

EASTERN MENNONITE UNIVERSITY
Department of Nursing

SYLLABUS

NSL471 Nursing and the Family in the Community

Block B Level 2 (3 SH)

Spring 2007

Ann Hershberger – Instructor

Purpose: This series of classes is designed to enhance your learning experience as you develop skills in nursing the family as a unit. You will apply nursing process skills to families. You will also begin to look at the function of the nurse in the community and the use of community resources in your nursing practice with families. The class is intended to assist you with level 2 mastery assignments.

I. Objectives: Student will:

- a. Use the group setting to apply theory and discuss application issues.
- b. Apply nursing process to families and the communities where they live.
- c. Develop an understanding of how culture affects family health and health care.
- d. Develop skills in formal presentation of ideas.
- e. Develop skills in writing and critical thinking.
- f. Increase knowledge about current issues in family nursing and health care.
- g. Enhance skills in peer evaluation.

II. Grading

Class Grade: (Equals 15% of the Course grade).

- a. Attendance is required at all classes. Always bring calendar, objective mastery sheet and Level 2 BB packet of focus sheets and guides.
- b. Grades are as follows:
 - 15% Class Participation
(Be attentive, come prepared, and participate meaningfully in all class activities, do not dominate.)
 - 10% Assignment 30.1 Attitudes about families
 - 10% Assignment 30.2 Use of power
 - 10% Assignment 30.3 Denver II
 - 10% Assignment.30.4 Spiritual issues/ Christian approaches used with your family
 - 25% Assignment 30.5 Response to “The Spirit Catches you and you Fall Down”
 - 10% Assignment 30.6 Analysis of Suboptimal care
 - 10% Presentation of Family Partnership project

Course Grade:

15%	Class grade (above)	20%	Family Assessment
15%	Module 30 Exam	15%	Family Care Plan
15%	Module 36 Exam	10%	Family Process Recording
10%	Family Teaching Plan		

III. Textbooks

Required:

Fadiman, A.(1997). *The Spirit Catches You and You Fall Down*. NY: Farrar, Straus, and Giroux.
Friedman, M. (2003). *Family Nursing*. 5th ed. NY: Prentice Hall.
O' Brien, M. E. (1999). *Spirituality in Nursing: Standing on Holy Ground*. Mass: Jones and Bartlett.
Stanhope, M. and Lancaster, J. (2000). *Community and Public Health Nursing* . NY: Mosby.

Modules: 30 (Family) and 36 (Family in the Middle Years)

Focus Sheets: F215 Family Partnership
F216 Denver Developmental Screening Test
F217 Occupational Health
F221 Home Health Agency

Guides: G210 Home Visits
G214 Family Partnership Notebook

IV. Course time expectations:

This is a 3 credit hour course. That means there is an expected 135 clock hours of your time this semester for the course. [The formula for EMU is 1 hour of class time per credit each week plus 2 hours of outside work for every hour of class. $3 + (3 \times 2) = 9$ hours per week $\times 15$ weeks = 135 hrs]. This is broken down as follows:

- 15 hours class
- 10 hours home health clinical
- 2 hours occupational health clinical
- 16 hours home visiting
- 2 hours testing
- 6 hours homework projects
- 84 hours reading and family partnership project write-up
- 135 hours

VI Paperwork Submission

All assignments from Module 30 (Assignments 1-4) are due in class on the date shown. Your Family Notebook is due on these dates: **Jan 22, Feb 5,26, March 12, April 2, 16 (completed notebook.)** You will be assigned a faculty notebook reader. That person will also go on one home visit with you. Points will be deducted for late notebooks as with other clinical paperwork. Even if you have no new information you need to submit your notebook on the dates shown.

VI. Academic Integrity:

When students lie, cheat or steal through the wrongful use of information in tests, term papers or other academic assignments, it is considered a serious violation of the integrity of the academic process. Plagiarism, the intentional use of ideas and words taken from another source without proper credit, is a serious offense. Assisting or allowing someone else to cheat is also an act of academic dishonesty. When there is evidence of academic dishonesty, the instructor will deal with the student on an individual basis and may assign a failing grade for the particular assignment or for the course. A Record of Academic Dishonesty form will be completed and sent to the Undergraduate Dean's office. Refer to your *Undergraduate Catalog* (p. 17) and your *Nursing Student handbook* (p. 27).

VII. Disability Statement:

If you have received services in the past related to a learning disability or attention deficit disorder

and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233. No accommodations can be made without documentation from the Disability Support Services office.

