I. GENERAL INFORMATION

Course Title : Family and Community Care  
Number and Code : NURS 4180  
Credits : 4 Credits  
Academic Term :  
Professor :  
Office Hours :  
Office Telephone : (787) 250-1912, X-2202  
Email : 

II. DESCRIPTION

Analysis of selected theories and concepts that facilitate the study of the family as integral part of the community as client. Includes the review of principles and concepts of epidemiology, biostatistics, and demography of public health. Discussion of the nursing process for family and community care with emphasis on health promotion and wellness. Ethical-legal, humanistic and research concepts.

III. TERMINAL OBJECTIVES

By the end of the course the students will…

1. Analyze the theories and concepts that facilitate the study of the family, vulnerable populations, and community as client.
2. Utilize the principles and concepts of epidemiology, biostatistics, demography and public health to study vulnerable populations in order to implement safety and effective interventions to prevent disease and maintain health.
3. Apply the nursing process along with clinical judgment in making decisions about how to care family, and vulnerable populations using safe, effective, efficient, timely and equitable direct and indirect nursing interventions.
4. Offer care that incorporates safety guidelines, critical thinking skills, communication process and evidence base knowledge to family, older adult and vulnerable populations in non-traditional setting with emphasis on health promotion and wellness.
5. Demonstrates competency in the application of patient safety guidelines, therapeutic evidence-based findings, information technology skills, cultural competence, health promotion and protection, and health literacy on family and community health nursing practice.

6. Use a decision-making process with and for family/community clients that incorporates ethical-legal, cultural/spiritual, humanistic, research and leadership-management principles.

IV. CONTENT

UNIT I

A. Concepts and theories/models that facilitate the humanistic study of the family and the community.

1. Concepts
   a. Family/, Family As Client/ Family Health/ Family Nursing
   b. Community
   c. Epidemiology: Triad- Agent, Host, Environment
   d. Biostatistics
   e. Demography
   f. Public Health
   g. Community as client
   h. Community Health Nursing/ Public Health Nursing and evolution
      i. Population
      j. Aggregate/groups
      k. Vulnerability
      l. Risk/ Risk factors
   m. Communicable Disease Terminology
   n. Environmental Health Terminology

2. Theories/Models and frameworks in the Humanistic Intervention with the family.
   a. Structural-Functional Framework
   b. Interactional Framework
   c. Developmental Framework
   d. Systems
   e. Functional Health Patterns Framework

3. Theories/Models and frameworks in the humanistic intervention with the Community
   a. Environment Theory- Nightingale
   b. Self Care- Orem
   c. Health Promotion- Pender
   d. Systems
   e. Functional Health Patterns- Gordon

UNIT II

Application of Nursing Process to Family as Client

A. Family and older adults
   1. Home visit
      a. Definition
b. Purpose and focus
c. Advantages & disadvantages
d. Reasons for the home visit
e. Phases and activities
f. Safety: Infection control in the home & personal safety (PSG)
g. Ethical principles
h. Sensitive Issues during interview process (Humanistic care)

2. Family Health Assessment: Subjective and Objective
a. Theoretical bases
   1. Universal characteristics
   2. Family culture
   3. Family structure
   4. Family functions
   5. Family life cycle
   6. Family strengths
   7. Characteristics of Healthy Families
   8. Family as social system
   9. Family health practice guidelines
b. Methods, tools and sources (Communication, Informatic)
   1. Guideline for family health assessment
   2. Genogram including pets
   3. Culturagram and etnotherapy guide
   4. Family interaction map
   5. Ecomap
   6. Social Support Map
   7. Family Apgar score
   8. Level of Functioning- Antilla Tapia
   9. Cultural Assessment Guide
  10. Environmental Assessment Checklist
  11. Safety and Security Home checklist
  12. Physical Examination
c. Data collection categories (12 major assessment categories)
   1. Family demography
   2. Physical environment
   3. Psychological and spiritual environment
   4. Family structure/roles
   5. Family functions
   6. Values and Beliefs
   7. Communication patterns
   8. Decision-making patterns
   9. Problem-solving patterns
  10. Family coping patterns
  11. Family Health Behaviors
  12. Social and cultural patterns
3. Analysis process: Evidence-base inferences
   a. Risks
   b. Needs and Family health related problems
   c. Therapeutic evidence-base findings
   d. Research findings
   e. Other methods
4. Nursing diagnoses: NANDA/Carpenito
   a. Wellness and deficit diagnoses
5. Planning with the family
   a. Principles of family care planning
   b. Priorities
   c. NOC
6. Implementation with the family
   a. Four types of interventions
   b. NIC
      1. Health Teaching/Education-5510 (Education)
      2. Referrals- 8100
      3. Contracting With Families-4420
      4. Case Management-7320
      5. Documentation-7920
      6. Anticipatory Guidance-5210
      7. Culture Brokerage-7330
      8. Family Integrity Promotion-7100
     10. Health Literacy Enhancement-5515 (Health Literacy)
     11. Infection Control-6540
     12. Home Maintenance Assistance-7180
     13. Health Care Information Exchange-7960
     14. Counseling-5240
7. Evaluation with the family
   a. Purpose
   b. Types
   c. Effectiveness of interventions (Leavitt)

