



A POLYTECHNIC INSTITUTION

School of Health Sciences
Program: Bachelor of Science in Nursing
Option:

NURS 3033
Family Nursing Theory

Start Date:	January and March, 2008	End Date:	February and May, 2008
Total Hours:	27	Total Weeks:	9
Hours/Week:	3	Lecture:	1
		Lab:	
		Term/Level:	3
		Course Credits:	2
		Shop:	
		Seminar:	2
		Other:	home visit

Prerequisites

Course No.	Course Name
NURS 1050	Interpersonal Communication
NURS 2000	Applied Nursing Science 2
NURS 2030	Nursing Practicum 2
PSYC 1101	Introductory Psychology 1
(or Sociology credit)	

NURS 3033 is a Prerequisite for:

Course No.	Course Name
NURS 4032	Nursing Practicum 4

NURS 3033 is a Corequisite for:

Course No.	Course Name
NURS 3034	Family Practicum

■ **Course Description**

The process of promoting the health of individual and families is integral to professional nursing practice. This course provides a philosophical and theoretical foundation for understanding family health issues and offers processes and strategies that can enhance nursing responsiveness to families and support the promotion of health and healing.

■ **Detailed Course Description**

The course will introduce a process students will use to develop a conscious, intentional and responsive nursing practice with families. The course facilitates knowledge development, critical thinking skills, and reflective and relational practice through course readings, small group discussions and reflection in and on practice.

■ **Evaluation**

Marks are derived from the following:

Seminar Participation	25%
Midterm	25%
Reviews of Reflexive/Relational Practice with families in community and acute care settings	50%
TOTAL	<u>100%</u>

Comments: A final grade of 50% or higher is required for successful completion of the course. All assignments must be completed to achieve a passing grade.

■ **Course Learning Outcomes/Competencies**

At the end of this course the student will be able to:

1. Develop philosophical and theoretical knowledge that informs:
 - Identification of family health issues
 - Analysis of family health issues
 - Responsive nursing practice with families
2. Consider usefulness of various theoretical perspectives to development of ethical, health promoting nursing practice with families.
3. Analyze personal habits of knowing and responding to families
4. Select a theoretical perspective to intentionally develop additional ways of knowing and responding to families
5. Analyze significance of context to relational nursing practice with families.
6. Cultivate the skills of reflexivity.
7. Enhance spontaneous relational capacities that empower families.

■ **Verification**

I verify that the content of this course outline is current.

Donna Cumming
Authoring Instructor

Jan 5, 2008
Date

I verify that this course outline has been reviewed.

[Signature]
Program Head/Chief Instructor

Jan 5/08
Date

I verify that this course outline complies with BCIT policy.

[Signature]
Dean/Associate Dean

Jan 5/08
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ **Instructor(s)**

Dorothy Cumming (Course Leader)	Office Location: SW12–Pod H Office Hrs.: By appointment Monday, Tuesday and Friday	Office Phone: 604-456-8116 E-mail Address: dcumming5@my.bcit.ca
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■ **Learning Resources**

Required Text:

Hartrick Doane, G., & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health promoting practice*. Philadelphia: Lippincott, William & Wilkins.

Required Readings:

Philosophy task Group. (2006). *Bachelor of Science Nursing curriculum philosophy*. Burnaby, BC: British Columbia Institute of Technology.

See weekly schedule of required text readings.

Additional required readings may be announced.

Recommended Books:

Crowe, Cathy. (2007). *Dying for a home: Homeless activists speak out.*. Toronto: Between the Lines.

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Strauss & Giroux.

Wright, L. M., Watson, W. L., & Bell, J. M. (1996). *Beliefs: The heart of healing in families and illness*. New York: Basic Books.

Traditional Family Nursing/Family Health Texts available in the library:

Bomar, P. J. (2004). *Promoting health in families: Applying family research and theory to nursing practice* (3rd ed.). Philadelphia: Saunders.

