



WALSH UNIVERSITY

School *for* Professional Studies

NURS 340

Nursing with Families

PREREQUISITE: NURS 300

**WALSH UNIVERSITY
DIVISION OF NURSING**

Bachelor of Science in Nursing
Course Syllabus

Course Title: Nursing with Families

Course Number: NURS 340-RN

Instructor(s): Debbie Marucci MSN, RN, CPNP
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Phone – 330-490-7258

Prerequisites: Nursing 300

Credit Allocation: Three (3) semester credit hours

Course Description:

The primary focus of this course is application of communication and therapeutic nursing interventions via the nursing process with families who experience stressors in the internal and external environment. Emphasis is placed on theoretical and empirical knowledge from the sciences and liberal arts that provide the basis for working with families as clients. Cultural values, socioeconomic conditions, and political factors are studied in relation to health related behaviors of families within a general systems framework. Accountability and responsibility in working with this client system is explored within health care delivery systems and the parameters established by public policy. Leadership, communication, and change strategies are utilized by the student using a general systems framework to assist families in the areas of health maintenance, promotion, restoration, and reorganization, or to support death with dignity. The client focus is on families currently experiencing stressors. The student will utilize critical thinking principles and research to appraise the health status, resources, and needs of a selected family as the basis for planning, implementing, and evaluating a health promotion project.

Course Objectives:

At the completion of this course, the student will be able to:

1. Integrate theoretical and empirical knowledge from nursing, sciences, and liberal arts when effecting nursing care with families.
2. Examine the political, cultural and socioeconomic factors affecting family functioning.
3. Integrate critical thinking in the application of the nursing process in an effort to appraise the health status, resources, and needs of selected families.
4. Utilize therapeutic nursing interventions within a general systems framework to assist families experiencing varying health states to promote, maintain, restore, and reorganize health.
5. Recognize communication, leadership, and change strategies to enhance health care services for families.
6. Analyze the impact of socioeconomic, cultural, and political factors on the health of families.
7. Judge issues of responsibility and professional accountability in working collaboratively with the family and other health care providers.
8. Formulate therapeutic nursing interventions based on assessment of the family and environment in the context of family health.
9. Utilize research findings in planning health promotion activities for a family in the community with consideration for health care systems' availability, accessibility, and acceptability.

Course Textbooks:

Required:

Hanson, S.M.H. (2005). *Family health nursing: Theory, practice, and research* (3rd ed.). Philadelphia: F. A. Davis. (ISBN 0-8036-1202-8).

Recommended:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association. (ISBN 1-55798-790-4).

Audio Visuals/Computer Programs:

Programs related to this course are available for independent student study and/or required viewing at IDEAL campus. Listings of applicable programs will be provided in class. See outline and weekly assignments for further information.

Required Readings:

Required readings from texts and nursing journals (found in the library) are listed within the outline. Students who have read assignments prior to class are more successful with academic endeavors.

Course Evaluation:

| | |
|--|-----|
| Two Organizational Profiles (15% ea.) | 30% |
| Family Research Article and Bibliography | 15% |
| Family Assessment and Health Promotion | 30% |

| | |
|-------------------------------------|-------------|
| Project | |
| Class Attendance and Participation* | 25% |
| Total | 100% |

Participation/Attendance*:

Attendance/participation are critical parts of the teaching/learning process. Interaction with classmates and comparing how theory has been applied in each learning situation is crucial to gaining insight and experience involved with the learning process. Each student is expected to attend scheduled classes and come prepared to verbalize experiences, insights, and questions about the topics scheduled. When unable to attend class, the faculty hold the expectation that the student will notify the faculty of the absence and a plan will be designed by the student, in consultation with the faculty, for acquiring the missed content.

Guidelines for class participation are as follows:

- Be present during scheduled class hours.
- Present thoughts, ideas, and questions.
- Demonstrate awareness of limits of knowledge.
- Listen and examine others' thoughts, ideas, and questions, especially to those to which you have a negative reaction.
- Demonstrate the ability to reason from the viewpoint of others.
- Admit errors when they occur.
- Reflect confidence in your ability to think coherently.
- Hold to intellectual standards without seeking advantage.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. (Refer to Walsh Catalogue for Incomplete grading protocol.)

