Collaborative Bachelor of Science in Nursing Program

(University of Windsor, Lambton College, St. Clair College)

Windsor Site

11-63-371

Families Experiencing Crises

Fall Semester 2007
Mondays 2:30 to 5:30 PM
Toldo Health Education Centre Room 100

Professor: Dr. Lorna de Witt RN, PhD
Site: University of Windsor
Office: 304 HEC
Phone #: 253-3000 ext 2286
E-Mail: ladewitt@uwindsor.ca
Office hours: Mondays 10 AM-12 noon
CLEW Chat Room: Wednesdays 3-4 PM
& by appointment

Professor: Bonnie Myslik – bmyslik@uwindsor.ca
Office Hours: TBA

Professor: Kim McAlpine– mcalpine@uwindsor.ca
Office Hours: TBA
COURSE DESCRIPTION: FAMILIES IN CRISES

This is the third course in a three-course sequence in Family Nursing that examines the special needs of families of all ages while experiencing crises, including mental health crises. Cultural, crisis, and risk assessment as well as intervention strategies for families requiring acute, restorative and palliative care are stressed. (Prerequisite: 63-278.) (Co-requisites 63-373, 63-372) (3 lecture hours per week.)

COURSE PURPOSE

The purpose of this course is to provide students with a broad base of theoretical knowledge concerning mental health crises experienced by families and their members of all ages across the continuum of the health care system in Canada. The course 63-371 will be supplemented by communication skills developed in 63-372, Clinical Nursing Experience: Communication Skills. Students’ continually developing knowledge, skills, and self-awareness of his/her own values and beliefs related to caring for families in crises will be integrated during clinical practice experience in the course 63-372, Introduction to Nursing III Clinical Nursing Experience.

COMBINED COURSE COMPETENCY OUTCOMES: (63-371, 63-372, 63-373)

By the end of these courses, the student will be able to:

1. Articulate own evolving philosophy/values of nursing in the care of families in crisis.
   • Use a reflective journal to analyze how one’s own values and beliefs influence professional practice when working with families in crises.
   • Analyze and reflect on own nursing actions within family experiencing crises.
   • Integrate feedback from faculty/other health professional and the family as client to set goals to improve own practice.
   • Analyze own learning needs, readiness, style and their impact on families in crisis.

2. Maintain standards of professional practice as they apply to the care of families in crises.
   • Advocate for the rights of families and family reform laws in Ontario and Canada in the provision of care to families in crises.
   • Use the College of Nurses of Ontario Standards of practice, to render care to families in crises within the role of the student nurse.
   • Adhere to the policies of the Collaborative Nursing program and participating agencies, when caring for families in crises.
   • Analyze with assistance ethical dilemmas encountered in the care of healthy families in crises.
   • Document care for families in crises according to the College of Nurses of Ontario standards.

3. Formulate clinical judgments based on the health needs of families in crises.
   • Use inductive and deductive reasoning to assess and diagnose the needs of families in crisis.
   • Use critical analysis skills to prioritize the needs of family members in crisis.
   • Use analytical thinking and reasoning in collaboration with families experiencing crises to generate strategies to promote family-centered health.
   • Verify evidence-informed clinical judgments.

4. Integrate multi-disciplinary theory to promote family health during family crises
   • Use multi-disciplinary theories including crisis, theory and family theory to promote the health of families in crises.
   • Analyze the relationship between a family’s health, maturation and adaptation when
experiencing high-level stress.

- Provide theoretical rationale for all actions taken to promote family’s health during crises.

5. **Apply the concepts of evidence-informed nursing practice to promote the optimal well being of families in crises.**
   - Explain the role of research in family health promotion and intervention with families in crises
   - Evaluate the usefulness of research findings for family health promotion and intervention during crises
   - Formulate researchable questions for health promotion and intervention related to families in crises.

6. **Apply the nursing process to promote health and prevent illness/injury within families in crises.**
   - Generate diagnoses that logically follow from data collected.
   - Collaborate with families to formulate expected outcome criteria.
   - Implement counseling interventions which meet family needs for health promotion during crises.
   - Articulate theoretical rationale behind planned interventions.
   - Evaluate family outcomes when in crisis by comparing actual to anticipated outcomes and modify the plan of care as required.

7. **Implement teaching/learning plans to assist families in crises in promotion of health and illness/injury prevention**
   - Perform a family crisis assessment to determine family learning needs.
   - Collaborate with a family in crisis to identify learning needs.
   - Use cognitive behavioural change theory with families experiencing a crisis
   - Mutually develop outcome criteria with family in crisis.
   - Implement effective learning plans to promote family centered health for families in crises.
   - Evaluate effectiveness of teaching strategies with families in crisis by comparing actual to anticipated family outcomes.
   - Modify teaching/learning plan as required for families experiencing crises.

8. **Collaborate with families in crises, and the health care team in developing empowerment strategies to achieve optimal health.**
   - Use therapeutic and professional counseling and communication techniques with families in crises.
   - Implement a plan of care to promote family health.
   - Advocate for a family’s plan of care during crisis.
   - Collaborate with members of the health team and related agencies to promote family health with family experiencing crisis.

