Academic Unit: School of Nursing

Course Prefix: NUR 550

Course Title: Family Nursing Theory & Practice

Term Offered: Summer and Fall Semester

Credit Hours/ Clock Hours: 3 Credit Hours/45 Clock Hours

Course Prerequisites: Admission to Graduate College

Mode of Instruction: Online

Instructor Name:

Instructor Contact Information:

Instructor Availability:

Catalog Description: This course addresses the theoretical basis of family systems nursing and its application in advanced nursing practice.

Course Description: This course provides the graduate student with advanced cognitive and psychomotor skills in the nursing assessment of the family and its members across the lifespan. Family theoretical and therapeutic concepts applicable to advanced nursing practice are integrated with empirical evidence of the reciprocity between family and health/illness.

Course Purpose: Family nursing theory and practice is a central component of the nursing master degree at Northern Arizona University. The purpose of this course is to analyze various family nursing theories. Strategies for developing successful family assessment are featured. A comprehensive family assessment project pulls together key curricular concepts of the graduate program and closes the theory-practice-education gap.
**Student Learning Expectations/Outcomes:** At the completion of this course, the successful student will be prepared to:

**Critical Reasoning**
1. Analyze family interactions and assessment using the framework of family and nursing theories.
2. Analyze the empirical evidence of the reciprocity between family processes and the health of family members.

**Clinical Practice and Prevention**
3. Compare the roles of advanced practice nurses in assessing health and wellness.
4. Demonstrate knowledge and skills necessary to perform a comprehensive family assessment across the lifespan.

**Leadership**
5. Discuss family policy and the impact of family policy on family and family members in health, well-being, and illness situations.

**Communication**
6. Demonstrate expertise in interviewing families and communication skills through completion of a family assessment.

**Global Health (Diversity Education)**

**Course Structure/Approach:**
This course will utilize a distance learning approach. The course will be offered through Blackboard Learn and will focus on family and theory assessment application of family interventions in advanced practice. Weekly readings from text and online sources are a key element designed to provide the student with a broad view of selected issues in the course. Blackboard discussions are an important way for students to interact with course materials as well as classmates as we collaborate in the learning process. A final summative paper completes this course.

**TEXTBOOKS:**

**Required:**

**Recommended Additional Resources:**


**Learning Activities:**
Students will be expected to complete Blackboard Learn modules and discussion activities in a timely manner. Students will be expected to complete all readings prior to asynchronous class meetings and to participate in all coursework. The course may utilize lecture, seminar, and videos.

**COURSE OUTLINE**

**Module I: Theoretical and Practice perspectives on Families**

*Lesson 1:* Theoretical and Practice perspectives on Families

*Lesson 2:* Family Health

*Lesson 3:* Family Assessment

*Lesson 4:* Advanced Practice and Family Nursing

**Module II: The Changing Family**

*Lesson 5:* The New Family; Divorce and Single Parent Families

*Lesson 6:* Grandparents and Parents; Gay and Lesbian Families

**Module III: Families Dealing with Difficult Issues**

*Lesson 7:* Families with Disabilities and Caring for Parents with Chronic Illness

*Lesson 8:* Families with Substance Abuse Issues & Families of Violence

*Lesson 9:* Homelessness
Assessment of Student Learning Outcomes
A student’s grade in this course is derived from participation in online discussions, several miscellaneous lesson assignments, and a final paper:

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Graded Discussions (8) @ 5 points each</td>
<td>40</td>
</tr>
<tr>
<td>Genogram/Ecomap</td>
<td>15</td>
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<tr>
<td>Final Family Theory Paper</td>
<td>30</td>
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<tr>
<td>Reflection Essay</td>
<td>15</td>
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<tr>
<td><strong>Course total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

The standard NAU grading scale will be followed for grading purposes in this course.

