



MAR 31 1999  
**Course Outline**

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 3032**  
**Family Nursing Theory**

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**Start Date:** January, 1999

**End Date:** April, 1999

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**Course Credits:** 2

**Term/Level:** 3

**Total Hours:** 30

**Total Weeks:** 15

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<b>Hours/Week:</b>	<b>Lecture:</b>	<b>Lab:</b>	<b>Shop:</b>	<b>Seminar: 2</b>	<b>Other:</b>
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**Prerequisites**

**NURS 3032 is a Prerequisite for:**

<b>Course No.</b>	<b>Course Name</b>
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<b>Course No.</b>	<b>Course Name</b>
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NURS 1050	Interpersonal Communication 1
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NURS 1040	Professional Practice 1
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NURS 2030	Nursing Practicum 2
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NURS 2000	Nursing and Health Issues 2
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PSYC 1101	Introductory Psychology 1
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**Course Calendar Description**

Family nursing theory is an introductory course which provides opportunities in both the classroom and community setting to acquire and apply knowledge regarding the nature of healthy development in families and the role of the nurse in supporting and facilitating this process.

The focus of learning includes novice level assessment, planning and intervention within the context of family. Students form partnerships with childbearing and/or child rearing families in the community who are stable in nature for the purpose of assessment.

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**Definitions**

In this course childbearing refers to pregnancy and care of the neonate (newborn until the age of 1 month). Preferably, students will choose a family who are experiencing a pregnancy in the second or third trimester, or who have just delivered.

Child rearing refers to families that have children in the infant stage (1 month–1 year), early childhood (1–6 years), middle and later childhood (7–12 years) and adolescents (13–19 years).

Stable families refer to families whose health status is consistent and not fluctuating rapidly.

## Course Goals

The goal of NURS 3032 is to introduce students to family theory and its application to nursing practice. The course will emphasize assessment of health promotion and illness prevention activities utilized by childbearing and child rearing families.

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## Evaluation

Marks are derived from the following:

A final grade of 50% or higher is required for successful completion of the course.

Family Assessment Assignment	35%
Community Assignment	30%
Attendance and Participation	35%
<b>TOTAL</b>	<b>100%</b>

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## Course Learning Outcomes/Competencies

Students will:

1. develop a theoretical knowledge base related to nursing within the context of families.
2. apply a conceptual framework to understand how the family system works.
3. pursue shared meaning by communicating effectively with families.
4. use a family assessment tool(s) to explore family health and illness, and identify strategies to promote health and prevent illness.
5. gain knowledge of the nurse's role in promoting health and preventing illness within the context of families in the community.
6. demonstrate systematic inquiry by:
  - recognizing the uniqueness of each family member and responding with appropriate judgement.
  - raising questions about nursing of families to explore alternatives and considering research as a basis for practice.
  - reflecting on own nursing competencies related to knowledge, skills, attitudes and judgement.

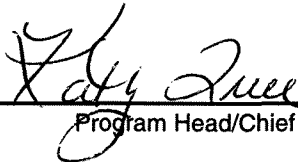
### Learning Processes Involved in this Course

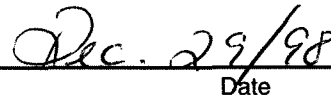
1. Professionalism — with assistance, students consider theoretical perspectives relevant to understanding individuals and family health issues and begin the process of assessing and intervening. Students pursue shared meaning with clients and families to establish beginning partnerships. They begin to consider the impact of health and illness on the individual's family and the influence of the family interactions on health and illness.
2. Communication — with increasing independence, students interact with individuals in the context of family. Students begin to understand family communication patterns and incorporate this into their assessments. Students utilize effective communication skills and evaluate the impact of these interactions on the individual/family.
3. Systematic Inquiry — students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They are learning to use an understanding of theoretical perspectives to guide their practice.
4. Learning — students are becoming committed to professional growth. They share experiences and insights in learning conferences with colleagues and instructors. They evaluate and modify their practice.
5. Creative Leadership — students work to establish collaborative partnerships with others. Self-direction and dialogue are essential to partnerships. With assistance, students will develop increased confidence, assertiveness and initiative in the provision of nursing care in this setting.

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### Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.

  
\_\_\_\_\_  
Program Head/Chief Instructor

  
\_\_\_\_\_  
Date



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### **Instructor(s)**

Cheryl Segaric

Office No.: SW12-418

Office Phone: 451-6948

Kath-Anne Terrett

SW12-418

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### **Learning Resources**

#### **Required:**

Wright, Lorraine M., & Leahey, Maureen. (1994). *Nurses and families: A guide to family assessment and intervention* (2nd ed.). Philadelphia, PA: F.A. Davis.

#### **Recommended:**

Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of nursing, human health and function* (2nd ed.). Philadelphia: Lippincott.

DuGas, B.W., & Knor, E.R. (1995). *Nursing foundations, A Canadian perspective*. Scarborough: Appleton & Lange.

Friedman. (1992). *Family nursing: Theory and practice* (3rd ed.). Norwalk, CT: Appleton & Lange.

RNABC. (1998). *Competencies required of a new graduate*. RNABC, BC.

