Stephen F. Austin State University
DeWitt School of Nursing
Violence in Families
Course Number: NUR 451
Section Number: 601
Spring 2016

Course Instructor: Dr Rhonda Tubbe, DHA, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:
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Phone: (936) 469-7700
Office: Room 110
Office Hours: Thursday, 1:00 p.m. – 3:00 p.m.

Class Meeting Time/Place: This is an online/distance learning course. No face-to-face meetings will be required.
NOTE: Instructors will make every effort to respond to emails/discussion questions within 72 hours of posting. Students are expected to check on-line course at least three times a week for announcements, email, and postings.

Text and Materials


Course Description:
This course builds upon previous, concurrent, and prerequisite courses. This course provides students the opportunity for critical thinking and the acquisition and application of nursing and interdisciplinary theories, research, and practice to issues related to violence against dating/intimate partners, children, and the elderly will be explored. The role of the nurse as an integral part of the interdisciplinary team is highlighted.

Number of Credit Hours: 2.0

Course Prerequisites and Co-requisites: None

Program Learning Outcomes
Upon graduation from our program, the student is expected to:
1. Apply knowledge of the physician, social and behavioral sciences in the provision of nursing care based on theory, research and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Demonstrate continuing competence, growth, and development in the profession.
General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes

At the end of the course the student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Use the nursing process and research to develop interventions for and with clients living with violence.
4. Assess the relationship between growth and development and other health issues.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Relate risks, health seeking behaviors, family situations, morbidity and mortality, and end of life issues to clients living in violent relationships.
7. Implement developmentally appropriate teaching strategies for and with clients.
8. Develop strategies for nurses that enhance the ability of law enforcement and the judicial system to better serve this population.
9. Collaborate with the interdisciplinary team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics clients living with violence.

Course Requirements:

Reflective Thinking Papers ......................................................... 10%
Webliography .................................................................................. 20%
Weekly Threaded Discussions ....................................................... 20%
Discussion Paper: A Child Called “It” ........................................... 10%
Exams .............................................................................................. 40%

The course assignments are given equal amounts because the instructor believes they are equally important to satisfy the requirements of this course. The exams will count more because this is the best way the instructors has to ascertain if the student understands and is able to apply the knowledge of family violence to the real world within the on-line world. My hope is that the student will study for the exams and think of scenarios where the information in the chapters, discussions and lectures can be applied. Knowledge is worthless unless we use it to better mankind.

1. Webliography: Students will research a selected topic in one of the following areas: Intimate Partner Violence, Violence against Children, Violence against the Elderly, or Violence against Disabled Persons. Students will choose one topic and search for ten websites related to the chosen topic. Specific guidelines and grading criteria for the project will be available on D2L content page. Webliography is due electronically in the corresponding drop box on the due date specified on the course calendar.
2. **Weekly Threaded Discussions:**
   
   **Attendance**
   1. Answer web-based questions required throughout the semester. Question will be posted weekly.
   2. The post will be counted within the week, Monday through Sunday.

   **Participation**
   1. Class participation will be required on a weekly basis.
   2. Participation is performed by responding to at least one post per week.
   3. The participation will be counted with the week, Monday through Sunday.

3. **Reflection Papers:** At the beginning of the semester, students will write a short, self-reflective paper focusing on their thoughts and feelings about violence against partners, children, and the elderly and submit it electronically. At the end of the semester, students will have the opportunity to add to this paper reflecting any changes in thoughts or feelings that have occurred as the semester progressed. These papers will be kept confidential unless they reveal information that must be disclosed as required by law. See Course Calendar for the due date.

3. Discussion Paper: A Child Called “It: By Dave Pelzer. This book is to be read and a discussion paper to be written. The paper has a rubric to include all necessary pieces. Please see the rubric under the assignment tab for further information. See Course Calendar for the due date.

4. **Exams:** Exams will be on the posted date. The time will be announced a week before the exam date. The exams will be ONLINE!! No in-classroom instruction or examination will be done. The exams will be multiple choice questions, multiple selection, questions or essay. They will be timed. Therefore if the student does not complete the exam within the allotted time period the grade will be based on what the student answered. No extra time will be given.

**Grading Policy**
All Exams are given ONLINE. There will be no classroom instruction or examinations given. Promptness in turning in work is expected. Late work will not be accepted!