VIII. Writing Standards – Undergraduate Level (Grid Version):

Refer to your *Nursing Student Handbook* for the “Policy on Paperwork” (p. 32), and the “Writing across the Curriculum Policy” (p. 42), for expectations for written assignments. The EMU writing grid will be used to grade the “Spirit” paper.

IX. Evaluation Form: Family Presentation

Use this format to prepare for your family presentation. You will use this to evaluate your classmates.

Student Presenter: _____

	5	4	3	2	1
<u>Aspect</u>	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Not included</u>

Demographics					
Family Developmental stage					
Theory used					
Family Strengths					
Priority needs and CP/TP focus					
What I learned from the family and about nurse family Partnership					
Organized and Prepared (Stays in time limit of 5-7 minutes)					

X. Class Schedule, Topics, and Assignment All classes in Lib 303 unless otherwise

noted.

Date and Time	Topic	Assignments/Materials
1/8 2:40-3:30	Orientation	Bring All level 2B materials
1/15 1:40-2:30	Introduction to the Family and Family Nursing Family Nurse Partnership	<ul style="list-style-type: none"> • Module 30 Unit I, A and B; Unit IIA (Friedman, Chap.1,2; module reading and video) • Bring G-215, G- 210; F 215 • Assignment 30.1
1/22 1:40-2:30	Home visiting, Barriers, Supervision Theoretical Foundations for Family Nursing	<ul style="list-style-type: none"> • Module 30 Unit II B, (Stanhope) C, Stuart and Laria), D (module) • Module 30 Unit III (Friedman Chap.4,5,6) • Assignment 30.2 • Notebook due. Notebook should be set up with focuses, guides, templates and a journal entry of how you feel about the upcoming family experience and first family contact. Bring to class for group work.
1/29 9:00-9:50	Family Nursing Process – Overview and Assessment	<ul style="list-style-type: none"> • Module 30 –Friedman Chap. 7 • Skim chapters 8-17 to understand their structure and content. These latter chapters should be seen as reference material much like you use your drug and lab books. • Plan ahead to view Denver video and find a child for the practice test.
2/5 9:00-9:50	Family Nursing Process – Diagnosis	<ul style="list-style-type: none"> • Module 30 – Friedman Chap. 7 • Skim 8-17 • Notebook due. Several visits documented. Assessment should have beginning data in each category. Bring to class for group work.
2/12 1:40-2:30	Family Nursing Process - Intervention and evaluation	<ul style="list-style-type: none"> • Module 30 – Friedman Chap. 7 • Bring G- 202 (Research App)
2/19 1:40-2:30	-Settings for family nursing -Teaching with families -Process Recording with families -Review for Module 30 test	<ul style="list-style-type: none"> • Assignment 30.3 F- 216 Denver Due • Module 30 Unit 5 (Stanhope and Lancaster) • Bring G- 102 Guide for teaching plan
2/23 /06	MODULE 30 Test (Units 1-5 only)	
2/26 1:40-2:30	Spirituality and Families Christian Approaches to Families	<ul style="list-style-type: none"> • Module 30 Unit 6 B (O'Brien) • Assignment 30.4 O'Brien summary and summary of 3 Christian

		<p><i>approaches to family partnership.</i></p> <ul style="list-style-type: none"> • <i>Notebook due. Bring to class.</i>
3/5-9	Spring Break (Read Fadiman and write response paper, work on care plan)	
3/12 1:40-2:30	Cultural Competence with families	<ul style="list-style-type: none"> • Module 30 Unit 6 A • <i>Assignment 30.5 Fadiman “Spirit catches you and you fall down”.</i> • <i>Paper due</i> • <i>Notebook due with beginning careplan and teaching plan</i>
3/19 1:40-2:30	Middle Aged Families	<ul style="list-style-type: none"> • Module 36 completed
4/2 9-10:30	Occupational Health Tour	<ul style="list-style-type: none"> • F- 217. If <u>each</u> person asks at least 1 question no one needs to fill out the focus sheet.
4/2 1:40-2:30	Sub-Optimal Care of families – need for change	<ul style="list-style-type: none"> • <i>Notebook due</i> • Read Outcome 14 objective mastery sheet. • <i>Assignment 30.6 Analysis of suboptimal care for a family.</i> • Bring Guide for Analyzing an Issue G-109. (Back of guide for journaling)
4/4	TEST MODULE 36	
4/9 1:40-2:30	Presentation of Family Partnership	<ul style="list-style-type: none"> • <i>Prepare presentations of family according to attached guidelines.</i> • Evaluate presentation of peers.
4/16 1:40-2:30	Presentation of Family Partnership (cont.) Course review and evaluation	<ul style="list-style-type: none"> • <i>Final Notebook due with Assessment, CP, TP and PR completed and evaluated.</i>

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