**Grading System:** **Passing grade is 84% or greater.** If you receive less than 84% in the course, **you must repeat the course in order to progress.** (Refer to your Graduate Student Handbook)
93-100% = A
84-92% = B
78-83% = C
Less than 78% = F

**NOTE:** Preparation for and participation in timely course activities is expected of all graduate students. A **student's grade may be lowered by 5% if s/he demonstrates a sustained pattern of non-participation, including late entries, class absences and/or failure to participate in the lesson modules.**

**Graded Discussions: (40 points total/5 points per discussion)**

Each student will be expected to contribute substantively to each threaded discussion assigned, including responding to other students' postings. Students are expected to read all initial postings and make at least two (2) substantive responses to initial postings from your colleagues. Initial postings are due on Wednesdays, by 11:59 pm unless otherwise noted. Final postings are due on Sundays by 11:59 pm unless otherwise noted. (This allows the time for a dialogue on topics within the threaded discussions) There are eight (8) graded threaded discussions that are worth 5 points each. **No credit will be given for threaded discussion participation posted after the deadline without prior approval from the instructor.**

A **substantive response** is one that adds to the richness of the discussion. In other words you should aim to add something different that expands the depth of the discussion or critique (critical appraisal) what has been posted initially, such as an article you have searched for that brings depth into the discussion. You may disagree with what was posted, but then you must support your argument in a collegial (and civil), substantive manner. **Do not state “good point” or “I disagree”, these are minimal responses, not substantive.** Please support why you believe the posting is a good
point or why you agree or disagree with your peers posting, reference and use citations of what makes your response substantive.

**Instructor response to discussion:** I aim to post responses (and grades) to the discussion group within 24-72 hours of the Sunday 11:59 pm deadline. On occasion because of other commitments my response may take longer than this, in which case I will make every attempt to notify students by BbLearn Messages. Often times I may respond in the middle of the week, as I will be in the online course each day.

The following criteria will be used to evaluate discussion group participation: 1) extent questions are addressed and defined and that issues are explored thoughtfully; 2) depth, fullness, and complexity of thought; and 3) extent responses are developed with supporting detail and/or evidence.

You will be evaluated for your developing understanding, reflections, integration, discussion of critical analyses, and creative inquiry in your discussions. You will also be evaluated for your contribution and responses to dialogue initiated by your colleagues. Each Discussion is worth 5 points, two (2) points for your initial posting, two (2) points for two responses to your colleagues with evidence support, and the evidence/support with accurate APA is worth one (1) point. A rubric will be used to evaluate participation in Blackboard Learn discussion groups as follows:

<table>
<thead>
<tr>
<th>Graded Discussion</th>
<th>Possible Points</th>
<th>Achieved Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to posed questions: accuracy, thoughtfulness, demonstrated understanding.</td>
<td>2</td>
<td></td>
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<tr>
<td>Response to (2) colleague’s discussion.</td>
<td>2</td>
<td></td>
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<tr>
<td>References for discussion (posting and two colleague’s responses)</td>
<td>1</td>
<td></td>
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</table>

**Genogram/Ecomap Assignment: (15 points)**
The purpose of this assignment is to explore with the family you selected to assess through the development of a genogram and ecomap. This will give you a visible picture of the complexity of the family and provide patterns of health through three generations.

Genogram will include the primary family and three (3) generations, if appropriate, to see health patterns including ages of family members, causes of death, occupations, marriages, divorces, and children. The genogram is a great way to “break the ice” with the family and become engaged with them. Construct the genogram with the family and use this time to assess family interactions and communication patterns.

The Ecomap will give you a visual of the complexity of family situations by seeing the various connections to the community, time spent in activities of daily living outside the home and influenced of these connections on the family. You will be evaluated for your
developing understandings of the complexity of families. This assignment is a great tool for you to develop with the family noting family interactions, communication patterns, and time spent in various activities. This provides a visual for families to see “all they do”, “all they are involved in” and maybe see why they are tired or stressed. In some family situations there may be community resources that could be helpful to family functioning.

### Genogram/Ecomap Rubric

<table>
<thead>
<tr>
<th>Family Genogram</th>
<th>Possible Points: 7.5</th>
<th>Achieved Points</th>
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</thead>
<tbody>
<tr>
<td>Primary family composition: Parents, children, dates of birth (not ages), dates of death (not age), occupations, health issues, stated or indicate none</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Parents (of the primary family composition), siblings, and other related family members who may have a significant health issue: dates of birth (not age), dates of death (not age), health issues, stated or indicate none</td>
<td>2.5</td>
<td></td>
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<tr>
<td>Grandparents: dates of birth (not age), dates of death (not age), causes of death, health issues, stated or indicate none</td>
<td>2.5</td>
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<table>
<thead>
<tr>
<th>Ecomap</th>
<th>Possible Points: 7.5</th>
<th>Achieved Points</th>
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<tbody>
<tr>
<td>Primary family composition: Parents, children or other household members</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Various activities in the community, school, work, places of worship, leisure activities, volunteer activities, family visitations, etc</td>
<td>2.5</td>
<td></td>
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<tr>
<td>Time spent per week at these activities</td>
<td>2.5</td>
<td></td>
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**Final Family Theory and Assessment Paper: Assignment Description (30 points)**