UNIT 111

Application of Nursing Process to Community as Client

   A. Community: Aggregates/groups at risk and vulnerable populations
      1. Theoretical Bases
         a. Principles of public health nursing
         b. Types of communities
         c. Functions
         d. Components
         e. Characteristics of a healthy community
         f. Cultural diversity (Cultural competency)
2. Community Assessment:
   a. Types
   b. Methods and sources of information
   c. Profile: Community or vulnerable populations
   d. Contemporary problems

3. Data Analysis
   a. The analysis process
      1. Organization of data
      2. Guidelines
      3. Apply theories, Models, Norms, Standards,
      4. Research and Evidence-Base findings *(Research and evidence-Base)*

4. Community Diagnosis
   a. Process
   b. **Wellness** diagnosis
   c. Deficit diagnosis
   d. NANDA/Carpenito

5. Planning for community health
   a. Purposes
   b. Setting Priorities
   c. NOC

6. Implementation
   a. Preparation
   b. NIC
      1. Communicable Disease Management-8820
      2. Abuse Protection Support Elder-6404 *(Elder client)*
      3. Community Disaster Preparedness-8840
      4. Environment Management: Community-6484
      5. Health Screening-6520
      6. Environmental Management: Safety-6486
      7. Immunization/Vaccination Management-6530
      8. Patients Rights Protection-7460 *(Ethical issue)*
   c. Activities or Actions

7. Evaluation
   a. Purpose
   b. Types of evaluations

V. TEACHING- LEARNING ACTIVITIES

A. Conference or Lecture
B. Cooperative, collaborative group work (Team STEPPS)
C. Special assignments and written exercises
D. Case studies(Critical Thinking)
E. Group discussion
F. Web sites (Informatics and Technology)  
G. Electronic communication  
H. Pre and Post short tests  
I. Self-assessment activities  
J. Reflections: clarify the meaning of past or present experience  
K. Periphereals (printers, CD, DVD)  

VI. EVALUATION

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<td>Final Exam</td>
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VII. SPECIAL NOTES

1. Waiting Time Limits

The time to expect for a professor is 10 (ten) minutes per hour of class. Student who do not wait this time and go although the professor has been reported that it will come later, the class schedule will be restored at a different time from the one already stipulated for the class. If the teacher is absent, the missed day will be restored at the same schedule already stipulated for the class. Students who were waiting for the professor should take attendance list after ten minutes (time required) and will delivered it to the Secretary, School of Nursing. This responds to institutional norms.

2. Ancillary Services or Special Assistance

All students who requires ancillary services or special assistance should apply at the beginning of the course or as soon as they acquire the knowledge of the needs. Students should register at the Professional Counseling Office, with Mr. José Rodríguez located in the University Orientation Program.

3. Dishonesty, Fraud, and Plagiarism

Dishonesty, fraud, and plagiarism. The dishonesty, fraud plagiarism and any other inappropriate behavior with relation to the academic work constitute infringements greater sanctioned by students of general regulation. Offences increased as provided for in the general regulation of students can result in the suspension of the University for a year or permanent expulsion of the University, among other penalties defined time.

4. Use of Electronic Devices:

Cell phones and other devices that could disrupt the processes of teaching and learning or alter the environment conducive to academic excellence will be disabled. Pressing situations will be addressed as appropriate. The management of electronic devices to access, store, or send data during assessments or examinations shall be prohibited.
5. Disciplinary Offences:

Disciplinary offences: disturbance of the peace and tranquility in the classroom or at any place of the academic unit with shouts, violent or offensive conduct, threat, censure, dispute, challenges, provocation and other acts. (Interruption or disturb)

6. Rights and Responsibilities of the Student: The Classroom Norms

You must comply with the policies, procedures and norms established by the Student General Regulations document, The General Catalogue, Norms from the school of nursing and others approved by the team-teaching professors of each course. The course assignments, projects and tasks must be submitted at the specific dates established by the professors. If you have some doubt about how to do it, make an appointment with the professor, on time, to clarify your doubts, to give some feedback and to be addressed, to submit your task within the specific date.

7. Punishable Behavior and Fair Procedure:

Assigned homework, projects, guides, etc. Related to the course are regulated by student manual, chapter V: punishable behavior and fair procedure.

8. Financial Aids from Veterans Program:

Students who receive financial aid from veterans program shall be notified to the professor as soon as possible. The teacher must submit a periodic report of your attendance and academic performance Appraisal to the Veterans Program.

VIII. RESOURCES

Text Book


Reference Books


Electronic resources:

American Public health association (APHA);
http://www.apha.org

Center for disease control and prevention (CDC)
http://www.cdc.gov

National Institutes of Health (NIH):
http://os.dhhs.gov

U.S. Department of Health and Human Services
http://os.dhhs.gov

World Health Organization
http://www.who.ch

Center for International Health Information
http://www/cihi.com

Office for Disease Prevention
http://www.odphp.osophs.dhhs.gov

Health Literacy Initiative (NIH):
http://www.nih.gov/icd/od/ocpl/resorces/improvinghealthliteracyl.htm

National Center for Health Education:
http://www.nche.org/
Cultural Competence Compendium:
http://www.ama-aassn.org

Culture and Diversity:
http://www.amsa.org

National Institute of Nursing research:
http://www.nih.gov/ninr

Online Journal of Nursing Informatics:
http://www.eaa-knowledge.com/ojni/

National Center for Health Statistics:
http://www.cdc.gov/nchs
IX. BIBLIOGRAPHY


Prof. Eileen Mateo Roman & team-teaching professors
April 11/2010
Revision 6/21/2010