The nursing faculty adheres to the University grading scale (refer to the Walsh University Nursing Division handbook regarding progression policy).

| <u>Grade</u> | <u>Percentage</u> |
|--------------|-------------------|
| A | 95 --100 |
| A- | 93 -- 94 |
| B+ | 90 -- 92 |
| B | 87 -- 89 |
| B- | 85 -- 86 |
| C+ | 81 -- 84 |
| C | 77 -- 80 |
| C- | 75 -- 76 |
| D+ | 73 -- 74 |
| D | 71 -- 72 |
| D- | 69 -- 70 |
| F | 68 and below |

Cheating/Plagiarism:

Refer to the Nursing Division Handbook and the Walsh University Student Handbook for the specific policy.

Grade Appeal:

See Nursing Division Handbook Channels of Communication.

Withdrawal Policy:

Students are to refer to the Walsh University Student Handbook and the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course.

Americans With Disabilities Act:

Refer to Nursing Division Handbook for information.

Portfolio:

It is expected that the student will include the Family Project in the portfolio. Any other projects may be included in the portfolio at the discretion of the student.

**WALSH UNIVERSITY
NURSING DIVISION**

NURS 340RN: NURSING WITH FAMILIES

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---|
| <p>Recognize definitions of family, family health, and family health care nursing.</p> <p>Know the roles of the various health professionals involved in family health care, particularly the role of the family nurse.</p> <p>Summarize the history of the modern family and family nursing.</p> <p>Understand the interaction between the therapeutic triangle and the health-illness continuum.</p> <p>Relate the changing demographics of American families and the implications of these changes for the future of family nursing.</p> | <p>I. Foundations of Family Health Nursing</p> <p>A. Introduction to family health care nursing</p> <ol style="list-style-type: none"> 1. The family 2. Family health 3. Family health care nursing 4. Approaches to family nursing 5. Variables influencing family health care nursing 6. Family nursing roles 7. Obstacles to family nursing practice 8. History of family nursing <p>B. Concepts for family health care</p> <ol style="list-style-type: none"> 1. Family health and illness cycle 2. Levels of family care 3. The therapeutic triangle in health care <p>C. Families</p> <ol style="list-style-type: none"> 1. History of family structure 2. Functions of families 3. Changing demographics of American families | <p><u>Readings</u>: Hanson, Chapter 1</p> <p><u>Discussion</u></p> <p><u>Lecture</u></p> <p>Write a description of an ideal family. Take a moment to reflect on where these ideas came from.</p> <p>Observe a family in a public place such as a restaurant or shopping center. What does their interaction tell you about the family? Do you get a sense of the emotional tone within this family?</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|--|---|
| <p>Explore how a family perspective can be used in the practice of nursing.</p> <p>Explain the advantages inherent in deriving family nursing practice from theoretical frameworks or models.</p> <p>Connect the sources of family nursing theory and with their contributions to the specialty of family nursing.</p> <p>Summarize the importance of an integrated approach to the nursing of families.</p> <p>Apply the general assumptions of the structural-functional approach to studying family roles.</p> <p>Analyze the nursing implications of alterations in family structure, function, and process.</p> | <p>II. Integration of Theoretical Knowledge</p> <p>A. A family perspective</p> <ol style="list-style-type: none"> 1. The family as client 2. Why choose a family perspective 3. What is a family 4. How are families alike and different <p>B. Family theory</p> <ol style="list-style-type: none"> 1. Theoretical and conceptual foundations for the nursing of families 2. Family social science theories 3. Nursing models and theories 4. Historical family frameworks 5. Integrated approaches to the nursing of families <p>C. Family structure</p> <ol style="list-style-type: none"> 1. Overview 2. Composition 3. Types 4. Size 5. Marital dissolution 6. Social network 7. Nursing implications | <p><u>Read</u>: Hanson, Chapter 2</p> <p>Think about a patient you have known, apply family concepts to his/her situation.</p> <p>Assess your own family's environment.</p> <p>Read your local newspaper, paying particular attention to the local events and crimes occurring that day. How many of these items are related to symptoms in families? That is, families in which the family unit is unable to meet basic needs.</p> <p><u>Read</u>: Hanson, Chapter 4</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p>Draw a structural-functional model of an ideal family</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|---|--|
