NU 421 A/685A : Families at Risk: Assessment and Intervention Techniques

Summer Session Hybrid Syllabus

Professor: Suellen Chaplin-Beckett, M.N., A.P.R.N., B.C.

COURSE START DATE: 7/1/2013


ON CAMPUS DATES: 7/8/2013 – 7/12/2013

COURSE END DATE: 8/10/2013

COURSE DESCRIPTION:

This course introduces high risk factors in contemporary American families that can be barriers to families accessing quality health care. Evidenced based assessment and intervention strategies will be explored to guide a more trauma sensitive, holistic practice. Students will apply the nursing process and use therapeutic communication techniques to identify, assess, research, implement and evaluate families’ health care needs and offer “best care” treatments. This course is designed to promote creativity fueled by intellectual curiosity.

All information on this course, including the official course description and any prerequisites, can be found in the GPS Catalog at http://catalog.sjcme.edu/

COURSE PREREQUISITE AND/OR MINIMAL TECHNICAL SKILLS:

Basic computer Skills: Writing word documents and use of the Internet.

Ability to use APA format in written assignments.

Upon completion of this course, you should be able to do the following:

1. Identify stressors that may become barriers to families accessing healthcare.
2. Assess and analyze families’ health care needs from a holistic perspective.
4. Conduct a literature review to discover evidence based practice interventions to improve the health of identified families.
5. Formulate well defined clinical questions and discussions that yield “best care practices.”
6. Demonstrate intellectual curiosity by exploring the possibilities of multiple strengths based interventions.
7. Describe how evidence based practices support the student’s identified population.
8. Develop interventions to offer therapeutic, trauma sensitive care to families with high risk factors.
9. Develop an evidence based project related to improving the student’s family population of choice health care needs. (graduate students only)
10. Use critical thinking skills to evaluate effectiveness of proposed interventions.
11. Develop family genograms and ecomaps.
12. Perform The Calgary Assessment and Intervention Models as well as Motivational Interviewing.

COURSE FORMAT:

This is an accelerated, online 6-week course. You will acquire the skills outlined in the course objectives through the following:

1. Readings from textbooks, journal articles, and Internet sources.
2. Lecture notes
3. Case studies
4. Written essays
5. Active participation in the Dialogue Areas of your ANGEL classroom and hands on classroom activities that highlight course content
6. Power Point presentations

REQUIRED TEXT:


Bassuk, E., Volk, K., and Olivet, J. (2010). A framework for developing Supports and Services for Families

www.familyhomelessness.org/media/92.pdf

http://www.childtrendsdatabank.org/?q=node/221


Practice for health care Practitioner: Lessons from Adult survivors of childhood sexual Abuse.
Ottawa: Public Health Agency of Canada. Retrieved from
www.scribd.com/doc/47355210/Sensitive-Practice-for-Health-Care-Practitioners-Lessons-from-
Adult-Survivors-of-Childhood-Abuse

The National Center on Addiction and Substance Abuse at Columbia University. (2005). Family
Matters: Substance Abuse and the American Family. Retrieved from


If you have any questions regarding your course materials, please contact your academic advisor and/or our book vendor EDMAP. You can reach EDMAP by phone at 1-(800)-274-9104 or website at http://www.edmapbookstore.com/storefront/index/STJSP

Learning activities are designed to assist the student in mastery of course content. Many assignments are described in the syllabus and may be changed at the discretion of the professor in the best interest of the student.

**COURSE SCHEDULE**

Week 1: Online

1. Comprehensive Family assessment
   - The Calgary Family assessment Model

2. Required Readings
   - Wright and Leahey – pages 53-95 and 126-143

3. Assignments
   - Written Assignment:
     Using the information from the readings and critical thinking skills create a genogram and ecomap of your own family. This assignment should include a 2-3 typed page paper using APA format explaining your assessment according to the Calgary Family Assessment Model guidelines.
   - Discussion Posting:
     Write an introductory posting on the Angel discussion board. Perhaps you would like to share where you are from, your nursing experience, practice setting and career goals. Discuss what high risk factors you observe in the families you currently work with. This and all future postings should be in the 100 word range.

   NOTE: Please also respond thoughtfully to two other student’s postings this week and for each online week to deepen the discussion.

   This written assignment and all discussion postings are due on Sunday, July 7th.

   Please read the syllabus prior to coming to campus.
**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

### Week 2, Day 1: On Campus

1. Introductions, Course Overview, Getting Started With Communication Techniques
   - Responsible, Assertive Caring Communication in Nursing
   - Therapeutic Nurse/Client Relationship
     - Mutual Problem Solving
     - Communication and Culture

2. Required Readings

3. Assignments
   - Case study discussion
   - Discussion on what health means
   - Small group culture activity
   - Self-assessment communication tool
   - Journaling

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

### Week 2, Day 2: On Campus

1. Building Therapeutic Nurse/ Client Relationship
   - Warmth
   - Respect
   - Genuineness
   - Empathy
Self-disclosure

2. Required Readings

3. Assignments
   - Role plays – Respect, Warmth and Self-disclosure
   - Expressive arts activity on genuineness
   - Communication games

