

NURS 4405, Family & Individual

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Catherine Pena

Office: WH, 420 B

Phone: 254-519-5718

Email: Canvas for course related concerns

Office Hours:

Monday-Thursday 9:00 – 2:00 p.m., Friday appointment only.

Mode of instruction and course access:

This course is a web-based course taught online using the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

Emails and messages within Canvas; students may expect a response within 24 to 48 hours Monday-Thursday. Students are expected to check emails daily for announcements, assignment updates, or any other messages corresponding to the course. Office hours may also include synchronous online student's learning and serving as a resource person to guide the student in the learning process. Scheduled Canvas Collaborate and telephone by appointments only.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular \[https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management\]](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

This course emphasizes the importance of the professional nurse's engagement in ethical and evidence-based practice. Students examine nursing case management concepts as they apply critical thinking skills to integrate the concepts of pathophysiology, pharmacology, psychosocial behavior, and cultural competence to coordinate quality and safe care in a variety of settings. Students experience the nurse educator role as they employ teaching and learning principles and nursing informatics to initiate interventions with individuals and families that highlight health promotion activities. Practicum experiences are individualized

Course Objective:

By the end of this course the student will be able to develop health teaching for an identified health need of a family unit, using the basics of case management, and patient education techniques.

Student Learning Outcomes:

- Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit.
- Demonstrate the integration of pathophysiology, pharmacology, psychosocial behavior, and cultural competency concepts and theories in coordinating quality and safe care in a variety of settings.
- Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings.
- Apply evidence-based professional nursing practice interventions to empower individuals and families to manage and coordinate self-care.
- Integrate knowledge from the liberal arts, the sciences, and nursing to deliver comprehensive care, including health promotion and disease prevention activities to individuals and family units.
- Employ teaching and learning principles through the use of information technology to initiate interventions with individuals and families that highlight health promotion activities.
- 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.

Competency Goals Statements (certification or standards):

- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.
- Essential VII: Clinical Prevention and Population Health
- Essential IX: Baccalaureate Generalist Nursing Practice.

Required Reading and Textbook(s):

American Psychological Association. (2010). *Publication of the American Psychological Association* (6th ed.). Washington D.C: American Psychological Association. ISBN – 1557987912

Bastable, S. B. (2013). *Nurse as educator: Principles of teaching and learning for nursing practice* (4rd ed.). Sudbury, MA: Jones and Bartlett Learning. ISBN – 9781449697501

Powell, S. K., & Tahan, H. A. (2010). *Case Management, a Practical Guide for Education and Practice* (3rd Ed.). Philadelphia; Lippincott, Williams, and Wilkens. ISBN-9780781790383

COURSE REQUIREMENTS

Discussion Post 1, Chapter 1 & 2 (10 points)
Essential Case Management Job Responsibilities and Skills
Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings.

Discussion Post 2, Chap. 8 (10 points)
Ethical/Legal Cases
Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings

Discussion Post 3, Overview (10 points)
Reflection of Case Management Role in Health Care
Analyze the role of a case manager in collaborative care of individuals and families across the life span.

Discussion Post 4, Reflection (10 points)
Reflection of the Role of an Educator
Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit.

Assignment 1: Case Management Overview, Chapter 1 & 2 Powell & Tahan (20 points)
Engage in interprofessional collaboration to effectively coordinate the care of individuals and family units with complex health needs in a variety of settings.

Assignment 2: Reimbursement Concepts Paper, Chap. 3 Powell & Tahan (20 points)
Analyze the role of a case manager in collaborative care of individuals and families across the life span.

Assignment 3: Transitional Planning, Chap. 4-6 Powell & Tahan (20 points)
Explore multi-professional collaboration methods to coordinate the nursing care of individuals/families effectively in a variety of settings

Assignment 4: Quality Management Outline, Chap. 7 Powell & Tahan (20 points)
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

Assignment 5: Legal Issues in Case Management, Chap. 8 Powell & Tahan (20 points)
Explore multi-professional collaboration methods to coordinate the nursing care of individuals/families effectively in a variety of settings

Assignment 6: Scenarios Power Point Presentation, Chap. 9 Powell & Tahan (20 points)
Analyze the role of a case manager in collaborative care of individuals and families across the life span

Assignment 7: CMSA Individual Power Point (20 points)
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.

Assignment 8: Disclosure, Family Assessment Form, (20 points)
If no disclosure is submitted by deadline, assessment form will not be accepted and late assignment guidelines will apply
Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit

Assignment 9: Ecomap, Genomap, Culture History & Research, Modules, (20 points)
Demonstrate the integration of pathophysiology, pharmacology, psychosocial behavior, and cultural competency concepts and theories in coordinating quality and safe care in a variety of settings.

Assignment 10: Objectives for Teaching Plan, Bloom's Taxonomy, (20 points)
Integrate knowledge from the liberal arts, the sciences, and nursing to deliver comprehensive care, including health promotion and disease prevention activities to individuals and family units.

