

**AUGSBURG COLLEGE - DEPARTMENT OF NURSING
NUR 403 FAMILIES AND THE LIFE CYCLE
2007-2008**

FACULTY: Sue Nash, Ed.D, R.N.
EQUIVALENT CREDITS: 1 Course, 4 Semester Credits
CLASS HOURS: 5:45 - 9:45 PM, Tuesday - Bethel Lutheran Church
CLASS DATES: 4/8; 4/22; 5/6; 5/20; 6/3; 6/17*; 6/24
* = one week between classes
FACULTY E-MAIL & Phone: nash@augsburg.edu Please use e-mail to contact
Back-up contact: 507-281-6379 (h)

COURSE OVERVIEW

The major curriculum concepts of individuals, health, nursing and society are developed further in this course as the function of individuals living in families and in communities are explored. This course builds on the concepts of systems, communication, small group and nursing theories introduced earlier and are examined within the context of families. The cultures; belief systems; roles; health care patterns, values and goals of families are the focus of study.

Developmental and crisis theories are examined as families respond to a variety of stressful life transitions. Health promotion and maintenance are presented in the context of transcultural family systems and nursing as relational inquiry. The professional role of family nurse is introduced and explored vis-à-vis the family as client, the family as context.

Students will integrate a broad spectrum of liberal arts course content as they demonstrate increasing expertise in the skills of writing, critical thinking, interpretation, and evaluation.

REQUIRED TEXTS:

Bomar, P. (2004). *Promoting health in families, 3rd ed.* Saunders: Philadelphia, PA [ISBN# 0-7216-0115-4]

Doane, G. & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice.*

Lippincott Williams & Wilkins, New York [ISBN# 0-7817-4841-0]

Wolterstorff, N. (1987). *Lament for a son.* William B. Ferdmans Publishing Company, Grand Rapids, MI

APA. (2001). *Publication manual of the American Psychological Association (5th ed.).*

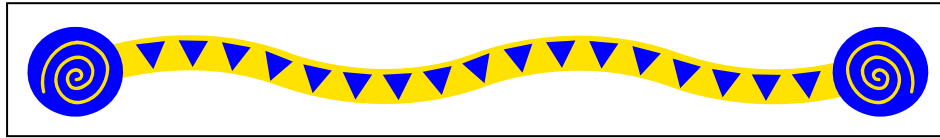
Washington, D.C.

Writing Tutor Access

Our writing tutor's name is Marilyn Theismann. The writing tutor is available for consultation at: MKTATheismann@charter.net. Office hours will be announced at the beginning of each term.

DISABILITY ACCESS

To request academic accommodations due to a disability, please contact the CLASS Office (612-330-1053) or the Access Center(612-330-1749). Guidelines are presented on the Access Center Home Page found at: <http://www.augsburg.edu/accesscenter>. If you have a letter from one of these offices indicating you have a disability which requires academic accommodations, please present the letter to your instructor to assist in their providing the accommodations that you will need in this class.



OBJECTIVES (Program Objectives are in bolded):

1. **Demonstrate respect for the inherent uniqueness and rights of the individual, groups, and communities.**
 - a. Identify how personal and professional values affect the nursing care of families of diverse backgrounds.
 - b. Discuss the ethical implications family nursing from a relationship model.
2. **Synthesize knowledge from the liberal arts with the art and science of nursing.**

Explain the impact of family culture, values and goals on a family's health status, with emphasis on families in transitions and change.
3. **Demonstrate effective communication with individuals, families, groups, communities and systems.**

Apply communication theories and skills appropriate to working with families.
4. **Evaluate emerging roles of professional nurses in context of the health care needs of local and global communities.**
 - a. Explain the role of the professional nurse in family health care.
 - b. Integrate theories related to family with theories related to change, health promotion, maintenance, and restoration.
5. **Utilize research findings to guide and enhance nursing practice.**

Use family theory, family inquiry nursing model, and research findings to analyze a selected family system.

TEACHING/LEARNING METHODS:

Readings, lecture, discussion, video presentations, reaction papers, experiential activities, topical papers, guest speakers, formative and summative evaluations are strategies we will use.

Students are responsible for their own learning and for meeting the requirements of the class. These expectations include but are not limited to appropriate preparation for class, attendance and participation in class, on-time submission of written work, and an on-going assessment of their own learning needs. Students are expected to review the text materials and participate in class discussions and presentations.