NOTE: Bring something humorous to class tomorrow – story, joke or cartoon.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**Week 2, Day 3: On Campus**

1. Building Relationships Continued
2. Motivational Interviewing – Collaborative Venture between nurse and client aimed at change
3. Mindfulness Cognitive Behavioral Approach

   Spirituality
   - Humor
   - Art of asking questions

2. Required Readings
   - Motivational Interviewing and DBT power points in Angel

3. Assignments
   - Discussion on how we individually experience the sacred
   - Expressive arts activity on spirituality
   - An opportunity to practice Motivational Interviewing and a Spiritual Assessment
   - Exploration of humor and what makes us laugh
Week 2, Day 4: On Campus

1. Building Confidence
   - Feedback
   - Relaxation
   - Imagery
   - Positive Self-talk
   - Emotional Intelligence

2. Required Readings

3. Assignments
   - Sharing Feedback stories
   - Experiencing Relaxation/ Stress Reduction Techniques
   - Self-reflection on Emotional Intelligence
   - Development of a guided meditation
   - Write own affirmations

Week 2, Day 5: On Campus

1. Meeting Challenges and Moving on to Intervention
2. Communicating assertively and responsibly with distressed clients
3. Communicating assertively and responsibly with aggressive clients
4. Communicating assertively and responsibly with unpopular clients
5. Discussion on Calgary Family Intervention Model
6. Discussion on providing trauma sensitive care
7. Discussion on survivors of Abuse

2. Required Readings

Riley – pages 273 – 286, 288- 305 and 307 – 311

Wright and Leahey – pages 152 -174, 187 – 191, 251 -261 and 283 – 305

Schacter – pages 1-24, 51 -56, 71, 75 and 107 -109

3. Assignments

Role Play with challenging client activity

“What do you Think” game

Expressive art activity

Self-Reflection journal activity

Coordinate with fellow students which country’s health care you would like to research for Week 5’s discussion posting

**PLEASE NOTE:** All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or [http://www.sjcme.edu/gps/assignments](http://www.sjcme.edu/gps/assignments).

**Week 3: Online**

1. Substance Abuse and The American family

   • Explore all the high risk factors associated with chemical abuse in families

2. Required Readings

   The National Center on Addiction and Substance Abuse at Columbia University –pages 1-21

3. Assignments

   Written Assignment:

   Select 3 high risk factors that you discovered from the reading of families that have a member that abuses chemicals. Conduct a literature review that includes 2 peer-reviewed articles and 2 credible health related websites relating to your topics. Give a summary of the information presented in the articles, key points you found interesting and any recommended
interventions. This APA format paper should be 3-4 pages, including an additional reference page with links to the websites.

Discussion Posting:

Write a concise 3-4 paragraph posting that describes what high risk factors you have observed in the family population you work with and what interventions have worked or not worked. If you don’t work with families use a case study for this assignment.

Remember to read and respond thoughtfully to 2 other student’s postings.

Due; Sunday, July 21.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments .

Week 4: Online

1. Children in Poverty
2. Single Mother Families
3. Homelessness

2. Required Readings

Child Trends – Article

Bassuk –pages 34 – 40

Mather – pages 1- 4

3. Assignments

Conduct a literature review on one of the three assigned topics that includes 2 peer reviewed articles and 3 credible health related websites. Your assignment is to be creative and develop a health promotion activity (brochure, game, hand-out, etc.) that is trauma sensitive and “meets the family where they are at.” The goal is to bring your chosen family population to a higher level of health.

This 3-4 page APA format paper should include:

A detailed description or a model of the activity

Rationale for the benefits of the activity for your chosen family population

How you might implement this activity
What you think might be some challenges in implementing this activity

References

Discussion Posing Assignment:

Write a concise 3-4 paragraph discussion describing successful and unsuccessful health promotion activities in your organization or community. Use your critical thinking skills to analyze what factors supported and what factors were detrimental to clients benefitting from the education. If you are not aware of any projects, interview someone in your organization or community such as a health educator.

Remember to read 2 other student’s postings and respond thoughtfully.

Due: Sunday, July 28

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 5: Online

1. Problems with Health Care Access
   • No health care coverage
   • Under insured Americans

2. Required Readings
   Gallup Poll – Article
   American Medical News - Article

3. Assignments

Written Assignment:

Conduct a literature review on access to healthcare that includes 3 credible sources. Use your critical thinking skills to analyze barriers to healthcare access in America and propose possible solutions. You may use a healthcare system from another country if you feel it would be viable in America after thoroughly researching it.

Write a 3 – 5 page APA format paper describing this process. Remember to include references.
Discussion Posting Assignment:

Research a healthcare system from another country and write a 3-4 paragraph discussion highlighting the important components. Be sure to coordinate with other students in the class so each student describes a different healthcare system.

Remember to read 2 other student’s posting and respond thoughtfully.

Due: Sunday, August 4th.

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

Week 6: Online

1. High Risk factors in the Families’ in your Community
   • Bachelor Level students will interview community leaders and write a paper
   • Master’s level students will complete their final Community project using the Nursing Process

2. Required Readings
   • Independent research on topic chosen

3. Assignments
   
   Written Assignment:

   Bachelor level students: Complete steps 1 -3 and write a 3-4 page APA format paper on the highlights and process.

