ACADEMIC UNIT: School of Nursing

COURSE PREFIX: NUR 440

COURSE TITLE: Nursing Care of Families

TERM OFFERED: Fall and Spring

CREDIT HOURS/CLOCK HOURS: 3 credits/45 Clock Hours

PREREQUISITES: NUR 347, 347L, NUR 349, & 349L

COREQUISITES: NUR 411, NUR 411L, NUR 415

MODE OF INSTRUCTION: Online

INSTRUCTOR NAME:

INSTRUCTOR CONTACT INFORMATION:

INSTRUCTOR AVAILABILITY:

CATALOG DESCRIPTION: Nursing care/case management of families experiencing complex health transitions within community settings.

COURSE PURPOSE: Nursing Care of Families (NUR 440) is a required course in the final year of the traditional BSN curriculum. Building upon a foundation of theoretical and clinical learning in adult health and mental health courses, this course integrates family theory and considerations of family health and illness while students concurrently complete courses in child-bearing/child-rearing nursing, as well as in gerontological and palliative care clinical nursing. Considering aspects of family 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 they encounter in their clinical practice. Through collaborative and reflective assignments, the successful student 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: The successful student will be prepared to:

Clinical Practice and Prevention:
1. Investigate resources for patients and families in community health and social services agencies through multidisciplinary collaboration and coordination of care.
2. Integrate theory and research-based evidence and professional perspectives to provide holistic care to families.

Communication
3. Examine effective communication in professional nursing practice with families across the lifespan.

Critical Reasoning
4. Integrates reliable evidence to inform practice and make clinical judgments relevant to the nursing care of families facing complex situations.
5. Analyze essential nursing roles relevant to care coordination and case management as applied to family nursing.

Global Health
6. Analyze safety and quality of health care outcomes for diverse family populations in the home and community settings incorporating principles of advocacy, leadership, and collaboration. (Diversity education).

Leadership
7. Analyzes body of knowledge related to leadership, interdisciplinary care coordination, and patient safety as it impacts nursing practice in the care of patients and their families in home and community settings.

Professionalism and Professional Values
8. Analyzes ethical and legal principles and professional standards of nursing practice in relation to patients and their families in community settings.
9. Analyzes the influence of culture on family health and illness and incorporates patient and family values, interests, and experiences into nursing care of the patient and family in community settings.

ASSIGNMENTS/ASSESSMENTS OF STUDENT LEARNING:
NUR 440 will use group discussions, a learning journal, a final group presentation and a final synthesis paper to meet course outcomes. In addition, the successful completion of the Kaplan Nursing Assessment Test (passing score of 70% or better) will earn the student 5% toward the course grade (per School of Nursing policy).

1. Week 1 Introductory Discussion and Course Acknowledgement:

This first week exploration of course requirements, design and organization allows students to pose questions about expectations. In addition, assigned groups may become acquainted with group members from other campus locations/cohorts.
2. **Graded Discussions:**

The intention of this type of activity is to allow students to demonstrate some understanding of the readings/resources contained in the lesson and to apply selected concepts to current clinical rotations with childbearing and childrearing families, those with elder adults, and families facing end-of-life issues. So each lesson contains two separate questions—each to be addressed during the first week of each lesson/discussion period.

*Initial posts* should be clearly written in generally error-free manner. References to assigned readings will strengthen your discourse, but I am not requiring a minimum number of citations. I am hoping for thoughtful, bit concise responses to the questions posed on the readings and to your clinical experiences. But please be careful to respond to all questions posed—completeness and demonstrated understanding are essential.

*Responses to two classmates* should be *substantive.* By this I mean that they contribute significantly to the dialogue and expand or adds depth to the discussion. Please focus your responses to classmates from a cohort other than your own location when at all possible. Again, a citation from the readings is likely needed to make a strong case and support your thinking. You may disagree with another’s ideas, but any communication in the discussion forum should be professional and reflect nursing values of caring and civility. Failure to meet that requirement in any discussion forum will result in a grade of zero for the discussion.

All postings to the forums should have few if any minor spelling or grammar errors. APA formatting for references (correct in-text citation of reference or quote) is expected. I realize that correct formatting of the full reference citation at the end of a post will likely not maintain some formatting (italics, indentation, etc.). I would appreciate your including the full citation at the end of the text in as close to correct APA format as possible (capitalization, commas and periods are not affected in BBLearn).

