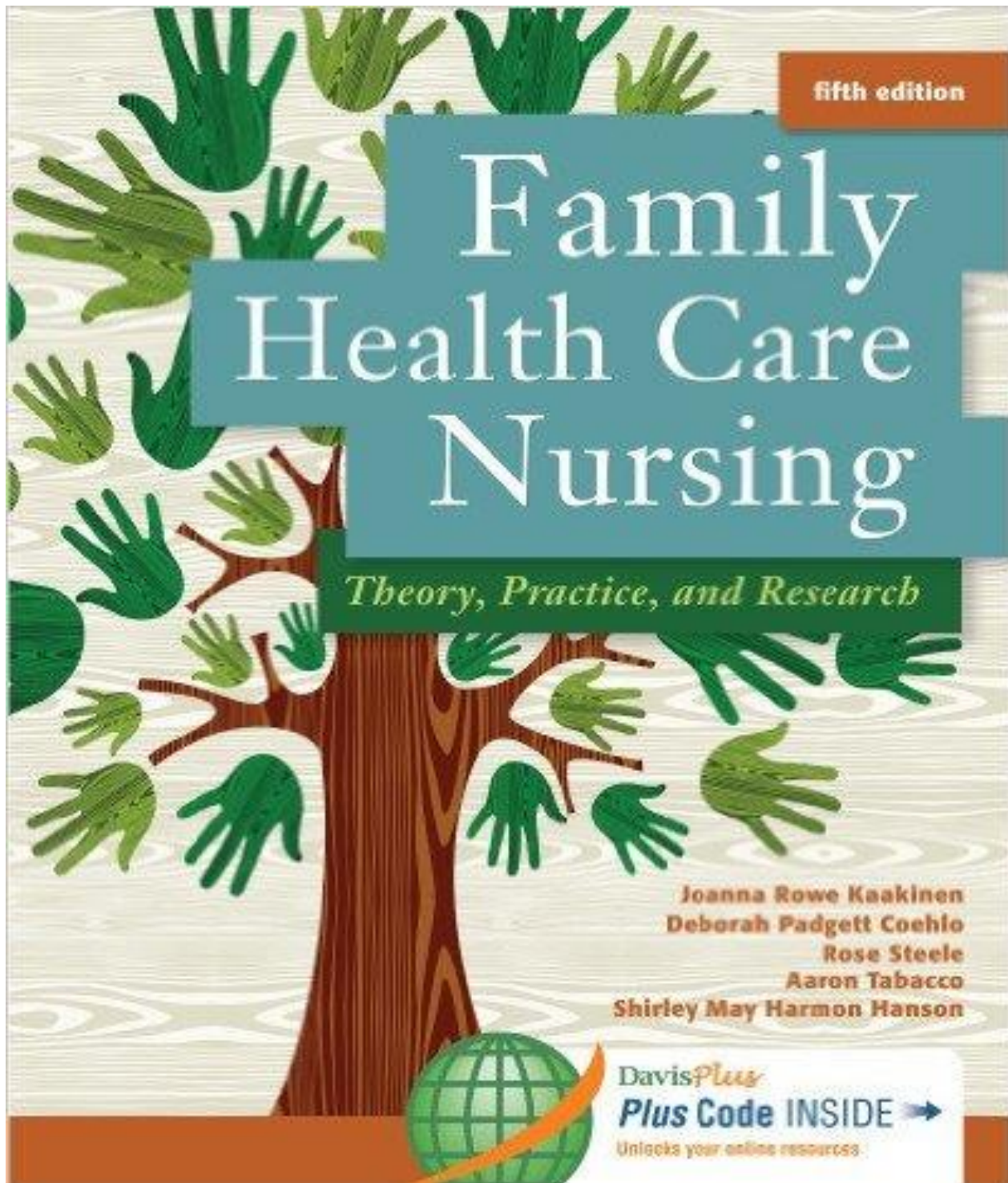


**Instructor's Guide for Family Health Care Nursing: Theory, Practice, and Research by
Rowe Kaakinen, 5th edition**



Introduction to the Instructor's Guide

Author: Deborah Padgett Coehlo, PhD, RN

Contributors: Diane Bauer, MS, RN; Kari Firestone, RN, MSN; Kathleen Bell, RN, MSN, CNM,