As the course approaches its conclusion, please reflect on the content, discussions, and assignments with which you have been involved. This final scholarly reflective paper is an opportunity to bring together your thoughts and your learning about the course's topics. There has been progression from theories and theoretical perspectives to the application of theories to complex family situations in our course. For this paper please select and discuss one or two theories that are most meaningful and useful as you consider the complexities of contemporary family life and the role of the Advanced Practice Nurse. It will be important for you to use readings, the family assessment (genogram and ecomap), and research evidence to support your positions. Utilize the Calgary Family Assessment Model (CFAM) to complete a comprehensive assessment of a family. You may choose a neighbor, acquaintance, or co-worker's family for an
You do not want to choose your best friend or a family you are close to, such as your own family or a strong friendship as this closeness may create a bias and lack objectivity. Chapter 3 in the Wright and Leahey textbook can provide guidance in completing the family assessment. Page 52, Figure 3-1 demonstrate the branching diagram of the CFAM, (note: in the structural section is where your genogram and ecomap would be discussed). You need to address all three (3) major categories (structural, developmental, and functional) as discussed in Chapter 3. In addition, you must include one or two family theories that provide a framework for your family assessment.

Requirements

- A six (6) page double spaced, Times New Roman 12 Font APA style paper (not including title page, genogram and ecomap, or separate reference page)
- APA 6th edition format for manuscript preparation (double-space, margins, header, pagination) and for reference citations. An abstract is not necessary.
- Research or other sources may come from nursing and other disciplines, but should be recent (within five years), unless you cite a landmark study. You should use at least five (5) references, to include citation of your family theory or theorist that guides your paper.

See the following Rubric for further information. This paper is worth 30 points; however, up to 5% may be deducted for spelling/grammatical errors or problems with APA formatting. Late submission policies will also apply.

RUBRIC

Guidelines: The purpose of this assignment is to explore knowing families as complex and to identify the family's strengths, needs, hopes and dreams.

Process: Utilize the Calgary Family Assessment Model to complete a comprehensive assessment of a family. You may choose a neighbor, acquaintance, or coworker’s family for an interview and assessment. You do not want to choose your best friend or a family that you are close to as a strong friendship or closeness may create a bias and lack of objectivity. You need to address all of the three major categories (structural, developmental and functional) as discussed in Chapter 3. Documentation of the assessment is to follow the criteria listed in the Family Assessment Grading Criteria.

Follow the category order listed below. Use the four (4) headings to format your paper (Structural, Developmental, Functional, and Conclusion). Remember ALL criteria for EACH category must be addressed. See Criteria below

<table>
<thead>
<tr>
<th>FAMILY ASSESSMENT</th>
<th>Possible Points: 30 points</th>
<th>Achieved Points</th>
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<tbody>
<tr>
<td>Structural</td>
<td>7/18 items, .38 each item</td>
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<tr>
<td>Developmental</td>
<td>7/3 items; 2.33 each item</td>
<td></td>
</tr>
<tr>
<td>Functional</td>
<td>7/10 items; 0.7 each item</td>
<td></td>
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</tbody>
</table>
1. **Structural** 7 points
   a. Identifying Data:
   b. Family Name [initials only]
   c. Date of Interview
   d. Family Members Present [initials only]
   e. Place of Interview

Pertinent History of Health Problem (genogram)
   a. Internal
      1. Family Composition
      2. Gender
      3. Sexual Orientation
      4. Rank Order
      5. Subsystems
      6. Boundaries
   b. External
      1. Extended Family
      2. Larger Systems
      c. Context
         1. Ethnicity
         2. Race
         3. Social Class
         4. Religion and Spirituality
         5. Environment (neighborhood, safety, and hygiene of interior)

2. **Developmental** 7 points
   a. Determine Developmental Cycle and Tasks
   b. Developmental Tasks Met or Unmet
   c. Attachment Diagram [ecomap: key required]

3. **Functional** 7 points
   a. Instrumental
      1. Activities of Daily Living
   b. Expressive
      1. Emotional Communication
      2. Verbal Communication
      3. Nonverbal Communication
      4. Circular Communication
      5. Problem Solving
      6. Roles
      7. Influences and power
      8. Beliefs
      9. Alliances and coalitions