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### **BCIT Policy Information for Students**

1. Students are required to adhere to the BCIT Policy on Conduct and Appearance outlined in the BCIT Full-time Calendar, 1999–2000, pages 5–6.
2. For the purpose of community visits, students will be required to wear BCIT photo ID and follow BCIT policies for dress and appearance. Refer to Student Guidelines, Policies and Procedures in the Nursing Program.
3. Written assignments must:
  - A. be word processed.
  - B. follow APA guidelines.
  - C. be submitted to achieve a mark for the course. Marks for late assignments will be deducted 15%/school day.

### **Criteria and Guidelines for Choosing a Family for Assessment of Health Promotion and Illness Prevention**

1. Students are responsible for finding a stable childbearing or child rearing family willing to participate in a student visit and completion of a family assessment in their home.
2. Students must clearly explain the purpose of the visit to the family. Part of the assessment will include identification of resources, agencies or services the family uses in health promotion and illness prevention. A community assignment will be completed and shared with fellow classmates.
3. Students will maintain confidentiality about the family. Actual names will not be used. Written family assessment data is restricted to the student and the course instructor. Students must obtain a signed consent agreeing to the family's participation. Consent forms will be provided by the course instructor.

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### **Family Assessment Assignment – 35%**

The purpose of this assignment is to:

- A. use the Calgary Family Assessment Model (CFAM) to determine family structure, development and function.
- B. hypothesize about health promotion and illness prevention within the context of family based on data collected.

This written assignment is to be completed following the family visit.

Assignment details and evaluation criteria to be provided by course instructor.

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### **Community Assignment – 30 Marks**

#### **Purpose**

1. To determine what community resources, agencies or services the family utilizes to promote their health and prevent illness.
2. To share findings with fellow students, and to understand the influences and roles a variety of community resources play in families' health promotion and illness prevention.

#### **Guidelines**

The community assignment involves four steps:

1. Data Collection
  - A. At the time of the family visit each student will collect data on community resources, services or agencies that are utilized by the family to promote their health and prevent illness. Students need to recognize that there are a great variety of health promoting resources families use in their communities.

- B. The student will need to determine the following:
  - the community resource/service/agency used by the family.
  - how the family connects with the resource.
  - the services or help that the community resource offers the family.
  - how the community resource impacts the family's health or prevents illness.
  - financial implications for the family — funding of resource.
  - how the family views this community resource and its effects — what does it mean to them?
  - what services/resources could the family see using in the future.
  - conclusions about the significance of the community resource and its services.
2. Proposal (the proposal will be worth 15 marks)
  - A. The student will develop a 1–2 page written proposal in respect to the community resource they have selected to investigate further.
  - B. The proposal will outline:
    - the community resource.
    - why and how this community resource is relevant in promoting health and preventing illness either for individuals and/or the family.
    - how information about the community resource will be gathered.
    - how contact with the community resource will be made.
    - what information the student will seek out about the community resource.
  - C. Hand in the written proposal for the community resource assignment to the instructor, and set up an appointment to review the proposal with your instructor. A copy of the proposal will be graded by the instructor.
3. Community Visit
  - A. The student will initiate a visit to the community resource — attend with a family member as a guest, or investigate the community service independently.
4. Presentation (the presentation will be worth 15 marks)

Students will keep all names of families confidential, and not use any information that would identify a particular family during their presentations.

- A. Each student will present their findings about the community resource they have researched to their class members during a 10-minute presentation.
- B. Marks will be based on the following:

10 marks	<ul style="list-style-type: none"><li>• content and quality of your presentation demonstrating understanding of the information and data about the community resource and how it is used by the family to promote health and prevent illness. (see 1(c) and 2(b) under Guidelines for assistance in information to present.)</li></ul>
10 marks	<ul style="list-style-type: none"><li>• the quality of your presentation, e.g., evidence of critical reflection.</li><li>• application of any relevant articles, etc.</li><li>• student involvement, use of teaching aids.</li></ul>

### Attendance and Participation Guidelines – 35%

- 5%,
1. Attendance and punctuality are required in this course. If students are absent for more than 10% of the planned activities for other than medical reasons, they may be prohibited from completing the course. Lateness is disruptive to the learning process and a deduction of 5% of the participation mark may result if students are late more than once without valid reason.
  2. Your learning is directly related to the effort you put into the reading and class activities. Therefore, class participation in NURS 3032 counts for 30% of your final grade. In addition to attendance and punctuality, participation includes the following:
- 15%)
- A. Complete the reading assignments for each class and attend class with evidence of having prepared for class discussions, e.g.,
    1. Summarize the main thoughts, ideas presented in the readings.
    2. Summarize your own thoughts or interpretation of the readings.
    3. List questions you have related to the readings or topic.
    4. Journal your lived experience related to the topic.
- 5%)
- B. Complete assigned written assignments and come prepared to share written work with other class members. The teacher will monitor the completion of written assignments.
- 10%)
- C. It is a requirement of the course that students actively contribute to both small group and larger class discussions on a weekly basis. It is expected that students will talk actively on their own initiative although students will sometimes be called upon randomly to share their thoughts.

Behaviors that indicate active participation in class discussions include the following.

1. offering information and opinions on own initiative.
2. seeking information and opinions from others.
3. clarifying information, thoughts and ideas of others.
4. elaborating on, interpreting and questioning thoughts and ideas in a way that adds to the discussion and learning.
5. asking relevant questions about the research.
6. sharing lived experience with class members.
7. striving to understand the viewpoint/perspective(s) of others.