Stephen F. Austin State University  
DeWitt School of Nursing  
Violence in Families  
Course Number: NUR 451  
Section Number: 001 Summer 2018  

Course Instructor: Laura Logan, MSN, RN, CCRN

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:
Name: Laura Logan, MSN, RN, CCRN
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Phone: (936) 468-7723
Office: Room 170
Office Hours: Virtual

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, 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 Paper(s) Part 1 and Part 2---------------------------------------------60%
(15% each)
Weekly Threaded Discussions----------------------------------------------------------40%
(6% each) (these may be more than one posts per week and may be added as the course progresses.)

1. **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 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.
2. **Threaded Discussions:**
   
   **Attendance**
   
   1. Answer web-based questions required throughout the semester. Questions are posted weekly.
   2. The post is counted within the week, Monday through Sunday.

   **Participation**
   
   1. Class participation will be required on a weekly basis
   2. Participation is measured by the content to every posting. There may be added discussions or questions throughout the course.
   3. The participation will be measured with the week, Monday through Sunday

**Grading Policy**

There is no classroom instruction or assignments given. Promptness for submission of all assignments is expected. **Late work is not be accepted and result in a zero.**

**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**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Content/Assignments/Due Dates</th>
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<tbody>
<tr>
<td><strong>Week One:</strong> 7/10-7/15 2018</td>
<td>On-line</td>
<td>Review of Syllabus and introduction.</td>
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<td>Reflection Paper Part One Due- Friday, July 13 by 2359</td>
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<td>Post Short Bio (see Faculty Bio.)- Due Tuesday, July 10 by 2359</td>
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<td>Read Chapter 1, Theoretical background related to Violence and Aggression.</td>
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<td>Read Chapter 2, Family Violence: Long Term Health Consequences of Trauma</td>
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<td>Read Chapter 3, Theories of Intimate Partner Violence</td>
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<td>Discussion post and response due (Sunday, July 15 by 2359)</td>
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<td><strong>Week Two:</strong> 7/16-22 2018</td>
<td>On-line</td>
<td>Read Chapter 5 Intimate Partner Violence and Nursing Practice</td>
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<td>Read Chapter 6 Intimate Partner Violence During Pregnancy</td>
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<td>Read Chapter 7 Nursing Care of Women with Disabilities Who Experience Abuse.</td>
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<td>Discussion Post and responses due (Sunday, July 22 by 2359)</td>
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<td><strong>Week Three:</strong> 7/23-29 2018</td>
<td>On-line</td>
<td>Read Chapter 4 Theories and Research on Child Maltreatment</td>
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<td>Read Chapter 9 Nursing Care and Teen Dating Violence: Promoting Healthy Relationship Development</td>
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<td>Read Chapter 10 Child Maltreatment: Assessment, Practice, and Intervention.</td>
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<td>Read Chapter 11 Childhood Exposure to Intimate Partner Violence</td>
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<td>Read Chapter 12 Childhood Sexual Abuse</td>
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<td>Discussion post and response due (Sunday, July 29 by 2359)</td>
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<td><strong>Week Four:</strong> 7/30-8/5 2018</td>
<td>On-line</td>
<td>Read Chapter 8 Nursing Care of Immigrant and Rural Abused Women</td>
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<td>Read Chapter 13 Elder Mistreatment</td>
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<td>Week Five: 8/6-8/10 (5 days)</td>
<td>Online</td>
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<td><strong>Read Chapter 14</strong> legal and Forensic Nursing Responses to Family Violence</td>
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<td><strong>Discussion post and response due (Sunday, August 5th by 2359)</strong></td>
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<td><strong>Read Chapter 15</strong> Family Violence and Ethics</td>
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<td><strong>Read Chapter 16</strong> International Perspectives on Family Violence</td>
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<td><strong>Discussion post(s) and response due Thursday, August 9th by 2359.</strong></td>
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<td><strong>Part 2 of Reflective paper due on Friday, August 10th by 2359 in the drobox.</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, alternated 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, Policies and Procedures link.

For D2L technical support, contact student support in the Office of Teaching and Learning at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tutorials.

Course Evaluations

At the end of the course the instructor will send an email and/or place a notice on the News Item Feed, reminding students to complete the course evaluations. It is important for students to let the instructor know how the course flowed and if it met the course objectives. Please take the time to complete the course and instructor evaluations. This helps the instructor improve the course and the teaching strategies.
The instructions for Typhon, the software used to complete the evaluations are in D2L. Please refer to these for assistance.