4. **Conclusion with Theoretical Support Evidence** 7 points
   a. Family Strengths [Address each subsystem. State if any differences exist between nurse and family perceptions and possible reasons]
   b. Family Problems [Same as for Strengths]
c. Theoretical Hypotheses and Summary [Minimal of one theoretical framework and hypotheses]
d. Goals and Plans for Interventions [Measurable, realistic goals that reflect who takes action within a time frame]

5. Six (6) Page Limit, APA writing style 2 points
Appendices may be used and not applicable to 6 page limit, graded on conciseness, grammar, punctuation, spelling, etc. Note: up to 5% of your 30 points can be deducted for not following APA and/or late submission. Minimum of five references.

COURSE GUIDELINES & PRINCIPLES
As we work together this semester considering topics related to families and their health and functioning, it is important to be mindful of the following:

1. The course is organized to view the family as a unit and often focuses on your own family. Your thoughts, beliefs, values, attitudes, experiences, and practices are important for you to think about and discuss, but only as you feel comfortable.
2. All families are different. Analysis of your family will help you identify biases you might bring that might have an impact on your assessment and intervention with other families.
3. Often our discussions bring up controversial issues. Divergent views are expected; thoughtful, open discussions that acknowledge and respect diversity of values, beliefs, attitudes and practices are encouraged.
4. We bring many perspectives to this course. Adoption of any particular perspective is definitely not an expectation.
5. Sometimes students in this course have painful memories of personal or family experiences. If at any time during this course you find this to be true, please let me know that you can find appropriate resources. You can also call the NAU Counseling and Testing Center at (928)523-2261 OR (800)426-8315 X2261 of the NAU Student Health Center at (928)523-2131. All information is kept confidential.

Course Polices
The School of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards.

1. These academic standards include honesty, accountability, and accepting responsibility for one’s own work. Here is the link for student conduct: http://nau.edu/Student-Life/Student-Conduct-Safety/
2. Examples of unacceptable behavior are plagiarism and cheating. Refer to School of Nursing Graduate Student Handbook for further detail and clarification. The Graduate Student Handbook and its policies related to advancement, retention, and graduation are followed in this course.
3. The link to the School of Nursing Graduate Student Handbook can be found on the School of Nursing Web site and via the following link: http://nau.edu/uploadedFiles/Academic/CHHS/Nursing/Graduate_Handbook_Part_1.pdf
Academic integrity is an essential component to NAU’s mission along with the profession of nursing. SafeAssign is a requirement of paper and PowerPoint assignment submissions. Assignments will not be graded without a SafeAssign Report.

It is expected that all assignments and discussions will be completed and submitted by the designated due dates on your Bb Learn course. **In cases where an assignment cannot be completed by the assigned date, the student should contact the instructor in advance and negotiate an alternate due date.** Up to 10% of possible points may be deducted for late assignments in cases without advance arrangements.

Please maintain a courteous and ethical "classroom" and Blackboard Discussion decorum. This includes conforming to and complying with ethical academic standards which require the student to:

1. Independently perform the work for which s/he seek credit.

**Statement of Plagiarism and Cheating:**

Academic Classroom Conduct

The School of Nursing has a responsibility to the public and to the nursing profession; thus, it reserves the privilege of retaining only those students who, in the judgment of the faculty, demonstrate high academic standards.

1. These academic standards include honesty, accountability and accepting responsibility for one's own work. You may access the academic dishonesty policy on the NAU Student Handbook using the following link: [http://nau.edu/uploadedFiles/Academic/CHHS/Nursing/Graduate_Handbook_Part_1.pdf](http://nau.edu/uploadedFiles/Academic/CHHS/Nursing/Graduate_Handbook_Part_1.pdf)

2. Examples of unacceptable behavior are plagiarism and cheating.
   - It is understood that in developing any required class projects, the student cites each reference source and gives the proper credit for an idea, quotation, or finding. Failure to cite the source of referenced material is unprofessional and violates the code of conduct for graduate student behavior. Disciplinary action will be at the discretion of the professor following University guidelines.
   - Cheating means intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise. Cheating on any exam/assignment will result in an "F" or "0" points being awarded to that exam/assignment. Further disciplinary action is at the discretion of the professor.

