

A: Division: Instruction Date: Apr. 23, 1998
 B: Department: Psychiatric Nursing New Course:
 Program: Advanced Diploma Program Revision of Course Information form: Mar. 24, 1997

C: PNUR 708 D: FAMILY ASSESSMENT FOR PSYCHIATRIC NURSING PRACTICE E: 3

Subject & Course No. Descriptive Title Semester Credit

F: **Calendar Description:** This distance learning course familiarizes students with family concepts and provides a systems framework for family assessment. The history of family theory development, selected family theories, family structure and function concepts, and intervention strategies are discussed. There will be opportunities to apply family concepts using an assessment tool based on Neuman's Systems Model.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

1993-10-04 Sections H and J
 1996-10-16 Section F and R
 1997-03-24 Section N
 1998-04-23 Section H and R

G: **Type of Instruction: Hours per Week / per Semester**

Lecture:	Hrs.
Laboratory:	Hrs.
Seminar:	Hrs.
Clinical Experience:	Hrs.
Field Experience:	Hrs.
Practicum:	Hrs.
Shop:	Hrs.
Studio:	Hrs.
Student Directed Learning:	10 Hrs.
Other:	Hrs.
Total:	10 Hrs.

H: **Course Prerequisites:**
PNUR 700 or with instructor permission

I: **Course Corequisites:**
NIL

J: **Course for which this Course is a Prerequisite:**
PNUR 720 and PNUR 730

K: **Maximum Class Size:**
25

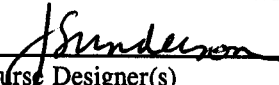
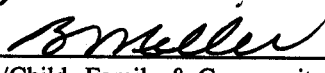
L: College Credit Transfer
 College Credit Non-Transfer

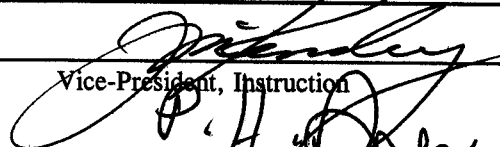
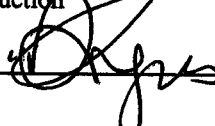
 Non-Credit

M: **Transfer Credit:** Requested:
 Granted:

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.
 S.F.U.
 U. Vic.
 Other:


 Course Designer(s)

 Dean/Child, Family & Community Studies/Psychiatric Nursing


 Vice-President, Instruction

 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Bomer, Perri J. (1996) Nurses and Family health promotion: Concepts, assessment, and interventions.
Philadelphia: W.B. Saunders.

PNUR 708 Course Materials

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

PART I OVERVIEW OF FAMILY THEORY

The student will

1. discuss the history of family theory
 - 1.1 define family
 - 1.2 describe common family concepts
 - 1.3 describe the history of family therapy
 - 1.4 describe the history of family nursing
 - 1.5 identify family content in nursing models

2. discuss developmental and structural/functional family theory
 - 2.1 relate current schools in family therapy to systems theory
 - 2.2 describe family developmental theory
 - 2.2.1 describe the focus of treatment
 - 2.2.2 describe theory limitations
 - 2.2.3 describe the role of the therapist
 - 2.3 describe structural functional theory
 - 2.3.1 describe the focus of treatment
 - 2.3.2 describe the role of the therapist
 - 2.3.3 describe theory limitations
 - 2.3.4 describe common interventions used

3. describe communication and strategic family therapy
 - 3.1 describe Satir's communication theory
 - 3.11 describe the focus of treatment
 - 3.12 describe the role of the therapist
 - 3.13 describe commonly used interventions
 - 3.2 describe strategic family theory
 - 3.21 describe the focus of treatment
 - 3.22 describe the role of the therapist
 - 3.23 describe commonly used interventions
 - 3.3 describe concepts commonly used in all forms of family therapy

4. discuss Bowen's systems family theory
 - 4.1 describe the focus of treatment
 - 4.2 describe the key concepts
 - 4.3 describe the role of the therapist
 - 4.4 describe commonly used interventions

Subject and Course Number

O. COURSE OBJECTIVES (continued)

5. discuss the Calgary Family Assessment Model
 - 5.1 describe the focus of treatment
 - 5.2 describe key concepts
 - 5.3 describe the structural functional and developmental phases of family assessment
 - 5.4 describe the role of the therapist
 - 5.5 describe selected interventions
 - 5.6 describe the use of the family genogram and ecogram tools

