

AUGSBURG COLLEGE - DEPARTMENT OF NURSING
NUR 403 FAMILIES AND THE LIFE CYCLE
2008-2009

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: Sept 9; Sept 23; Oct. 7; Oct 21; Nov 4; Nov 18; Dec 2*; Dec 9
* = 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

This course provides a theoretical basis for nursing interventions with diverse families and explores theories related to family structure and function throughout the life span. The major curriculum concepts of individuals, health, nursing in a global society are developed further in this course as individuals within the context of family and communities are explored. The cultural belief systems and health care patterns; family roles, rules, goals, values are the focus of study. Family development through the life span is explored from family formation to the grieving associated with end of life issues. Concepts of research based practice, genomics, complexity science, communication patterns, ethical responsibilities and nursing theories introduced earlier are expanded and applied to families.

The professional role of family nurse is introduced and explored vis-à-vis the family as client and the family as context. Health promotion and maintenance are presented in the context of transcultural family systems and nursing as a relational inquiry process.

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 [0-8028-0294-x]

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

Washington, D.C. [1-55798-810-2]

Writing Tutor Access:

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

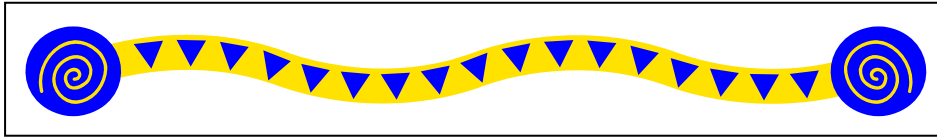
DISABILITY ACCESS:

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.

NUR 403: FAMILIES AND THE LIFE CYCLE

Page 2



Student Learning Outcomes:

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 of family nursing from a relationship model approach.

2. Synthesize knowledge from the liberal arts with the art and science of nursing.

- a. Explain the impact of family culture, values and goals on a family's health status.
- b. Discuss end of life issues and the grief process as it applies to families in transition.

3. Demonstrate effective communication with individuals, families, groups, communities and systems.

- a. Apply communication theories and skills appropriate to working with transcultural families.
- b. Utilize a relational inquiry approach to establish relationships with families.

4. Evaluate emerging roles of professional nurses as interprofessional team members in relationship to the family health care needs.

- a. Explain the role of the professional nurse nurses as interprofessional team members in relationship to the family health care needs.
- b. Utilize a genogram /pedigree chart to identify family genetic patterns, as well as complex family relational patterns.
- c. 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.

- a. Use research to promote understanding and reflection on family systems.
- b. Critique nursing research findings to determine strength based approach to analyze a selected transcultural family.

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.

NUR 403: FAMILIES AND THE LIFE CYCLE
Page 3

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
300 - 279	4.0	93%
278 - 264	3.5	88%
273 - 249	3.0	83%
248 - 234	2.5	78%

233 - 219	2.0	73%
-----------	-----	-----

NUR 403: FAMILIES AND THE LIFE CYCLE

Page 4

Activities & ASSIGNMENTS	Week	DATE DUE	POINTS
1) Genogram	2	Sept. 23	30
2a) View a Movie with Family Dynamics & write a short reflection from listed provided 2b) Visit two providers of family services and share insights from experience with the class	3	Oct 7	50
3) Lament for a Son In class quiz	4	Oct. 21	20
4a) Family Culture Paper & Pot-luck	6	Nov. 18	150
4b) Class presentation	6	Nov. 18	20
5) Relational Inquiry Log – On-line sharing 2/5 – 3/26	3-7	Oct. 21 – Dec. 2	30
6). Family Inquiry Nursing Paper Due	8	Dec. 9	100
TOTAL:			400

Assignment 1: Due Week 2

Genogram Grading Rubric [30 points]

Due Week 2 – 9/23

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/ _

Assignment II – Due Week 3

2a) View a Movie with Family Dynamics (40 points)

- a. Select a movie from the list provided
- b. Watch the movie
- c. Reflect on the movie: What was this movie about? How does it depict families? What roles and functions are fulfilled by the family members? How are decisions made? How is care shared? What strengths did you see in the family and what areas of concern? What would it be like to live with this family? How would you fit in? What does this movie say about the culture it represents?
- d. Use Bomar to guide your reflections from labeling to analysis of the meaning of the interactions.
- e. Write your reflections (using APA format) in a short 2-3 paper (not counting title page & reference page).

Possible Movie Choices:

I Am Sam (2001)
John Q (2002)
Kramer versus Kramer (1979)
Step Mom (1998)
Terms of Endearment (1983)
Steel Magnolias (1989)
Soul Food (1997)
Down in the Delta (1998)
Avalon (1990)
Namesake (2006)
The Family Stone (2005)
My Big Fat Greek Wedding (2002)

*If you have another choice, please discuss with instructor.

2b) Visit two providers of family services and share insights from experience. (10 points)

- a. Select two providers
- b. Arrange a time to visit each and observe what happens. You may need to ask a few questions to learn how the system works.
- c. Put yourself in the shoes of the person who would be seeking these services. What is it like to obtain access and service?
- d. Share your experiences with the class in a short presentation
 - a. Where did you go?
 - b. Who are the services designed to help?
 - c. What are the services?
 - d. What is the process to get access to services?
 - e. What barriers did you observe?
 - f. What made the system go well?
 - g. Do families get the services they came for?
 - h. How did you feel in the process?

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 – Assignment #1 - Personal Genogram Due

Complete syllabus including rubrics, readings, and calendar will be posted on Moodle late August. 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