Academic Unit: School of Nursing

Course Prefix: NUR 420

Course Title: Family Nursing Roles

Term Offered: Summer, Fall and Spring

Credit Hours/ Clock Hours: 3 credits (45 contact hours)

Course Prerequisite: NUR 330 and NUR 390W

Mode of Instruction: Online

Catalog Description: Explores the roles of nurses working with families, including application of theories to understand how families function and cope with stress. Emphasizes family assessment, health promotion and role of genomics.

Course Description: Explores the roles of the nurse in working with families across the lifespan facing complex healthcare within the home or other 2 community setting. Students will examine various theories that describe and explain how families cope with stresses that complex health care issues bring. The role of genomics and it’s relevance to nursing practice is explored with an emphasis on family centered education, health promotion and prevention.

Course Purpose: NUR 420 is a required course in the final year of the concurrent enrollment program (CEP) and RN-BSN curriculum. Building upon a foundation of theoretical and clinical learning in adult health and mental health courses, NUR 420 integrates family theory and considerations of family health and illness. This course provides students with insight into family nursing and the tools to accomplish the complex the task of caring for an entire family holistically. Considering aspects of theory as applied to families across the development and health-illness spectrum, students are able to explore the impact of family structure and function on the health-illness concerns of contemporary families. Through collaborative and reflective assignments, students will have the opportunity to examine nursing roles in contemporary health care that support families dealing with complex health and illness issues in varied settings.
Student Learning Outcomes
Upon successful completion of the course, individual students will be prepared to demonstrate the following competencies:

**Clinical Practice and Prevention**
- Integrate theory, research-based evidence and professional perspectives to provide holistic care to families in community settings.
- Establish and maintain links to community resources through multidisciplinary collaboration and coordination of care with patients and families.

**Communication**
- Incorporate effective communication into professional nursing practice when interacting with patients, families and health care professionals.

**Critical Reasoning**
- Synthesize evidence and nursing knowledge to evaluate and modify clinical nursing practice in order to provide holistic, safe, comprehensive, patient-centered care in community settings.
- Integrate reliable evidence to inform practice and make clinical judgments relevant to the nursing care of families facing complex situations.
- Analyze essential nursing roles relevant to care coordinator and case management as applied to family nursing.

**Global Health**
- Analyzes safety and quality of health care outcomes for diverse family populations in community settings incorporating principles of advocacy, leadership and collaboration.
- Explores innovative approaches in holistic care to promote health equity and social justice for families in community settings.

**Leadership**
- Integrate knowledge and skills in leadership, quality improvement, health care policy, and patient safety into practice to provide high quality care to patients and their families in community settings.
- Explore innovative approaches to improve health care delivery for patients and their families.

**Professionalism and Professional Values**
- Integrate professional values and their associated behaviors into the practice of nursing care to families in community settings.
- Incorporate ethical and legal principles and professional standards into nursing practice with patient/families.
- Analyze the influence of culture on family health and incorporates patient/family values, preferences, and experiences into holistic nursing care.

**Course Structure/Approach**
Varied instructional methods are used to support and enhance student learning and achieve learning outcomes. Methods include, but are not limited to: textbook and supplemental readings, online discussions, multimedia, web-based activities and written assignments.

**Textbook**
*Required:*
Course Outline

*Module I: Foundations*
Lesson Week 1: What is family? What is Family Nursing?
Lesson Week 2: Trends in Family Demographics
Lesson Week 3: Cultural Influences in Family Health
Lesson Week 4: Ethics and Advocacy in Family Nursing

*Module II: Family Health Promotion*
Lesson Week 5: Genetics and Nursing Practice
Lesson Week 6: Family Assessment; Process, Tools, Data
Lesson Week 7: Principles of Client Teaching Applied to Families
Lesson Week 8: Health Promotion Teaching Plan

*Module III: Health Care Delivery:*
Lesson Week 9: Role of the Case Manager and Interdisciplinary Team
Lesson week 10: Health Care Disparities
Lesson week 11: Violence and Family Health
Week 12: Reflective Practice: Family Nursing

**Assessment of Student Learning Outcomes**
Individual student performance will be assessed from the following course assignments and points:

**Graded assignments Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>40</td>
</tr>
<tr>
<td>Genetics Module &amp; Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Case Manager &amp; IDT Report</td>
<td>15</td>
</tr>
<tr>
<td>Family Genogram</td>
<td>5</td>
</tr>
<tr>
<td>Family Ecomap</td>
<td>5</td>
</tr>
<tr>
<td>Professional Development CE</td>
<td>10</td>
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<tr>
<td>Health Promotion Teaching Plan</td>
<td>20</td>
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**Total Points 100**

Grades are calculated using the standard NAU School of Nursing grade scale as follows: *Letter Grade*

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>84-92</td>
</tr>
<tr>
<td>C</td>
<td>78-83</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 78 (failure)</td>
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*Note:* Students earning a final grade of less than 78% for the course will be required to repeat the course in order to progress.
Major Written Assignments
1. A health promotion teaching plan is developed as a holistic approach to promoting or protecting health and is based on assessment data from several sources; genogram, ecomap, a family assessment and a health risk appraisal (as appropriate). Students and families determine health goals and strategies to achieve desired outcomes. (20%)  
2. Case Manager & Interdisciplinary Team Report; includes Interview with a case manager. (15%)

Course Schedule
Refer to Course Schedule for Discussion and Assignment due dates.

Course Policies
Assignment due dates: Assigned work is due on the dates and times specified in the course assignment schedule or syllabus. Alternate due dates may be arranged in extenuating circumstances but this must be approved prior to the due date (except in emergency situations). Written health provider excuses may be requested when due dates require adjustments for medical reasons. Late point deductions of 5 points per day will be applied to all assignments with the exception of Discussions (refer to Discussion Guidelines).

NAU Policy Statements
Safe Environment Policy
NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

Students with Disabilities
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).
Academic Contact Hour Policy
Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

Academic Integrity
Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of NAU’s Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm

Sensitive Course Materials
University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Classroom Disruption Policy
Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook http://nau.edu/Student-Life/Student-Handbook