Denham, S. (2003). *Family health: A framework for nursing*. Philadelphia: F.A. Davis.

Friedman, M., Bowden, B.R., & Jones, E.G. (2003). *Family nursing: Theory and practice* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Spector, R.E. (2004). *Cultural diversity in health and illness* (6th ed.). New Jersey: Prentice Hall.

Wright, L. M., & Leahey, M. (2005). *Nurses and families: A guide to family assessment and intervention* (3rd ed.). Philadelphia: F.A. Davies.

■ Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>

Assignments: Late assignments will be deducted 10% per day. Assignments will be done both on an individual basis and in pairs as specified in the assignment guides. Assignments must be word processed (where applicable) and be completed to achieve a mark for the course.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics.

Cheating, Fabrication, Plagiarism and/or Dishonesty:

First Offense: Any student in the School of Health Sciences involved in an initial act of academic misconduct — **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

Second Offense: Any student in the School of Health Sciences involved in a second act of academic misconduct — **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

Attendance/Illness: In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Attempts: BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: "Applicants who have any combination of two instances of withdrawal or failure in a nursing Theory Course will be readmitted to the program with written permission from the Associate Dean, who will detail any special considerations.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

Community Visits: Students are required to adhere to the BCIT Policy on Conduct and Appearance outlined in the BCIT Full-time Calendar. 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 BCIT Nursing Program Student Guidelines, Policies and Procedures at <http://www.bcit.ca/health/nursing/>

■ Learning Process Threads

Professionalism: Students further develop an understanding of the professional nurse's role. They develop a nursing knowledge base that is required for safe practice and to analyze contextual influences. Students consider theoretical perspectives relevant to family issues. Students actively engage in dialogue, personal reflection and

critical thinking to develop a conscious, intentional, and responsive nursing practice with families to promote family health and healing. Students develop appreciation for contextual influences on the family, family health and capacity for relational nursing practice. They begin to consider the impact of health and illness on the family and the influence of family on health and illness.

Students incorporate professional presentation into their interactions with families in clinical and home settings. Students make the family their primary focus and start to develop comfort with uncertainty. They analyze their relational capacity and their skills of reflexivity as they engage with families. Analysis of reflexivity includes consideration of ethical principles. Students will use learning skills and attitudes to reap greatest benefit from this course.

Communication: Students critically discuss verbally and in writing. They use relevant research and literature to gain a broad perspective on family issues. They dialogue with colleagues and teachers in the process of learning. Students establish relationships with families based on shared meaning and partnership. They begin to be in-relation with families in a responsive and health promoting manner. Students will use a spiritual lens through which to know families. They cultivate skills of reflexivity and relational capacity.

Systematic Inquiry: Students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They use a variety of philosophical and theoretical perspectives to guide their thinking. They challenge assumptions, consider the importance of context and imagine alternate perspectives. They learn a process that includes empirical, relational and reflexive inquiry to reconcile practice that lacks definitive answers. They use a reasoning process to make connections and judge information.

Professional Growth: Course activities and assignments help students develop self knowledge and critically think about their experiences to develop personal meaning. Students take responsibility for their learning and for their preparation for class work. They critically read course materials and reflect on their knowledge, skills, attitudes and beliefs about family and working with family. They share knowledge and experiences with colleagues. They thoughtfully critique their group's function. They are responsible and accountable for their actions and are becoming committed to professional growth.

Creative Leadership: Students' experience with family visits broadens their understanding of the continuum of care. They appreciate the complex role of nurses as they work with families in the health care system. Students explore family issues. They work to develop self knowledge to transcend self interest. They establish meaningful and genuine connections with stakeholders, challenge the status quo, incorporate nursing ethics into practice, support self-direction and risk-taking, and recognize the contributions of others.

Technology-in-Practice: Students develop their relational capacity: their ways of knowing, being, and doing as they engage with families.