**Attendance Policy (Exam and Attendance)**
Online attendance is monitored and documented. The amount of time the students spends on line and studying will indicate the grade the student earns.

On Average:
- For the student to earn an A in Family Violence which is a 2 hour credit course, the student must spend 3 hours/wk studying, reading, and working on line.
- For the student to earn a B in Family Violence which is a 2 hour credit course, the student must spend 2 hours/wk studying, reading, and working on line.
- For the student to earn a C in Family Violence which is a 2 hour credit course, the student must spend 1 hour/wk studying, reading, and working on line.
# COURSE CALENDAR/TIMELINE: ASSIGNMENT SUMMARY AND DUE DATES

Outline of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Content</th>
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<tbody>
<tr>
<td>Jan 29-24</td>
<td>On-line</td>
<td>Review of Syllabus and introduction. Read Chapter 1, pages 1-36</td>
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<td><strong>Reflection Paper Part One Due</strong></td>
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<td><strong>Post Short Bio (see Faculty Bio.)</strong></td>
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<td>Jan 25-31</td>
<td>On-line</td>
<td>Read Chapter 2, pages 41-69</td>
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<td>Discussion post and response due</td>
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<td>Feb 1-7</td>
<td>On-line</td>
<td>Read Chapter 3, pages 77-95</td>
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<td>Read Chapter 4, 98-116</td>
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<td>Discussion post and response due</td>
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<td>Feb 8-14</td>
<td>On-line</td>
<td>Read Chapter 5, pages 120-129</td>
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<td><strong>Exam One</strong></td>
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<td>Feb 15-21</td>
<td>On-line</td>
<td>Read Chapter 6, pages 132-149</td>
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<td>Discussion post and response due</td>
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<td>Feb 22-28</td>
<td>On-line</td>
<td>Read Chapter 7, pages 153-185</td>
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<td>Discussion post and response due</td>
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<td><strong>Discussion Paper: “A Child Called it” due</strong></td>
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<td>Feb 29-Mar 6</td>
<td>On-line</td>
<td>Read Chapter 8, pages 188-204</td>
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<td>Discussion post and response due</td>
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<td>Mar 7-13</td>
<td>On-line</td>
<td>Read Chapter 9, pages 218-258</td>
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<td><strong>Exam Two</strong></td>
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<td>Spring Break</td>
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<td>No Assignments</td>
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<td>Mar 21-27</td>
<td>On-line</td>
<td>Read Chapter 10, pages 263-285</td>
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<td>Discussion post and response due</td>
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<td>Mar 28-Apr 3</td>
<td>On-line</td>
<td>Read Chapter 11, pages 290-302</td>
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<td>Discussion post and response due</td>
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<td>Apr 4-10</td>
<td>On-line</td>
<td>Read Chapter 12, pages 311-336</td>
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<td>Read Chapter 13, pages 338-364</td>
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<td><strong>Exam Three</strong></td>
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<td>Apr 11-17</td>
<td>On-line</td>
<td>Read Chapter 14, pages 368-381</td>
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<td>Discussion post and response due</td>
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<td>Apr 18-24</td>
<td>On-line</td>
<td>Read Chapter 15, pages 388-408</td>
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<td><strong>Final Exam/Group PowerPoint Due</strong></td>
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<td><strong>Peer Evaluation due, email to instructor through D2L</strong></td>
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<td>Discussion post and response due</td>
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<td>Apr 25-May 1</td>
<td>On-line</td>
<td><strong>Webliography Due And Reflective Pager Part Two Due</strong></td>
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<td>Discussion post and response due</td>
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<td>May 2-7</td>
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<td><strong>Wrap Up</strong></td>
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College courses are a partnership. The instructor provides the material and content then helps the student digest it. The student does the work to prepare, read, study, and begin to
digest the content as they come to the online forum. Once this is achieved the student then should be able to apply the knowledge.
I am here as the facilitator of your learning the content and how to apply it to patients. I am NOT the person who passes or fails you. That is your responsibility. I will do my part, you do yours.

**Academic Integrity (A-9.1) (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty*

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work then, in fact, it is least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy: A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, altered formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at [www.nursing.sfasu.edu](http://www.nursing.sfasu.edu), Policies and Procedures link.**