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CONTACT

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Department: Nursing and Allied Health

COURSE Health Promo Family
Suggested 20 character title

New Course: WVCC 1434 Health Promotion of Families Across The Lifespan
Course Number and Full Title

Course Revision
Course Number and Full Title

I. Catalog Description

NURS 454 Health Promotion of Families Across the Lifespan

3 lecture hours
0 lab hours
3 semester hours
(3c-0l-3sh)

Prerequisites: NURS 334

The first part of this course focuses on the underlying theories and frameworks for

family structure, function, and assessment. The second part of the course focuses on application and evaluation of families in the context of health promotion. The family is studied across the lifespan. Emphasis is placed on family assessment and cultural diversity, and on the stressors which impact families during the various stages of life. Students will be required to conduct a family assessment in the community.

II. Course Objectives:

2. Non-traditional variant family forms

- 1. The healthy family
- 2. Dysfunction within families
- D. Family communication patterns and processes (1 Hour)
 - 1. Channels of communication

- 2. Functional communication in the family
- 3. Dysfunctional communication in the family
- E. Power in the family (1 Hour)
 - 1. Assessment of power within the family

- 2. Variables affecting family power
- 3. Healthy and dysfunctional family power attributes

2. Influence of religion on family health
3. Role of religion in crises and transition

M. Cultural differences among families

(1.5 Hours)

1. The role of culture in family life
2. Influence on culture on family health

P. Current research in family nursing

(2.5 Hours)

1. Identification of researchable problems
2. Review/critique a current research article in family nursing

D. Student Presentation on current research in family nursing (2.5 Hours)

- 2. Dilemmas of death
- 3. Dilemmas of research
- F. The teaching/learning process and principles (1 Hour)
- G. Health Promotion of the childbearing family (1 Hour)
 - 1. Pregnancy
 - 2. Coping and stress
 - 3. Prenatal assessment
- H. Health promotion of the family with an infant (1 Hour)
 - 1. Parenting tasks
 - 2. Developmental tasks of the infant
 - 3. Assessment
- I. Health promotion of families with children from birth to five years of age (1 Hour)
 - 1. Maternal and child health concerns

- 3. Health risks of children during the first five years (1 Hour)

school-age years

Final Exam/Culminating Event during finals week.

IV. Evaluation Methods

- | | |
|---|-----|
| 1. Participation in classroom and electronic discussion | 20% |
| 2. Family assessment | 20% |
| 3. Mid-term exam | 20% |
| 4. Student presentations | 20% |
| 5. Final exam | 20% |

Students are expected to participate in class. The quality and quantity of the participation will be evaluated per individual instructor evaluation techniques.

Family assessment: Students will use a family assessment tool provided by the _____

VII. Bibliography:

Abercrombie, P. D. (1996). Women living with HIV infection. Nursing Clinics of North America, 31(1), 97-106.

Anpling, S. E. (1996). Healthy adults. Hormone replacement therapy: helping

your patient decide. Medical-Surgical Nursing, 5(5), 370-373.

Arnstein, P. M., Buselli, E.F., Rankin, S. H. (1996). Women and heart attacks: Prevention, diagnosis, and care. Nurse Practitioner, 21(5), 58-71.

Arnpault, S. E. (1997). Endnote. Assessing the family: The importance of

culture. Critical Care Nurse, 17(4), 96.

Bindzwick, B. A. (1996). Domestic violence: a serious healthcare problem and its

Fuller, L. (1997). Single-parent families: A unique challenge. Nurse-Practitioner, 22(11), 120.

Spencer, S. K. (1997). Families and end-of-life care: How do we meet their

Robinson, D. L. (1997). Family stress theory: implications for family health. Journal of the American Academy of Nurse Practitioners, 9(1), 17-23.

Segal-Isaacson, A. E. (1996). EPSDT: An underused program for early screening of childhood health problems. Nurse Practitioner, 21(11), 14-15.

Tomlinson, P.S., Bryan, A.A., & Esau, A.L. (1996). Family centered intrapartum care: Revisiting an old concept. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 25(4), 331-337.

National health promotion and disease prevention objectives. Washington, D.C., US

COURSE ANALYSIS QUESTIONNAIRE
NURS 454: Health Promotion of Families Across the Lifespan

Section A: Details of the Course

A1 This course is a required course for all registered nurse students enrolled in the Bachelor of Science degree in Nursing program, registered nurse

track.

A2 This course is part of a new track for registered nurses.

A3 This course has never been offered at IUP.

A4 This course is not intended to be offered as a dual-level course

A5 This course is not intended to be taken for variable credit

A6 Many baccalaureate nursing programs for Registered Nurses recommend a course such as this. Examples of such programs include: Southern Connecticut State University, NURS 235; LaSalle University, Nursing 608; Waynesburg College, Nursing 418; and The Pennsylvania State University, NURS 415.

A7 The content in this course is a necessary component of professional

C2 Other resources

- a. Current space allocations are adequate to offer this course.
- b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, RN, Nursing, Journal of Geriatric Nursing, Family and Community Health and Holistic Nursing Practice. In addition, the Department of Nursing and Allied Health

useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Image: Journal of Nursing Scholarship. The library has a satisfactory holding of references related to nursing and the Internet provides additional reference materials for students. Periodic updates of library holdings are necessary. The department has a mechanism in place for