9. **Analyze the student nurse’s role as a leader and manager in the promotion of family health during crises.**
   - Demonstrate time and resource management in the care of families in crises.
   - Lead discussions on a health care issue relevant to a family in crisis.
   - Analyze the leadership and management roles of nurses who work with families in crisis.

10. **Influence Nursing’s role in the promotion of health for families in crisis.**
    - Contribute to clinical group conferences on health promotion for families in crises.
    - Participate in nursing and other professional conferences on family health promotion and illness/injury prevention during crises.
    - Identify factors which either enhance or inhibit the role of nursing in family-centered care for families in crisis.
PROGRAM COMPETENCY OUTCOMES

At the completion of the program, graduating students will be able to:

1. Implement behaviours to promote personal and professional self-development.

2. Integrate the ethical, legal, and professional and regulatory parameters into nursing practice.

3. Formulate clinical judgments that are based on critical inquiry and analytical reasoning.

4. Integrate nursing and multidisciplinary knowledge into nursing practice.

5. Integrate research findings into clinical practice education and management.

6. Implement the nursing process to promote, maintain and restore the health of individuals, families, groups and communities.

7. Use the teaching/learning process to promote the health of individuals, families, groups and communities.

8. Collaborate with clients, their families, communities, members of the health team and other organizations for the promotion, achievement and restoration of optimal health.

9. Integrate leadership and management roles into the delivery of health care.

10. Engage in activities to promote the development of the profession of nursing.
COURSE EVALUATION MEASURES

Student grades will be calculated based on scores achieved on three multiple choice tests.

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade Weight*</th>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>30%</td>
<td>Saturday</td>
<td>TBA</td>
<td>9-11 AM</td>
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<tr>
<td></td>
<td></td>
<td>October 13, 2007</td>
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<tr>
<td>Test 2</td>
<td>30%</td>
<td>Saturday</td>
<td>TBA</td>
<td>9-11 AM</td>
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<td>November 17, 2007</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
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NB: Please note that the two tests will not be held on a Monday, the regular class day of the week. Instead they will be held on a Saturday as noted in the above table.

Grade Weight*

Grade weight means the percentage that each test will contribute to the final course grade. The grade weight of each test will be calculated as follows:

Test 1: 30%

Test 2: 30%

Final Exam: 40%

GRADING GUIDELINES

Final Grades will be computed as follows:

- A+ = 93 - 100
- A  = 86 - 92.9
- A- = 80 - 85.9
- B+ = 77 - 79.9
- B  = 73 - 76.9
- B- = 70 - 72.9
- C+ = 67 - 69.9
- C  = 63 - 66.9
- C- = 60 - 62.9
- D+ = 57 - 59.9
- D  = 53 - 56.9
- D- = 50 - 52.9
- F  = 35 - 49.9
- F- = 34.9 and below

A minimum grade of at least C- (60%) in each Nursing course is required.
FACULTY OF NURSING POLICIES

1. All assignments must be submitted in order to complete the objectives for 63-371.

2. No supplemental examinations or assignments will be offered in this course.

3. Students missing tests, without informing the professor in advance or without a valid reason, will NOT be permitted to write the test at a later date. A mark of zero will be given for that test.

4. Late submission of assignments or papers without the professor’s consent will result in a 5% per day reduction. Late submission begins once class has commenced. After five (5) days, the paper will receive a mark of zero. All assignments must be submitted to complete the course.

5. All written assignments must follow the current APA format (5th edition).

6. Students are referred to the student undergraduate calendar [http://www.uwindsor.ca/calendar](http://www.uwindsor.ca/calendar) and to Senate Policy S-6, Student Code of Conduct. Students enrolled in the Faculty of Nursing, University of Windsor are required to demonstrate behaviours consistent with the College of Nurses of Ontario practice standards (2004) including but not limited to: (a) “Ethics”, (b) “Therapeutic Nurse-Client Relationship”, (c) “Professional Standards Revised 2002”, and (d) “Confidentiality and Privacy Personal Health Information”. Failure of any nursing student to conform to the principles of these practice standards may result in dismissal from any of the Faculty of Nursing programs at the University of Windsor and its partner sites.

7. Anyone demonstrating dishonesty, cheating or plagiarism in relation to any aspect of this course will receive an F grade. Please refer to Senate By-law 31 for additional information about Academic Integrity and By-Law 51 Academic Evaluation Procedures.

8. The use of recording devices and cell phones is not allowed without the permission of the instructor.

9. Students will be provided the opportunity to complete a Student Evaluation of Teaching (SET) during the final two weeks of the course.

   **NB:** Students will be randomly divided into three groups and assigned to one instructor as their facilitator for the semester. Students will be advised who their facilitator is through a CLEW e-mail announcement.