| <p>Analyze the relationship between family structure, family function, family process, and health status.</p> <p>Connect sources of, and mechanisms to relieve, role strain.</p> <p>Differentiate between effective and ineffective familial communication.</p> <p>Analyze the relationship between familial power and decision making.</p> <p>Label the coping patterns and methods of dealing with conflict in selected families seen in the clinical setting.</p> | <p>D. Family function</p> <ol style="list-style-type: none"> 1. Overview 2. Family as a social system 3. Function in society 4. Nursing implications <p>E. Family Process</p> <ol style="list-style-type: none"> 1. Overview 2. Roles 3. Communication 4. Power 5. Decision making 6. Marital satisfaction 7. Coping strategies 8. Nursing implications | <p>In a small group, discuss family coping strategies.</p> <p>Identify the family style of one family that you know.</p> <p>Mentally review the families living in your neighborhood. How many of these families are a traditional structure or form? What other forms or structures do you recognize? From your knowledge of any of these families, in what ways does family form or structure affect the family's health.</p> <p>Compare the concepts applicable to functional families to those of a clinical family. In what ways does the family exhibit the ideal?</p> |
| <p>Analyze how nurse and family values interact in nurse-family relationships.</p> | <p>III. Influences on Family Health, Health Care Delivery, and Family Nursing</p> <p>A. Cultural influences in family health nursing</p> <ol style="list-style-type: none"> 1. Culture, values, and family health 2. A cultural perspective regarding care concepts | <p><u>Read:</u> Hanson, chapter 5</p> <p><u>Lecture/Discussion</u></p> <p><u>Case studies</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Understand the meaning of culture and its relationship to health beliefs and practices, family health, and family coping behaviors.</p> <p>Evaluate methods for developing cultural competence in family health nursing practice.</p> <p>Appreciate the importance of incorporating cultural and socioeconomic assessment in the care of families.</p> <p>Compare cultural group differences and their relationship to health behaviors.</p> <p>Gain awareness of the separate influences of culture and social class and the influence of the interaction of these two variables on family health.</p> | <ol style="list-style-type: none"> 3. Culture's relationship to health 4. Cultural pluralism 5. Values clarification 6. Cultural influences 7. Culture, race, and ethnicity 8. Cultural Competence <ol style="list-style-type: none"> a. Developing cultural competence b. Dimensions of cultural competence c. Inhibitors to developing cultural competence 9. Cultural nursing assessment 10. Cultural groups' differences <ol style="list-style-type: none"> a. Communication b. Space c. Social organization d. Time perception e. Environmental control f. Biological variations g. Nutrition 11. Influences on family health <ol style="list-style-type: none"> a. The influence of culture b. The influence of social class | <p>Describe some nursing intervention strategies that can be used to enhance social class sensitivity and competency in the care of culturally and socioeconomically diverse families.</p> <p>Conduct a cultural assessment of a family.</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|---|---|
| <p>Analyze the differences in family health status and health related behaviors of families from different social classes.</p> | <ul style="list-style-type: none"> c. The interaction of culture and social class d. Implications for family nursing practice | |
| <p>Integrate the influence of spirituality and religion on family functioning and the health of family members.</p> <p>Analyze ethical factors that influence family functioning and the health of family members.</p> <p>Identify family rights in today's health care system.</p> <p>Apply ethical principles in family health, including their potential conflicts.</p> | <p>B. Spiritual Influences</p> <ul style="list-style-type: none"> 1. The influence of religion on family health <ul style="list-style-type: none"> a. Religiousness b. Religiosity 2. Spiritual well-being <p>C. Ethical Influences</p> <ul style="list-style-type: none"> 1. Ethical influences 2. Ethical decision making 3. Client's rights and professional responsibilities in family health care <ul style="list-style-type: none"> a. Client's rights b. Societal obligations c. Professional responsibilities 4. Ethical principles in family health <ul style="list-style-type: none"> a. Relationship of ethical rules, principles, and theories b. Application of ethics to family nursing practice. | <p><u>Read: Hanson, Chap. 6</u></p> <p><u>Lecture/Discussion</u></p> <p><u>Case Studies</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| | c. Prioritizing ethical principles | |