Each graded discussion occurs over a two week period. During the first week, a student’s initial posting is expected no later than midnight of the first Sunday within that timeframe. Substantive responses are then expected during the 2nd week of the lesson, again ending on Sunday night. Initial posts and responses are within the discussion forum created for your assigned group. While all groups address the same questions for each lesson, you will not be able to review other discussion forums.

A grading rubric for these discussions may be viewed in each discussion forum. A total of 5 points is possible for each lesson’s discussions.

3. **Learning Journal**

The learning journal is intended for thoughtful consideration of learning of key concepts at designated points in the semester. This is also an opportunity for self-assessment of ongoing needs. It is a chance to process or “make sense” of theoretical learning and its application to related clinical experiences. The journal is worth 10 course points.
In your journal please address each of the following (in a few sentences):
• What topics/information has been unexpected and/or surprising?
• What topics/information seems unnecessary for your developing nursing practice?
• What insights have I developed that I have been able to apply in a clinical experience?
• What family issue has been most difficult to address?
• What has helped and hindered my learning?

The learning journal should likely be 2-3 pages total. Though correct spelling and grammar is expected, use of references, title page, headers, etc. are not expected. In order to assure that each question is addressed, I would suggest inserting the question as a section header followed by your response.

4. Group presentation: Ethical Case Study

Each group will prepare a presentation of an ethical issue experienced by a family during one the clinical rotations this semester. The presentation can be in the form of an electronic presentation format such as powerpoint or prezi (no more than 6-8 slides of text/images, plus a title slide with all group member names and a slide with references), or a poster. If your group would like to present their ethical case in another format, please consult with the instructor in advance for approval.

The presentation should include:
• A concise overview of the family (description of demographics, family stage, pertinent illness issues, relevant social/cultural factors)
• An explanation of the ethical issue encountered (including the ethical principles that are in conflict in the situation)
• Roles of the nurse working with the family to address ethical issue
• What was done for the family and what additional actions might have been employed?
• Any references consulted in the preparation of the ethical case presentation. APA format, of course.

A grading rubric is available in the assignment link.

5. Final reflection

Please reflect on your work this semester with families, those in childbearing and childrearing stages, those with older adult family members, and those families facing end of life situations. After a brief introduction to your thoughts, please describe one family that you worked with, including a brief discussion of the health/illness challenges they were experiencing. Reflect on how that family helped you continue to develop your understanding and practice of caring. What key learning will you likely take forward as you think about your future professional nursing practice? Please conclude your reflection with a brief summation.

You may integrate some of your reflections from the learning journal earlier this semester. It will be important to base your reflections related to caring with some reference to the literature—which could be resources you have used in other courses. The body of the paper
should be 2-3 pages in length, formatted in APA for presentation (double space, in text reference citations, title page and separate reference page, all presented in uniform style and font size.) A grading rubric is available in the assignment link.

**GRADING SYSTEM:**

In order to pass NUR 440, the student must achieve an overall course grade of 78% or higher.

Various activities will be used to assess student learning and mastery of content across the semester. These include discussions, learning journals, final synthesis paper, a group presentation, and the Kaplan specialty achievement exam. Weighting of these activities and calculation of grade is as follows:

<table>
<thead>
<tr>
<th>Source of work</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Week 1: Introduction (3 points) and acknowledgment (2 points)</td>
<td>5</td>
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<tr>
<td>Group Discussions weeks 2-13 (6 discussions @ 5 points each)</td>
<td>30</td>
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<tr>
<td>Learning Journal</td>
<td>10</td>
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<td>Reflection paper</td>
<td>20</td>
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<td>Group presentation: Ethical Case Study</td>
<td>30</td>
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<tr>
<td>Passing of Kaplan exam (70% score or better; less than 70% earns no points)</td>
<td>5</td>
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<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>100</strong></td>
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Using the standard NAU School of Nursing grading scale, grades will be calculated as follows:

- 93-100 points = A
- 84-92 points = B
- 78-83 points = C
- <78 points = F; must repeat and cannot progress in Nursing courses

