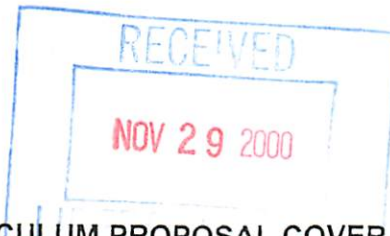


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Submission Date: _____
Action-Date: UWUCC App 3/27/01
Senate App. 5/1/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Teresa Shellenbarger Phone 7-2559
Dr. Sheila Barlow Phone 7-3250
Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Health Promo Family
Suggested 20 character title

New Course* NURS 454 Health Promotion of Families Across The Lifespan
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* Nursing, New RN Track
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Maise E. Tward 11-8-00 Department Curriculum Committee
Mary E. Seeman 11/15/00 College Curriculum Committee
Edward Kuzneski 11-8-00 Department Chair
Barbara J. Zoli 11-15-00 College Dean
W. [Signature] 11/21/00
+ Director of Liberal Studies (where applicable) *Provost (where applicable)

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:

At the completion of this course students will be able to:

1. Explore family theories that can be utilized in nursing practice.
2. Apply principles of health promotion to families across the lifespan.
3. Appraise primary, secondary and tertiary levels of prevention in nursing care of families.
4. Evaluate the impact of cultural beliefs on the needs of individuals and families.
5. Examine various factors that impact the nursing care of families.
6. Delineate researchable health problems in nursing of individuals/families.
7. Assess a family utilizing a theoretical framework.

III. Course Outline

Unit I. Family Nursing

- A. Introduction to Family Nursing (1 Hour)
 1. Definitions of family
 2. Healthy People 2010
 3. Primary, secondary, and tertiary levels of prevention
- B. Historical perspective and current trends in the U.S. (1 Hour)
 1. Demographic trends and family trends

- 2. Non-traditional variant family forms
- 3. The future of the American family
- C. Family functions (1 Hour)
 - 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
- F. Family role structure (2 Hours)
 - 1. Family Role theory and definitions
 - 2. Formal family roles
 - 3. Contemporary family role changes
 - 4. Informal family roles
 - 5. Variables affecting role structure
 - 6. Family roles during health and illness
- G. Family values (1 Hour)
 - 1. Major value orientations
 - 2. Variables affecting family value system
 - 3. Value conflicts
- H. The affective function (1 Hour)
 - 1. Components of the affective function
 - 2. The family under stress and the affective function
- I. The socialization function (1 Hour)
 - 1. Socialization within families
 - 2. Influence of culture on child rearing
 - 3. Influence of social class on child rearing
 - 4. Socialization in changing society
 - 5. Childrearing in high risk families
- J. The health care function (1 Hour)
 - 1. Family behaviors related to health and illness
 - 2. Health care practices
 - 3. Family health history
- K. Family coping (1 Hour)
 - 1. Strategies for adaptation
 - 2. Family stress theory
 - 3. Family coping strategies
- L. Family spirituality (1 Hour)
 - 1. Role of religion in family life

- 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
 - 3. The role of culture in crises and transition
- N. Confidentiality (.5 Hour)
- O. Current research in family nursing (2 Hours)
 - 1. Identification of researchable problems
 - 2. Review/critique a current research article in family nursing
- P. Student Presentations on special topic related to family nursing (3 Hours)

Midterm Exam (1 Hour)

Unit II. Primary, Secondary, and Tertiary Health Promotion/Intervention with Families Across the Lifespan

- A. Family Nursing (1 Hour)
 - 1. Roles of the family health nurse
 - 2. Incorporation of the family into ANA standards of care
 - 3. The nurse-client relationship
 - 4. The communication process with families
- B. Application of Selected Nursing Theoretical Frameworks for family care (2 Hours)
- C. The Nursing Process in Family Nursing (3 Hours)
 - 1. Family assessment instruments
 - 2. Conducting family interviews
 - 3. Neuman's systems model and the family nursing process
 - 4. Formulating family nursing diagnoses
 - 5. Planning with the family to meet needs
 - 6. Implementation strategies in family nursing
 - 7. Evaluation of the family intervention
 - 8. Documentation of family interviews/assessment
- D. Interventions for Health Promotion (2 Hours)
 - 1. Screening
 - 2. Immunizations
 - 3. Health education
 - 4. Nutrition
 - 5. Exercise
 - 6. Stress management and crisis intervention
 - 7. Holistic health strategies
- E. Ethical issues relevant to health promotion (2 Hours)
 - 1. Reproductive technology

- 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
 - 2. Risks for the infant
 - 3. Health risks of children during the first five years
- J. Health promotion of families with children during the school-age years (1 Hour)
 - 1. Care of children during an era of health care and welfare reform
 - 2. Demographics and health risks of school-age children
 - 3. School health programs
- K. Health promotion of families with adolescents (2 Hours)
 - 1. Eating disorders
 - 2. Sexuality
 - 3. Coping mechanisms of adolescents
 - 4. Teen suicide
 - 5. Drug use in adolescents
 - 6. Social processes
- L. Health promotion of adult men and women (2 Hours)
 - 1. Selected stressors of adulthood and nursing intervention
 - 2. Selected health risks and causes of morbidity and mortality among adult men and women.
 - 3. Aggregates at risk in the adult male and female population
 - 4. The adult who is disabled
- M. Health Promotion and Care of the well elderly (2 Hours)
 - 1. Perspectives on aging/Developmental tasks of aging
 - 2. Elder morbidity and mortality
 - 3. Normal body changes in aging
 - 4. Considerations in health promotion of the aged
 - 5. Selected health concerns among the elderly
 - 6. Rural elderly
 - 7. Legislation and resources for the aged
 - 8. The nursing role in working with the elderly and in preparing for an aging population.