| <p>Explore the purpose of family policy and how it affects family health.</p> <p>Relate the effect of changing governmental roles and structures on family health care.</p> <p>Examine the role of the nurse in advocating for social change that supports the family unit.</p> <p>Identify selected laws that affect family health nursing practice, both generally and in specific areas of practice.</p> | <p>D. Political and Legal Influences</p> <ol style="list-style-type: none"> 1. Important Terms in Policy and Politics 2. Governmental role in family health care <ol style="list-style-type: none"> a. Trends and shifts in governmental roles b. Governmental health care functions 3. Organization of Government Agencies <ol style="list-style-type: none"> a. International organizations b. Federal agencies c. State and local government departments d. Social welfare programs 4. The Nurse's Role in the Political Process 5. Private Sector Influence on Regulation and Health Policy 6. Laws Affecting Family-Oriented Nursing Practice <ol style="list-style-type: none"> a. Types of laws b. General family health nursing practice and the law | <p><u>Readings:</u> Hanson, Chapter 6, 16</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Case Studies</u></p> <p>Complete organizational profiles of agencies whose mission is to serve as a resource for families.</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Appreciate the importance of family involvement in each step of the family nursing process.</p> <p>Recognize the importance of the use of interpersonal skills in appraising the health of families.</p> <p>Apply the process of family assessment</p> <p>Compare different models and approaches that can be used for family assessment.</p> <p>Use various tools and methods for assessing the family unit.</p> | <p>IV. APPLICATION OF THERAPEUTIC NURSING INTERVENTIONS TO FAMILIES</p> <p>A. Principles of family care planning</p> <p>B. Family assessment</p> <ol style="list-style-type: none"> 1. Assessing family subsystems 2. Assessing the family as a unit 3. Assessing the family within the environment <p>C. Family assessment models</p> <ol style="list-style-type: none"> 1. The family assessment and intervention model 2. The Friedman family assessment model 3. The Calgary family assessment model 4. Use of ecomaps and genograms | <p><u>Read</u>: Hanson, Chapter 7 and 8</p> <p>Apply a family assessment tool to a family you know.</p> <p>Complete a genogram of your own family for at least three generations.</p> |
| <p>Analyze family assessment data.</p> <p>Demonstrate how priorities are determined in</p> | <p>E. Analyzing family data</p> <ol style="list-style-type: none"> 1. Determining family style 2. Determining family functioning 3. Determining priorities | <p><u>Read</u>: Hanson, chapters 7, 8</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|--|
| <p>family nursing.</p> <p>Formulate appropriate nursing diagnoses for families seen in the clinical setting utilizing both strengths and deficits identified in the health assessment.</p> | <p>F. Determining family diagnoses</p> <ol style="list-style-type: none"> a. Determining family needs b. Determining family strengths | <p>Develop strength statements for a selected family.</p> <p>Develop family nursing diagnoses for selected families.</p> |
| <p>Understand the principles for developing an effective plan for family nursing care.</p> <p>Relate how family style influences planning.</p> <p>Examine the connection between nursing implementation and family need.</p> <p>Identify community resources for the family with potential and/or actual problems.</p> <p>Recognize nursing interventions to assist</p> | <p>G. Developing a plan</p> <ol style="list-style-type: none"> 1. Ownership and decision-making in planning with families 2. Contractual agreement process <p>H. Implementing the family care plan based on family priority need</p> <ol style="list-style-type: none"> 1. Helping the family cope 2. Teaching the family experiencing developmental changes 3. Connecting the family to needed resources and support 4. Coaching the family to change its internal dynamics 5. Helping the family remain healthy within the environment <p>J. Selected family nursing interventions</p> | <p><u>Read</u>: Hanson, Chapters 7, 8</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p>Prepare an implementation plan for a family recognizing their style, level of functioning, and family problem or need.</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>families in promoting, maintaining, or reorganizing health.</p> | <ol style="list-style-type: none"> 1. Anticipatory guidance 2. Values clarification 3. Reframing 4. Offering feedback and emotional support 5. Role modeling | |