Refer to School of Nursing Graduate Student Handbook for further clarification. Class Attendance is necessary in order to master course content.
NORTHERN ARIZONA UNIVERSITY

Students are responsible for being familiar with the University Policies related to the following:
Safe Environment Policy
Students with Disabilities
Institutional Review Board
Academic Integrity
Academic Contact Hour Policy
Sensitive Course Materials

You may access these at the following University Website:
http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/

NAU Civility Statement

"Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by the faculty member as disruptive.

Syllabus revised April 2015, August 2016.
Reviewed April 2017
### NUR 550 Course Content Outline
#### Week-at-a-glance

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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</table>
| **Lesson 1**  
Weeks 1 | Orientation to the course  
Theoretical and Practice Perspectives on Families | Readings:  
Syllabus  
Wright and Leahey, Chapters 1 & 2  
|  |  | **Lesson 1 Graded Discussion**: first post by 6/7 and responses due by 11:59 PM |
| **Lesson 2**  
Week 2 | Family Health and Culture | Readings:  
Wright and Leahey, Chapter 3  
|  |  | Access the following online:  
http://www.tcns.org/  
**Lesson 2 Graded Discussion**: first post by 6/14 and responses due by 11:59 PM (theoretical perspectives) |
| **Lesson 3**  
Week 3 | Family Assessment and Interviews | Readings:  
Wright and Leahey, Chapters 3-11,  
Build a Genogram and Ecomap Wright & Leahey  
See pp. 77-90.  
Begin your interview using the genogram and ecomap to ‘break the ice’ |
|  |  | **Lesson 3 Graded Discussion**: first post by 6/21 and responses due by 11:59 pm (post your set of “15 minute “ interview questions) |
| **Lesson 4**  
Week 4 | Advanced Practice and Family Nursing | Readings:  
Wright and Leahey, Chapter 3-10, and 12 |
<p>|  |  | <strong>Lesson 4: Graded Discussion</strong>: first post by 6/28 |</p>
<table>
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>and responses due by 11:59 pm: Post your genogram and ecomap for class presentation and discussion (See Lesson 4 for specific instructions) use your peers’ critiques for this week 4 graded discussion to edit your Genogram/Ecomap Assignment due Wednesday</td>
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</tbody>
</table>
| **Lesson 5**  
Week 5 | The New Family; Divorce and Single Parent Families | Readings:  
Wright and Leahey, Chapter 3 (p.95-121)  
Please browse the following web sites:  
Census Bureau Population Profiles and other information that is available about families:  
http://www.census.gov/topics/families.html  
The Parenting Place  
http://www.theparentingplace.net/  
National Network for Child Care  
http://www.enterprisecommunity.com/resources/ResourceDetails?ID=18995  
**Lesson 5: Graded Discussion** first post by, responses due by 11:59 pm: use discussion board for ‘checking in’ and describe the type of family you plan to interview; tell us how your theoretical framework supports your interview and practice. Continue working on your interview, start to prepare a PPT presentation (3 slides only, due 7/19/17) and start writing your Final Family Theory and Assessment Paper (due 8/2/17) |
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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</table>
| **Lesson 6**  
  **Week 6** | Grandparents as Parents; Gay and Lesbian Families | Readings:  
Wright and Leahey, Chapter 3 (p. 121-123)  
Review [www.aarp.org](http://www.aarp.org)  
**Lesson 6: Non-Graded Discussion:** Continue working on your interview, PPT presentation and writing your paper. Check into blackboard discussion and let us know how you are doing!  
**Assignment due:** Genogram and Ecomaps due: |
| **Lesson 7**  
Wakefield, B.J., Hayes, J., Boren, S. A., Pak, Y., & |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Dates</td>
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<td>Explore the internet for sites that relate to the impact of substance abuse on adult members of the family. Some places to start:</td>
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<td>In addition, the following sites offer resources regarding family violence:</td>
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<td>Department of Justice Violence Against Women Office  <a href="https://www.justice.gov/ovw">https://www.justice.gov/ovw</a></td>
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<td>PAX Real Solutions to Gun Violence  <a href="http://www.paxusa.org">http://www.paxusa.org</a></td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Homelessness</td>
<td><strong>Lesson 8 Graded Discussion</strong>: first post by 7/26, responses due 7/30 by 11:59 pm</td>
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<tr>
<td>Week 9</td>
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<td><strong>Assignment: Family Theory and Assessment Paper DUE by 11:59 pm</strong></td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Assignments</td>
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<td>Lesson 9 Graded Discussion: first post by responses due by 11:59</td>
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<td>Assignment: Reflective Paper due by 11:59 pm</td>
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