Assignment 11: Learning Aids (20 points)

Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit

Assignment 12: Nurse Educator Paper (20 points)

Apply critical thinking skills in the analysis of the multiple physiological, psychological, and cultural variables that affect the health status of individuals across the life span and the family unit

Power Point Presentation: Family Teaching Plan, (25 points)

Employ teaching and learning principles through the use of information technology to initiate interventions with individuals and families that highlight health promotion activities.

Grading Criteria Rubric and Conversion

Late assignments may have 10% deduction for everyday late off total grade earned, unless prior arrangements with instructor have been made. All complete assignments must be submitted prior to the due date, no editing will be considered after the due date.

A missed presentation without prior notice, will automatically have a 20% deduction. Rescheduling will be at the convenience of instructor. Notice must be provided at least 24 hours prior to presentation time. No exceptions.

Discussion Questions X 4	40 Points	15%
Assignments X 12	240 Points	55%
Family Presentation	25 Points	30%
Total:	240 Points	100%

Percent	A=90-100
	B=80-89
	C=70-79
	D=60-69
	F=59 or below

Posting of Grades

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will be posted within 72 hours after the due date and time. Friday assignment grades will be posted within 72 hours of the following Monday.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Topic	Assignments	Due	Readings
		Family Teaching Plan Project		
Week 1 August 28		Meet & Greet Assignment 1: Case Management Overview	September 6	Chap. 1-2 Powell & Tahan
Week 2 September 4		DQ 1 - Case Management Assignment 2: Reimbursement Paper	September 13	Chap. 3 Powell & Tahan
Week 3 September 11		Assignment 3: Transitional Planning	September 20	Chap. 4-6 Powell & Tahan
Week 4 September 18		Assignment 4: Quality Management Outline	September 27	Chap. 7 Powell & Tahan
Week 5 September 25		DQ 2 - Ethical/Legal Cases Assignment 5: Legal Issues in Case Management	October 4	Chap. 8 Powell & Tahan
Week 6 October 2		Assignment 6: Scenario Power Point Presentation	October 11	Chap. 9 Powell & Tahan
Week 7 October 9		Assignment 7 , CMSA DQ 3 - Reflection of Case Management Role in Health Care	October 18	Chap. 10 Powell & Tahan CMSA website
		Unit I		
Week 8 October 16		Assignment 8: Complete Family Assessment	October 25	Ch. 4 & 5 Bastable
Week 9 October 23		Assignment 9: Ecomap, Genogram, Culture History & Research	November 1	Chap 8 Bastable Module III
Week 10 October 30		Assignment 10: Objectives for Teaching Plan	November 8	Blooms Taxonomy resource Ch. 10 Bastable
		Unit II		
Week 11 November 6		Assignment 11: Learning Aids	November 15	
		Unit III		
Week 12 November 13		Work on Presentation/Paper	November 22	
Week 13 November 20		Presentation peer review via Collaborate, PPT	November 29	
Week 14 November 27		Presentation peer review via Collaborate, PPT	December 6	Accumulative
		Unit IV		
Week 15 December 4		Assignment 12: Nurse Educator Paper	December 11	None

Week 16 December 11		DQ 4- Reflection	December 13	
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*** Please note that schedule may change due to unforeseen circumstances advance notice will be given as time allows*

Import University Dates:

August 28, Add/Drop/Late Registration begins
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
 September 1, Priority Deadline to Submit Graduation Application
 September 4, Labor Day, CAMPUS CLOSED
 September 5, Last day to drop 1st 8-week classes with no record
 September 13, Last day to drop 16-week classes with no record
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
 October 6, Deadline to submit graduation
 October 20, Last day to withdraw from the University (1st 8-week classes WF)
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
 October 30, Last day to drop 2nd 8-week classes with no record
 November 10, Veteran's Day
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
 November 23-24, Thanksgiving, CAMPUS CLOSED
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
 December 15, Last day to file for Degree Conferral (Registrar's Office)
 December 15, Commencement
 December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat: \[http://hdc.tamu.edu\]](http://hdc.tamu.edu)

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form \[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf\]](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf).

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access](#) [HYPERLINK](#)
"<http://www.tamuct.edu/departments/access-inclusion>" [HYPERLINK](#)
"<http://www.tamuct.edu/departments/access-inclusion>" [HYPERLINK](#)
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"<http://www.tamuct.edu/departments/access-inclusion>" [Inclusion](#) webpage
[<https://www.tamuct.edu/departments/access-inclusion>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website \[https://tamuct.libguides.com/\]](https://tamuct.libguides.com/).

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage \[https://www.tamuct.edu/departments/compliance/titleix.php\]](https://www.tamuct.edu/departments/compliance/titleix.php).

INSTRUCTOR POLICIES.

Collaborate Presentations

Live presentations are required in this course. Schedule times/dates for presenting will be available early in the semester. Time for presenting are limited to the schedule provided. Changes less than 24-hour notice, will automatically consist of 20% grade deduction.

Use of other resources may be required

Several assignments will require additional web search for supportive material through the use of outside resources. Students are required to follow APA citing/referencing and copyright guidelines.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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