| <p>Propose possible outcomes to evaluate family nursing care.</p> <p>Formulate potential research questions based on observations/findings from working with selected families within the community</p> | <p>K. Evaluating family nursing process</p> | <p><u>Read</u>: Hanson, Chapter 9</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> |
| <p>Recognize the characteristics of a family whose members are increased risk.</p> <p>Analyze the various approaches to defining and conceptualizing family health risks.</p> <p>Understand how family environment, family dynamics, and family stress influence family risk.</p> <p>Analyze the major risks to family health.</p> | <p>V. Contemporary Family Health Issues</p> <p>A. Family Health Risks</p> <ol style="list-style-type: none"> 1. Concepts in Family Health Risk <ol style="list-style-type: none"> a. Family health risk appraisal b. Family health risk reduction c. Family crisis d. Family health promotion 2. Major Family Health Risks <ol style="list-style-type: none"> a. Biologic risk b. Social risk c. Economic risk d. Life-style risk | <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Case Studies</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---------------------|
| <p>Identify the various types of risks that families experience as they move from one developmental phase to another.</p> <p>Analyze the interrelationship among individual health risks and increased family health risks.</p> <p>Explain the application of the nursing process for reducing family health risks and promoting family health.</p> <p>Explain variables influencing family health promotion.</p> <p>Identify the health promotion needs commonly experienced by families at various stages of development.</p> <p>Suggest nursing interventions that facilitate family health promotion.</p> | <p>e. Life-event risk</p> <p>3. Examples of families with increased risk for health problems</p> <ul style="list-style-type: none"> a. Families experiencing crises b. Vulnerable families c. Families with negative choices d. Families in poverty e. Families with disturbances in internal dynamics <p>4. Nursing Approaches to family health risk reduction and health promotion</p> <ul style="list-style-type: none"> a. Home visits b. Contracting with families c. Enabling and empowering families d. Using community resources to manage family health risk | |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|--|
| <p>Understand the scope of the problem of substance abuse and dependence.</p> <p>Explain the family health nursing role in assisting persons with substance abuse problems.</p> <p>Examine the effect of substance abuse on the community and on families within the community.</p> | <p>B. Substance Abuse in the Family</p> <ol style="list-style-type: none"> 1. Scope of the problem 2. Definitions 3. The role of the family nurse in primary prevention <ol style="list-style-type: none"> a. Promotion of healthy life styles and resiliency factors b. Drug education c. Healthy People 2010 and substance abuse 4. The role of the family nurse in secondary prevention <ol style="list-style-type: none"> a. Drug testing b. High risk groups c. Codependency and families 5. The role of the family nurse in tertiary prevention <ol style="list-style-type: none"> a. Detoxification b. Addiction treatment d. Smoking cessation programs e. Support groups | <p><u>Lecture</u></p> <p><u>Discussion</u></p> |
| <p>Describe the problem of violence in American families.</p> <p>Discuss at least three factors in communities</p> | <p>C. Violence in the Family</p> <ol style="list-style-type: none"> 1. Social and Community Factors Influencing Violence 2. Violence Against Individuals or Oneself | |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|----------------------------|
| <p>that encourage violence and human abuse.</p> <p>Examine the growing health problem of elder abuse.</p> <p>Analyze the family nurse's role in working with survivors of violence.</p> | <ul style="list-style-type: none"> a. Homicide b. Assault c. Rape d. Suicide <ul style="list-style-type: none"> 3. Family Violence and Abuse 4. Nursing Interventions in the family | |