   Master’s level students: Complete all steps and write a 6 -8 page APA format paper thoroughly describing all required aspects.

   1. Choose 1 population: Your family or your family community however you define it (example – clients at the pre-natal clinic you work at)
   2. Formulate assessment outline or questions (depending on your population. Remember to not be looking at the questions as you interview your client/s).
   3. Assess your population for high risk factors. Interview 2 family members or 2 clients or leaders in the family community you chose.
   4. Choose an issue the family or leaders are motivated to work on.
   5. Critique your assessment and interview technique.
6. Develop an intervention with black and white measurable goals so you would be able to easily evaluate them if you were able to implement your intervention.

7. Analyze the pros and cons of your proposed intervention.

Discussion Posting:

Write a 3 -4 concise paragraph discussion on your reflections on what has been the most challenging aspect of assessing families or developing “best care” interventions and how you have become more skilled at these activities.

Remember to give thoughtful feedback to 2 other students about their class participation and how their thinking had deepened your understanding of course content.

Due: Saturday, August 10

PLEASE NOTE: All graded assignments for this Week should be grouped together and submitted using the Assignment Submission form accessed from your course homepage or http://www.sjcme.edu/gps/assignments.

GRADING BREAKDOWN:

Bachelors level students:

Class participation – 30 %

Discussion Board – 20 %

Week 1, 3, 4, 5 and 6 papers@ 10 % each = 50 %

Masters level students:

Class Participation – 26%

Discussion Board – 20%

Week 1, 3, 4 and 5 papers@ 6% each = 24%

Week 6 Final Paper – 30 %

TOTAL 100%
Score  Discussion Grading Criteria

A  Responses are on topic, original, and contribute to the quality of the discussion.
Responses make frequent, informed references to unit material.
Responses are clearly written.
Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom.
Two or more thoughtful responses per discussion question to classmates that advance the discussion.

B  Responses are on topic, largely original, and contribute to the quality of the discussion.
Responses make some informed references to unit material.
Responses are generally clearly written.
Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom.
One response per discussion question to a classmate that is thoughtful and advances the discussion.

C  Responses are on topic, but they lack originality and lack a significant contribution to the quality of the discussion.
Responses make vague or summary references to unit material.
Responses have several mechanical or stylistic errors.
Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom.
Response(s) to others does not advance the discussion.

D  Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion.
Responses make little or no references to unit material.
Responses have several mechanical or stylistic errors.
Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom.

No responses to classmates.

If there are two questions, student did not respond to one.

Written Assignment

Grade  Content, Focus, Use of Text/Research Analysis and Critical Thinking Writing Style, Grammar, APA Format

      50%  30%  20%

A   Response successfully answers the assignment question(s); thoroughly uses the text and other literature. Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation). Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned.

B   Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature. Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis). Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned.

C   Response answers the assignment question(s) with some digression; sufficiently uses the text and other literature. Response exhibits limited higher-order critical thinking and analysis (e.g., application of information). Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.

D   Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature. Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension. Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned.

COURSE GUIDELINES:

Active participation in both the online and classroom activities is essential for a rewarding and positive experience.
All written assignments should follow APA style guidelines. Please feel reassured that what you write (your thoughts and ideas) is what I value most of all.

This is an accelerated course and we have a lot to cover in a short amount of time. It will be important that all assigned work be completed on time. I would suggest plotting out due dates for assignments on a calendar, at the start, so that you can make a schedule for accomplishing your work within the context of your busy lives. If an emergency prevents you from being able to turn your assignments in on time, please contact me as soon as you know about the potential delay to negotiate an alternative submission date.

Work that is submitted late without negotiation may be marked down a grade.

It is also highly recommended that do any of the readings ahead of schedule as the reading is substantial to cover the depth of the topic areas.

Please read the syllabus before you come to campus.

Please email me anytime you have questions or concerns. I enjoy hearing from you, so please don’t feel you are bothering me or that your questions might seem “silly” in any way. I am here to support you in any way that I can.

I look forward to working with you in this course.

COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found on the Resources/Policy section of the course homepage. On this page, you will find vital information, including the following:

• Current Student Handbook, outlining course-specific policies
• Access to support resources, including advising and online tutorial services
• Student Success Guides

SUBMITTING ASSIGNMENTS

As you complete each assignment in one Week, add each assignment on a new page to your word processing document. Complete and submit all the assignments for each Week in a single word processing document.

For instructions on how to submit your assignments, you can find an icon in your course called “Submit an Assignment” or by clicking on the following link and fill out the Assignment Submission Form: http://www.sjcme.edu/gps/assignments.
**How Do I Access Disabilities Services?**

Anyone who would like information or needs access to accommodations or services related to disabilities should contact the college’s Accommodations Office. Please contact your Academic Advisor or refer to the Student Handbook for more information.

This course was developed by Saint Joseph’s College for the exclusive use of students enrolled in the College’s Division of Graduate and Professional Studies.

Copyright © 2013 by Saint Joseph’s College Online