AHN-BC; Jane Palmieri, MSN, RN

This instructor's guide is designed to provide strategies for teaching family nursing to undergraduate and graduate nursing students, and to already practicing professional nurses who are learning to be more family focused in their nursing care. The editors of this textbook and instructor's guide believe that the best nurses are those who expand their scientific knowledge through creative and reflective thought, behavior, and experiences using evidence-based practices. The authors of the *Family Health Care Nursing: Theory, Practice and Research*, fifth edition, *Instructor's Guide* utilize the University of British Columbia (UBC) model of teaching (Thorne, Chillings, Ellis, & Perry, 1992), which incorporates activities for understanding, reflection, behavioral experiences, and growth throughout this manual. This UBC model, originally designed for nursing care of individuals, has been adapted for the instructor's guide to be applied to families, recognizing the uniqueness of each individual family and the nursing role in providing care during critical periods in the family life cycle. Family nurses' many roles assist families in strengthening their abilities, enhancing protective strategies, sustaining strengths, and developing positive coping strategies through therapeutic communication and holistic care. By helping nursing faculty teach and guide undergraduate and graduate nursing students, as well as practicing professional nurses, to explore individual and family meanings attached to health events, the fifth edition textbook and instructor's guide can help shape ideas, develop trust, and nurture therapeutic relationships between the health care system and families.

Five primary theoretical approaches are introduced and used throughout *Family Health Care Nursing: Theory, Practice and Research*, fifth edition: family systems theory, family life cycle theory, family health and illness cycle model, bioecological theory, and family assessment and intervention model. These five theoretical approaches are applied to several case studies within the text, to help nursing faculty demonstrate clinical applicability of critical concepts.

The instructor's guide is written to be adaptable into a wide range of curricular frameworks, which include family nursing, such as stand-alone family nursing courses, and family nursing concepts and theory as integrated within other nursing courses. In the textbook foreword, you will note that the fifth edition of this text can be used to teach several levels of nursing students (undergraduate or graduate), as well as practicing or graduate nurses.

Each chapter in the instructor's guide is similarly organized according to the following components:

- Introductory paragraph summarizing the contents of the chapter
- Critical Concepts
- Review of Key Terms
- Quiz and Exam Questions (most chapters)
- Reflection Questions
- Student Learning Activities
- Case Study (or multiple case studies) and Discussion Questions (most chapters)

Additionally, there are a number of appendices for the instructor's convenience:

- **Appendix A** in the textbook contains the complete Family Stressor-Strength Inventory (FS³I) tool and directions for administration and scoring.

- **Appendix B** in the textbook contains the Freidman Family Assessment Model (short form)
- **Appendix C** included in this instructor's guide contains a versatile assignment for each chapter designed as a student learning activity that can be used in multiple settings.
- **Appendix D** included in this instructor's guide is a media resource appendix that includes both classic and current book and movie titles that instructors can use creatively throughout the course to facilitate learning, as well as useful internet resources that instructors can use across chapters or units in the text. Most of these sites adhere closely to evidence-based practice, and the editors intend inclusion to help students and nurses understand the difference between information gleaned from popular media and evidence-based professional information to support their practice.

Instructors using this guide are encouraged to read the chapters in the text of *Family Health Care Nursing: Theory, Practice and Research*, fifth edition, before using the teaching strategies described herein. A skeleton PowerPoint presentation has been created for each chapter in the text and can be found on the F.A. Davis Web site connected to the fifth edition textbook. The editors strongly recommend that faculty modify and personalize the PowerPoint presentations to flesh them out and adapt them to fit both your personal teaching styles and your students' needs.