PART II APPLICATION OF NEUMAN'S SYSTEMS THEORY TO FAMILIES

6. apply Neuman's Systems Model to families
 - 6.1 review Neuman's Systems Model
 - 6.2 relate family concepts to Neuman's Systems Model
 - 6.3 describe factors that influence the family's lines of defense
 - 6.31 flexible line of defense
 - 6.32 normal line of defense
 - 6.33 lines of resistance
 - 6.4 describe types of family environmental stressors
 - 6.5 describe health and level of wellness from a family perspective according to Neuman's Systems Model
 - 6.6 describe nursing implications using Neuman's Systems Model
7. analyze family assessment data using Neuman's Systems Model
 - 7.1 describe the five variables from the perspective of a family
 - 7.2 describe the interrelationship of the five variables
 - 7.3 use Neuman's Systems Model as a family assessment tool

PART III INTERVENTION STRATEGIES

8. apply family systems theory using Neuman's Systems Model
 - 8.1 identify appropriate points of family intervention at primary, secondary and tertiary levels
 - 8.2 identify key principles of family intervention for psychiatric nurses
 - 8.3 utilize Neuman's Assessment tool to assess a family or develop an action plan to intervene with a family, based on assessment data

P. COURSE CONTENT

PART I OVERVIEW OF FAMILY THEORY

- Unit 1 History of family theory
- 1.1 family definitions
 - 1.2 common family concepts
 - 1.3 history of family therapy
 - 1.4 history of family nursing
 - 1.5 family focus in nursing models

P. COURSE CONTENT (Continued)

Unit 2 Developmental and Structural Family Theory

- 2.1 current family theories and systems theory
- 2.2 family developmental theory (Duvall, Carter & McGoldrick)
 - 2.21 treatment focus
 - 2.22 theory limitations
 - 2.23 therapist's role
 - 2.24 common interventions
- 2.3 structural functional theory
 - 2.31 treatment focus
 - 2.32 theory limitations
 - 2.33 psychiatric nurses role
 - 2.34 common interventions

Unit 3 Communications and Strategic Family Theory

- 3.1 Satir's communication theory
 - 3.11 treatment focus
 - 3.12 therapist's role
 - 3.13 common interventions
- 3.2 Milan group's strategic family theory
 - 3.21 treatment focus
 - 3.22 therapist's role
 - 3.23 common interventions
- 3.3 commonly known family concepts

Unit 4 Bowen's Family Systems Theory

- 4.1 treatment focus
- 4.2 key concepts
- 4.3 therapist's role
- 4.4 common interventions
- 4.5 Group diagnoses

Unit 5 The Calgary Assessment Model

- 5.1 treatment focus
- 5.2 key concepts
- 5.3 phases of family assessment
 - 5.31 structural
 - 5.32 functional
 - 5.33 developmental
- 5.4 therapist's role
- 5.5 common intervention
- 5.6 assessment tools
 - 5.61 family genogram
 - 5.62 family ecogram

P. COURSE CONTENT (Continued)

PART II APPLICATION OF NEUMAN'S SYSTEMS THEORY TO FAMILIES

Unit 6

- 6.1 review Neuman's Systems Model
- 6.2 family concepts
- 6.3 factors influencing families lines of defense
 - 6.31 flexible line of defense
 - 6.32 normal line of defense
 - 6.33 lines of resistance
- 6.4 family environmental stressors
- 6.5 family health and level of wellness
- 6.6 nursing implications

Unit 7 Family assessment data (Neuman)

- 7.1 five variables (family)
- 7.2 interrelationship of the variables
- 7.3 family assessment based on Neuman

PART III INTERVENTION STRATEGIES

Unit 8 Family systems theory applications

- 8.1 Family intervention
 - 8.11 primary
 - 8.12 secondary
 - 8.13 tertiary
- 8.2 family intervention principles
- 8.3 developing action plans

Q. METHOD OF INSTRUCTION

- 1. Self-study Print Materials
- 2. Reading Assignments
- 4. Tutor Assistance
- 5. Teleconference

R. EVIDENCE OF LEARNING

Evidence of learning is demonstrated through:

- (a) application of concepts to self;
- (b) application of concepts to clinical practice or field work; and
- (c) application of concepts to others.

The selection of evaluation tools for this course is based on:

- 1. Adherence to college evaluation policy regarding number and weighting of evaluations, for example a course of three credits or more should have a least five separate evaluations.
- 2. A developmental approach to evaluation that is sequenced and progressive.

3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.

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