to protect patient health information is considered a federal offense, and failure to comply with this College requirement may result in failure of</p>

	this course and possible disciplinary action.
<p>Course Policies</p> <p>Please use this standard text. Further course policies which are more specific/restrictive or detailed than those already in the Student Manual should also be included here.</p>	<p>College policies, i.e., academic integrity, academic standing, attendance, uniform regulations, are found in the College of Nursing Student Manual at http://www.uic.edu/nursing/oap/stumanual/index.htm.</p>
<p>Standards of Practice</p> <p>Please use this standard text. Other standards should be referenced where applicable (see sample).</p>	<p>This course incorporates relevant components of the <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 1998) and the <i>Nursing: Scope and Standards of Practice</i> (ANA, 2004).</p> <p>(Sample):</p> <p>This course was developed based on the American Association of Colleges of Nursing Essentials of Baccalaureate Education, the ANA Standards of Clinical Practice and the ANA Standards of Women's and Maternal Child Health Nursing. The specialty organizations of AWHONN and NANN are a source of additional evidence-based nursing practice that is discussed within the course.</p>

Further syllabus pages may include explanations, grading standards (rubrics), assignments, course schedule/weekly calendar, directions for use of Blackboard, and any other important information that you wish to include.

05/16/2008