PowerPoints are organized according to the following components:

- Introduction

- Chapter content highlights (in the order the text covers content, with some notes for the instructor)
- Discussion Questions
- Activity (some are classroom activities)
- Assignment (slide is left blank to add your own—e.g., student learning activity contained on the text Web site)
- Case Study Introduction of Family Members
- Case Study Reflection Questions
- Critical Concepts

The suggested student learning activities target a range of learning, from preoperational cognitive knowledge (i.e., quiz questions and definitions of terms) to higher-level formal cognitive understanding (i.e., analysis and critique of case studies and other readings, and synthesis of concepts into broadening topics from an individual family perspective to a global application). Each chapter is designed to provide faculty many options to accommodate both individual learner needs and different systems of learning. The editors also highly recommend that faculty choose at least one of the following overarching student learning activities for inclusion in the course as it unfolds. This choice is best made at the very beginning of the course.

1. Before any formal content is covered in the course, have students write down and then discuss their own definition of *family*. Have students save this definition until the end of the course, and then ask them to redefine family, considering what they have learned—and to reflect on and compare their initial definition and final definitions.
2. *Consider one's own family.* As a starting point and at various points through the course, students should be asked to think about whom they consider family *members*. Ask

students to make a list of who and what they consider a family member (pets and inanimate objects included) and furthermore, to specify why each member qualifies for the designation. This ongoing assignment can inform a discussion of family functions and roles later in the course content.

3. *The One-Question Question.* For those who are assigned in a clinical setting while family instructors are teaching nursing content, it is very informative to have students keep a journal of their clients' responses to the "one-question question." (Wright and Leahy (2005) coined the one-question question: "If there was one thing I could do for you and your family today, what would it be?") Instruct students to ask this same question of a client or family they encounter every day they are in a clinical setting (whether inpatient, outpatient, or community) and to journal reflectively about the situation and circumstances surrounding the request along with the family or client's answers. The journal should focus on how the answer changed or influenced the student's care for the family that day. This assignment is truly magical in its power to illustrate that nurses do not necessarily always know a family's own assessment of their needs.

The editors of *Family Health Care Nursing: Theory, Practice and Research*, fifth edition, and the authors of its accompanying instructor's guide have provided a state-of-the-art, comprehensive instructional package that supports individual faculty teaching styles, helps students develop critical thinking, and fosters unique dialogues between instructors and students, between students and families, and among students themselves, encouraging rigorous conceptual reflections. It is our hope that such educational opportunities will help students and nurses value the nursing of families and family health promotion.

Chapter 1

Family Health Care Nursing: An Introduction

This chapter provides an introduction to and broad overview of family health care nursing, explaining why this information is important to nurses who care for today's families. Family nursing is a scientific discipline based in theory, and Chapter 1 introduces theoretical concepts important to the nurse's understanding of how to care for groups. It also provides definitions of family, family health, family health care nursing, and traits healthy families exhibit. It describes the evolution in the past few decades of family nursing as its own specialty as well as the many roles for nurses within this discipline. The concepts of family structure, function, and process are reviewed, as are family roles. Chapter 1 emphasizes both the historical and evolving value of family as a basic unit of human society and as a unit of analysis. It approaches health and illness as family events, with changes in the individual affecting the entire family's functioning. This chapter lays the foundational knowledge of the nature of interventions in family nursing.

Critical Concepts

- Family health care nursing is an art and a science that has evolved as a way of thinking about and working with families.
- Family nursing is a scientific discipline based in theory.
- Health and illness are family events.
- The term *family* is defined in many ways, but the most salient definition is, *The family is who the members say it is.*
- An individual's health (on the wellness–illness continuum) affects the entire family's functioning, and in turn, the family's ability to function affects each member's health.
- Family health care nursing knowledge and skills are important for nurses who practice in