**WALSH UNIVERSITY
DIVISION OF NURSING**

REGISTERED NURSE-BACCALAUREATE PROGRAM

NURS 340RN: Nursing with Families

OBJECTIVES FOR FAMILY PROJECT

Focus of experience: Application of the nursing process to promote, maintain, or reorganize family health.

Learning Objectives:

1. Appraise the health status, actual and potential needs of a selected family.
2. Identify personal feelings related to working with families in their own homes.
3. Analyze how personal and professional value systems impact on one's own nursing practice in working with selected families in the community.
4. Determine the influence of culture, power, and values on health behaviors of families.
5. Use change strategies to promote health.
6. Integrate data related to cultural background and value systems of families in developing a plan of care for selected families in the community.
7. Identify health promotion, maintenance, or reorganization strategies with families experiencing various states of health.
8. Demonstrate the ability to collaborate with families, and with colleagues when necessary, to coordinate the delivery of health care.
9. Understand the use of a contractual agreement in working with selected families to achieve mutually identified health goals.
10. Identify potential research questions based on clinical observations in working with selected families in the community.
11. Explore the evaluation of health promotion, maintenance, or reorganization strategies used with selected families in the community.

GUIDELINES AND EVALUATION CRITERIA FOR FAMILY HEALTH PROMOTION PROJECT

Directions:

1. Students will select a family willing to participate in the assessment and planning process. This is to be professionally coordinated by the student with the Walsh faculty responsible for the course.
2. The family and student are responsible for determining the time frame in which the agreement will be developed, implemented, and evaluated. The family needs to be informed that they can terminate the agreement at any time.
3. Goals and objectives are to be mutually established by the family and nurse and are to be clearly written/explained in measurable terms which the family can understand.
4. Responsibilities of the family and nurse are to include what will be done and within what time frame.
5. The paper must follow the attached outline.
6. The paper must follow APA style.
7. See Course Schedule for due dates.

FAMILY HEALTH PROMOTION PROJECT

CONTENT OUTLINE

Section I: Assessment

1. Family Constellation, including demographic data for all members of the family: age, gender, marital status, educational status, occupational status, and religious affiliation. The development of a genogram may be helpful.
2. Family culture and value system including,
 - Family's Core Values
 - Family's Health Beliefs and Values
 - Family's Definition of Health and Illness
3. Interaction among family members including all internal family dynamics including
 - Formal and informal role structure
 - Communication patterns
 - Power relationships

4. Family's Enhancement of Individual Development including
5. Family's Coping Effort
6. Home Environment and Lifestyle Patterns, including the neighborhood and larger community
7. Family's Links with the Broader Community including resources and support

Section II: Planning

- A. Identify the family's strengths in relation to the assessment areas.
- B. Identify the family's needs in relation to the assessment areas in the form of nursing diagnoses.
- C. Identify specific goal with measurable criteria reflecting resolution of the health behavior to be changed.

Section III Implementation

- A. Develop a list of possible interventions that could be employed by the nurse to assist the family. Provide rationale specific to the family for the interventions.

Section IV Summary

Provide a summary of the experience and the student learning the project contributed.

**WALSH UNIVERSITY
DIVISION OF NURSING**

REGISTERED NURSE-BACCALAUREATE PROGRAM

NURS 340RN: Nursing with Families

Guidelines for Organization Profile

The organization profile is an oral presentation describing the structure of the community health organization and services provided by two agencies the student visits.

Each of the following areas **must** be addressed in the presentation.

Introduction: type of agency (voluntary, health related, public sector, private sector, international, community-based), including background information about the origination and development. Include why the student chose this particular organization to study.

Organizational structure: include a description of the organizational chart and areas of responsibilities of employees and plans to increase/decrease current structure and why.

Description of services: include a description of services provided and by what disciplines, target populations, geographic service area(s) with demographics. How does the current health care environment influence service? What are the current plans to increase/decrease service and why?

Funding sources: include a brief description of each funding source. Include nursing responsibilities related to reimbursement. How are persons requiring care but without financial coverage handled? How does the current health care environment affect funding?

Philosophy and mission: describe the philosophy and missions statements. Include how these are met via the services provided.

Quality control: describe the quality control mechanisms in place for evaluation. How does the organization evaluate customer service, performance appraisal?

Nursing Leadership: how does the role of nursing provide leadership within and without the organization?

Research: consider and describe one area of practical research that could be developed for or utilized by this organization to provide ongoing information.

The profile due dates are listed on the course calendar.

Please include handouts and other visual presentation strategies.

WALSH UNIVERSITY
Division of Nursing

NURS 340RN: Nursing with Families

Guidelines for Family Research Article

Choose and read a research article pertaining to family.

Write a two page summary of the article. Include:

- What is the general hypothesis, thesis, or theory of this study.
- Who is the author? What makes the author an expert in this field? Or not?
- How was the study conducted? Was it a large or small scale study. How was the data collected?
- What were the results of the study. Did this study support the thesis or not.
- Do you feel this is an effective study, worth doing a larger study that may effect our practice? If you were a family nurse, how would you find interventions and rationale for those interventions?

APA format

Include a copy of the article with your paper

Be prepared to present in class