



## MASTER COURSE OUTLINE

### A. NURS 2410 Family Nursing

### B. COURSE DESCRIPTION:

This course introduces principles of professional nursing care for individuals within the growing family. Nursing care of family members is explored as it relates to safe, quality care, human flourishing, personal and professional growth, teamwork, nursing judgment, caring, professional identity, scope of practice, and spirit of inquiry. Examination of psychosocial experiences, holism, basic communication, family structure and function, normal and abnormal conditions of pregnancy, health and illness states of children, and the impact of the community on the family is used to formulate rationales for safe care practices that promote the well-being of the individuals and family. Special emphasis is given to the developing family, parents, the pregnant woman, newborns, and children from birth to 18 years. Lab experiences will be both on and off campus.

Prerequisites: NURS 1440, NURS 1450, and NURS 1460. Co-requisites: NURS 2400.  
**(3 Cr – 2 lect, 1 lab)** (Lecture hours/week: 2; Off campus lab hours/semester: 48)

### C. \*Core Theme: Critical Thinking

### D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

### E. MAJOR CONTENT AREAS:

- Family structures, functions, and dynamics
- Cultural factors and beliefs related to reproduction and family health
- Contraception
- Genetics, conception, and fetal development
- Infertility and abortion issues in relation to pregnancy and family health
- Nursing care of the childbearing family
- Complications associated with antepartum, intrapartum, and postpartum periods

- Nursing care of the newborn including physiological adaptations of the newborn
- Complications in the newborn
- Transition to parenthood and family life
- Developmental stages (biological, psychosocial, cognitive, and social) from birth to adulthood
- Children’s reaction to illness and hospitalization
- Common pediatric disorders including respiratory, gastrointestinal, cardiovascular, hematologic, genitourinary, and musculoskeletal systems.
- Identification and nursing care of the abused/neglected child

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>*Critical Thinking</u>	interpret the logical connections among facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	<ol style="list-style-type: none"> <li>gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.</li> </ol>
<u>CS</u>	provide safe care that is culturally and developmentally appropriate and is centered on building and sustaining positive healthful relationships with individuals, families, groups and communities.	<ol style="list-style-type: none"> <li>identify developmentally appropriate care based on principles of growth and development of children and families.</li> <li>demonstrate safe, culturally appropriate nursing care when working with families.</li> <li>demonstrate principles of effective relationship building with women, families, and children.</li> </ol>
<u>CS</u>	practice within a legal, ethical, and professional scope of practice that is guided by the accepted standards of practice.	<ol style="list-style-type: none"> <li>differentiate between the professional and licensed practical nursing roles and scope of practice in the care of obstetric and pediatric patients and families.</li> </ol>
<u>CS</u>	promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the healthcare team.	<ol style="list-style-type: none"> <li>promote human dignity, integrity, self-determination, and personal growth of the members of child-bearing and child-rearing families.</li> </ol>
<u>CS</u>	provide a rationale for judgements used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.	<ol style="list-style-type: none"> <li>recognize the influence of the family culture and environment on pregnancy, childbirth, childhood, growth, development, and health care.</li> <li>identify elements of safe, quality care for families.</li> <li>formulate beginning rationales for care that promotes health for women, infants, children, and families.</li> </ol>
<u>CS</u>	assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the	<ol style="list-style-type: none"> <li>explore and reflect on personal experiences in maternal-child health clinical settings looking at patient</li> </ol>

	healthcare team.	care delivery and interaction within the healthcare team.
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G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodation should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code O, J/Class Maximum 32,10; Letter Grade

Revision date: 09/17/19; 02/06/24

AASC Approval date: 10/22/19; 02/20/24

\*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

\*\*These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland’s MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

<b>*Riverland Community College Core Themes</b>	<b>MnTC Goal Number</b>
Critical Thinking (CT)	<b>2</b>
Human Diversity (HD)	<b>7</b>
Global Perspective (GP)	<b>8</b>
Ethical and Civic Responsibility (EC)	<b>9</b>
People and the Environment (PE)	<b>10</b>

<b>**Riverland Community College Discipline Areas</b>	<b>MnTC Goal Number</b>
Communication (CM)	<b>1</b>
Natural Sciences (NS)	<b>3</b>
Mathematics/Logical Reasoning (MA)	<b>4</b>
History and the Social & Behavioral Sciences (SS)	<b>5</b>
Humanities and Fine Arts (HU)	<b>6</b>

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