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 discussions will be evaluated per individual instructor evaluation techniques.

Family assessment: Students will use a family assessment tool provided by the instructor to conduct a family assessment. Students are expected to submit their findings of the family assessment in writing.

Examinations: Multiple choice tests will be given for mid-term and final examinations. These tests will reflect course objectives and content.

Student presentations: Students will be expected to formally present topics relevant to the health promotion of families across the lifespan to other class members. Further guidelines about this presentation will be provided on the first day of the course.

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
less than 69%	F

V. Required Texts and readings:

Course Packet Readings

Edelman, C.L., & Mandle, C. L. (1998). Health Promotion Throughout the Lifespan. (4th Ed.), Philadelphia: Mosby.

Wright, L. M., Leahey, M. (2000) Nurses and Families: A Guide to Family Assessment and Intervention. (3rd ed.), Philadelphia: F. A. Davis Co.

VI. Special Resource Requirements

None

VII. Bibliography:

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

Appling, 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.

Arsenault, S. F. (1997). Endnote. Assessing the family: The importance of culture. Critical Care Nurse, 17(4), 96.

Biedrzycki, B.A. (1996). Domestic violence: a serious healthcare problem and its relationship to a diagnosis of cancer. Oncology Nursing Forum, 23(2), 327.

Burns, K. J. (1996). A new recommendation for physical activity as a means of health promotion. Nurse Practitioner, 21(9), 18-28.

Champion, J. D. (1997). Family violence and mental health. Nursing Clinics of North America, 33(1), 201-215.

Chiocca, E. (1998). Action STAT. Shaken baby syndrome. Nursing 97, 28(5), 33.

Christian, A. (1995). Home care of the battered pregnant woman: One battered woman's pregnancy. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 24(9), 836-842.

Clemen-Stone, S., McGuire, S.L., Eigsti, D.G. (1998). Comprehensive Community Health Nursing. St. Louis: Mosby.

Evans, C.A. (1996). Caring for the ethnic elder. Geriatric Nursing, 17(3), 105-110.

Finian, S. L. (1997). Promoting healthy sexuality: Guidelines for early through older adulthood. Nurse Practitioner, 22(12), 54-64.

Fisher, N. M. (1997). Gender bias in health care. Nurse Practitioner, 22(6), 208-213.

Friedman, M.M. (1997). Family Nursing: Research, Theory, and Practice. East Norwalk, CT: Appleton & Lange

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

Goetschius, S.K. (1997). Families and end-of-life care: How do we meet their needs? Journal of Gerontological Nursing, 23(3), 43-56.

Goolsby, M. (1998). Screening, diagnosis, and management of prostate cancer: Improving primary care outcomes. Nurse Practitioner, 23(3), 11-23.

Grossman, D. (1996). Cultural dimensions in home health nursing. American Journal of Nursing, 96(7), 33-36.

Haq, M.B., Griffin, M. (1996). Health motivation: key to health promoting behavior? Nurse Practitioner, 21(11), 155-156.

Jessup, M. (1997). Addiction in women: Prevalence, profiles, and meaning. Journal of Gynecologic and Neonatal Nursing, 26(4), 449-458.

Johnstone, H.A. (1997). Sibling abuse: Another component of domestic violence. Journal of Pediatric Nursing, 12(1), 51-54.

Keegan, L. (1998). Getting comfortable with alternative & complementary therapies. Nursing 99, 28(4), 50-53.

Kitten, J. H. (1997). Health promotion in HIV: Perspectives for practitioners. Nurse Practitioner, 22(2), 114-125.

Moyer, M. (1997). Helping children adjust to life with an ill sibling. Imprint, 44(3), 47-51.

Niles, S., Alemangno, S., Stricklin, M.L. (1997). Healthy Talk: A telecommunication model for health promotion. Caring, 16(7), 46-50.

O'Toole, A.W., O'Toole, R., Webster, S. W., Lucal, B. (1996). Nurses diagnostic work on possible physical child abuse. Public Health Nursing, 13(5), 337-344.

Pender, N. (1996) Health Promotion in Nursing Practice (3rd ed.), Norwalk, CT: Appleton and Lange.

Peterson, E. A. (1997). Supporting the adoptive family: A developmental approach. MCN: The American Journal of Maternal Child Nursing, 22(3), 147-152.

Poirer, L. (1997). The importance of screening for domestic violence in all women. Nurse Practitioner, 22(5), 105-122.

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.

U.S. Department of Health & Human Services (1998). Healthy People 2010. National health promotion and disease prevention objectives. Washington, D.C., US Government Printing Office.

Weeks, S.K., O'Connor, P.C. (1997). The FAMTOOL family health assessment tool. Rehabilitation Nursing, 22(4), 188-191.

Wong, D.L. (1999). Nursing Care of Infants and Children, (6th ed.), St. Louis: Mosby.

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 nursing practice as recommended by the American Association of Colleges of Nursing. (See attached documentation).

Section B: Interdisciplinary Implications

- B1 Each section of this course will be taught by one faculty member within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 Two seats will be available for Continuing Education students who meet course pre-requisites.

Section C: Implementation

- C1 No new faculty are needed to teach this course. See faculty resource section of proposal.

- 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 Professions receives subscriptions to other journals that might be 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 identifying and recommending future purchase for library holdings.
- C3 No grant funds are associated with this course.
- C4 This course will be offered every Spring semester
- C5 One section of the course will be offered at a time.
- C6 Forty students will be accommodated in this section.
- C7 No professional society limits enrollments in a course of this nature.