**REQUIRED TEXTS:**


*Supplemental Resources are available in BBLearn.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson/Topic</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td>• Review course/expectations</td>
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<tr>
<td></td>
<td></td>
<td>• Group introductions (graded)</td>
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<td></td>
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<td>• Course acknowledgment (graded)</td>
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<td><strong>Module I: Foundations</strong></td>
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<tr>
<td>2-3</td>
<td>1. Family Nursing &amp; Family Theories</td>
<td>• Text Chapters 1 &amp; 3</td>
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<td>• Supplemental readings in BBLearn</td>
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<td>• Video: TED Talk on Family</td>
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<td>• Graded Discussion</td>
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<td>4-5</td>
<td>2. Changing Demographics/family compositions/globalization</td>
<td>• Text: Chapter 2</td>
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<td>• Supplemental readings in BBLearn</td>
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<td>• Online references</td>
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<td>• Graded Discussion</td>
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<td>6-7</td>
<td>3. Role of case/care managers &amp; interprofessional collaboration</td>
<td>• <strong>Learning Journal DUE 2/25/2018</strong></td>
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<td></td>
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<td>• Supplemental readings in BBLearn</td>
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<td>• Online videos: case management and care coordination</td>
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<td>• Graded Discussion</td>
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<td><strong>Module II: Challenges</strong></td>
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<td>8-9</td>
<td>4. Families facing complex medical issues across the lifespan</td>
<td>• Text: Chapters 9, 10, 12, 13, 15</td>
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<td>• Graded Discussion</td>
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<td><strong>Spring Break</strong></td>
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<td>10-11</td>
<td>5. Health disparities and vulnerable populations</td>
<td>• Text: Chapter 5</td>
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<td></td>
<td>• Graded Discussion</td>
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<td>12-13</td>
<td>6. Families affected by violence</td>
<td>• Text: chapter 16</td>
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<td>• Supplemental readings in BBLearn</td>
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<td></td>
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<td>• Graded Discussion</td>
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<td>• <strong>Group presentation Ethical Case Study DUE 4/15/2018</strong></td>
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<td><strong>Module III: Analysis &amp; Synthesis</strong></td>
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<td>14</td>
<td>7. Reflective practice</td>
<td>Supplemental readings in BBLearn</td>
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<td>• <strong>Final reflection paper DUE 4/29/2018</strong></td>
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<td>15</td>
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<td>• Kaplan Exam</td>
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COURSE POLICIES:

Assignment Due Dates:

Any work due in NUR 440 is expected to be submitted on or before the date/time specified in the course calendar, assignment box, or syllabus. Prior arrangements must be made with course faculty to negotiate alternate due dates. Be sure to contact your instructor if you are not able to meet the defined timeline for an assignment!

Online Discussion due dates: Online discussions are designed to take place over two weeks. It is expected that initial contributions to the discussion will occur earlier in the described time frame during the first week of the lesson, and additional entries (responding to at least two of your group’s postings) are expected prior to the closing of the discussion topic at the end of the second week of the lesson.

- Please make sure that you are posting to the correct discussion; misplaced discussion postings may not be counted.
- Discussion postings will be graded according to the rubric included in each Discussion.

IMPORTANT NOTE:
Wikipedia is not considered an acceptable, valid, reliable resource for use in any School of Nursing coursework, including NUR 440. As a senior nursing student, you are able to locate, identify, appraise, and utilize valid and reliable professional resources. Wikipedia does not meet this criteria.

Retests/makeup tests: There are no exams in this course except for the Kaplan achievement exam. The Kaplan achievement exam must be taken at the assigned time; alternative arrangements for testing schedule cannot be made with vendor.

Northern Arizona University, School of Nursing and NUR 440 Course Policies

Policies and guidelines in NUR 440 course syllabi apply to all aspects of this course. You are also responsible for review and compliance with NAU School of Nursing and NAU policies. You are also responsible for review and adherence to the professional standards and rules of the Arizona Nurse Practice Act and Board of Nursing, and the American Nurses’ Association Code of Ethics. All policies are described in the NAU School of Nursing BSN Handbook and the NAU Student Handbook. For full handbook descriptions, visit these websites:

- Social Media Guidelines: https://www.ncsbn.org/347.htm

Attendance Policy
Under NAU Policy, students are expected to participate in every session of class in which they are enrolled. Participation is considered to be essential to the learning process, as the faculty believes that active participation and engagement facilitate learning. As you will be responsible for the content of each lesson; it is to your advantage to participate fully in each discussion.

Withdrawal Policy
If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

Plagiarism, Cheating, and Academic Dishonesty:
Please refer to Appendix G of the NAU Student Handbook for definitions, policies, penalties, and procedures related to various forms of academic dishonesty.

UNIVERSITY POLICIES:

Review the following policies available on the Northern Arizona University Policy Statement website (http://nau.edu/OCLDA AA/_Forms/UCC/SyllabusPolicyStmts2-2014/):

1. Safe Environment Policy
2. Students with Disabilities
3. Academic Contact Hour Policy
4. Academic Integrity
5. Research Integrity
6. Sensitive Course Materials
7. Classroom Disruption Policy