Lecture and discussion are designed to **expand and build on** this content. The professor is responsible to **create an environment** conducive to student learning. Thus, it is intended that a continuous and mutual process of teaching/learning will occur throughout this course, resulting in the personal and professional growth of all concerned.

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ATTENDANCE POLICY:

- Your presence is important. Your participation adds to the learning of all. Students are expected to participate in the learning activities of each class and attend classes regularly. Students who miss regularly scheduled classes are expected to notify the faculty member of if at all possible prior to class. The faculty member and the student will determine the plan to make up the missed material if possible. In the event of an absence, it is the student's responsibility to arrange for coverage of missed materials and content.
- Due to the immersion model of class format, if the student is absent from two classes, the instructor reserves the right to ask the student to drop the class and retake the class at a later date in accordance with Augsburg policy.

LATE POLICY FOR ASSIGNMENTS:

- Unexcused/unexplained late papers will result in a loss of 1-5 points for each day they are late (including weekends). Students may reach faculty via e-mail or telephone to arrange a drop off of papers.
- Test(s) will not be accepted late. Arrangements may be made to take tests prior to date assigned to accommodate special scheduling needs.
- If student will be unable to attend class on a given due date, papers are expected to be handed in prior to the absence unless negotiated in advance with your faculty member. Students will notify faculty at least 24 hours in advance.
- In case of unexpected crisis, students may negotiate with faculty for a **late paper exception**. This will result in **no loss of points**. It is required that students notify the instructor of these situations as soon as possible.
- All assignments are due by the last due date as established in the syllabus.

DEPARTMENT OF NURSING POLICY ON CITATIONS:

Failure to document citations is considered plagiarism. It is the policy of the Department of Nursing that papers or tests containing plagiarized material will be given a grade of **zero** and there will be **no** opportunity for re-writes. Please review the Student handbook and APA text.

GRADING SCALE:

Points	Grade	Percent
	4.0	93%
	3.5	88%
	3.0	83%
	2.5	78%
	2.0	73%

4/8; 4/22; 5/6; 5/20; 6/3; 6/17*; 6/24
 1; 2; 3; 4; 5; 6; 7;

ASSIGNMENT	Week	DATE DUE	POINTS
1). Genogram	2	4/22	30
2). Scavenger Hunt Reflection	4	5/20	20
3). Viewing of the Movie Crash /Quiz	3	5/6	10
3b). Lament for a Son Reflection/Quiz			10
4a). Culture Sharing - Pot-luck Dinner - Group2	6	6/17	----
4b). Family Culture Group 1 Pot-luck	7	6/24	
4d). Family Culture Paper	5	6/3	150
5). Relational Inquiry Log - On-line sharing 2/5 - 3/26	3-6	5/6 – 6/17	40
6). Family Inquiry Nursing Paper Due	7	6/24	50
TOTAL:			

Genogram Grading Rubric [30 points]

Due Week 2 – 4/22

Item	Pattern Not Identified	Pattern Partially Identified	Pattern Identified	Pattern Identified/ Exemplars	Pattern Identified/ Exemplars & Well Developed	Total
3-Generations	0			1		1/___
Ledger	0			1		1/___
Demographic Data	0	1	2	3		3/___
Affective Functions: (Emotional, cut-offs/ triangles/coalitions, attachments/ alliances)	0	1		2	3	3/___
Health Concerns	0	1		2	3	3/___
Narrative Summary: Logical Flow / Readability	0	1	2	3	4	4/___
APA Style: Title page; reference page; Introductory and concluding paragraph; paragraphs have topic sentence and consistent flow; 1 in-text quote; 1 in-text paraphrase; reference page; complete sentences; no spelling errors						15/ _

Reading Assignments

WEEK 1 - Hatrick-Doane & Varcoe Section I- Rethinking Family Nursing Knowledge Ch 1

Bomar - Ch 1, Ch 4, pp. 149-155; 284-291 ; Skim Ch 2 (read pp. 40, 41, 43-45; 51-54)

**WEEK 2 - Hartrick-Doane & Varcoe Section I- Rethinking Family Nursing Knowledge Ch 2 & 3
Bomar Ch 5 & 7, Skim Ch 3**

Complete syllabus including rubrics, readings, and calendar will be posted on Moodle mid March. If you have trouble logging in, please contact stucomp@augsborg.edu. If you have questions about assignments and the course, please contact Sue Nash at: nash@augsborg.edu