UNIVERSITY OF WINDSOR E-MAIL POLICY

1. “When conducting official University business, electronic communication from the University will be delivered to a student’s University of Windsor (UWin) email address.” (University of Windsor Policy, 2007)

2. “All official electronic communication from the University will be deemed to have been delivered when it arrives at a student’s UWin e-mail address.” (University of Windsor Policy, 2007)

3. “Students must use their UWin e-mail account when electronically communicating (including corresponding with faculty and staff) with the University.” (University of Windsor Policy, 2007)

“Consequences of not using the UWin account:
Students may miss key information or possible deadlines if they do not read their e-mail from the University of Windsor. Students who do not use their UWin account for corresponding with the University will be deemed to have not responded. In situations where a student does not have access to a computer, the university may make alternate arrangements, upon receipt of a request from the student.” (University of Windsor Policy, 2007)

If you have forgotten your UWin e-mail address go to www.uwindsor.ca/helpdesk or call Ext. 4440.

References

Please refer to the student undergraduate calendar for any updates to this e-mail policy through the following URL:  http://www.uwindsor.ca/calendar
COURSE RESOURCES

Required Textbooks:


Recommended Electronic Resources:

- [www.mentalhealthcommission.ca](http://www.mentalhealthcommission.ca) Mental Health Commission of Canada
- [www.cmha.ca](http://www.cmha.ca) Canadian Mental Health Association
- [www.ccsa.ca/CCSA/EN/TopNav/Home/](http://www.ccsa.ca/CCSA/EN/TopNav/Home/) Canadian Centre on Substance Abuse
- [www.ciihi.ca](http://www.ciihi.ca) Canadian Institute for Health Information
- [www.rnao.org/bestpractices](http://www.rnao.org/bestpractices) RNAO Best Practice Guidelines
- [www.cfcmhn.org](http://www.cfcmhn.org) Canadian Federation of Mental Health Nurses
- [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) Health Canada Mental Health Promotion website
- [www.phac-aspc.gc.ca](http://www.phac-aspc.gc.ca) Public Health Agency of Canada

Additional Recommended Resources


Please check the Course Reserves in the Leddy Library for books and articles in the additional recommended resource list that will assist you with understanding of concepts taught in this course.

The Learning Lab also has several excellent psychiatric/mental health videos and texts to help you with your learning.

**COURSE REQUIREMENTS**

1. Students are expected to be active learners who search out research articles in the course reserves in Leddy Library, library journals, electronic databases, and videotapes in the Learning Lab.

2. The course content will be flexible in response to assessment of student need and feedback in order to better reflect the learning needs of students.

**COURSE FORMAT**

Class instruction will include a variety of methods including lecture, class discussion, small group activities, and audio-visual materials such as movies and documentaries. Guest speakers may be invited to present information on selected topics.
## COURSE CONTENT OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Course Competencies</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>September 10</td>
<td>Introductions and course overview</td>
<td>1, 2, 3, 4, 5, 8, 9, 10</td>
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<td></td>
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<td>The contexts of mental health care</td>
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<td></td>
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<td>The Mental Health Act</td>
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<td>Week 2</td>
<td>September 17</td>
<td>Family Crisis Theory</td>
<td>2, 3, 4, 5, 6, 7, 8, 10</td>
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<td>Families Living with ADHD</td>
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<td></td>
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<td>Developmental theories, family theories and research</td>
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<td>Week 3</td>
<td>September 24</td>
<td>Cultural and feminist theories</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td></td>
<td>Families Living with People who have Eating Disorders</td>
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<td>Nursing Interventions with Small Groups</td>
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<td>Week 4</td>
<td>October 1</td>
<td>More Theoretical Foundations</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>Mental health promotion among children</td>
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<td>Review and Practice for Mid-Term Test #1</td>
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<td>Week 5</td>
<td>October 15</td>
<td>Families Living with Anxiety</td>
<td>2, 3, 4, 5, 6, 8, 10</td>
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<td>Week 6</td>
<td>October 22</td>
<td>Families Living with Mood Disorders I</td>
<td>1, 2, 3, 5, 7, 8, 10</td>
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<tr>
<td>Week 7</td>
<td>October 29</td>
<td>Families Living with Mood Disorders II</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>Week 8</td>
<td>November 5</td>
<td>Families Living with Schizophrenia I</td>
<td>1, 2, 3, 5, 6, 7, 8, 10</td>
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<tr>
<td>Week 9</td>
<td>November 12</td>
<td>Families Living with Schizophrenia II</td>
<td>2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>Week 10</td>
<td>November 19</td>
<td>People Living with Family Members with Substance Use Disorders</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>Week 11</td>
<td>November 26</td>
<td>People Living with Family Members who Abuse Them</td>
<td>1, 2, 3, 4, 6, 7, 8, 9</td>
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<tr>
<td>Week 12</td>
<td>December 3</td>
<td>Families Living with Delirium, Dementia and Depression</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10</td>
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<tr>
<td></td>
<td></td>
<td>Student Evaluation of Teaching</td>
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</tbody>
</table>

Please note there is **no class** on **Monday October 8**th, **2007**
Please refer to the student undergraduate calendar [www.uwindsor.ca/calendar](http://www.uwindsor.ca/calendar) for the last day to voluntarily withdraw from a course.
Week One: The Contexts of Mental Health

**Key Concepts***

Social change  
Culture  
social determinants of health  
social determinants of mental health  
health  
mental health  
mental illness  
mental disorder  
effects of mental illness on family functioning  
stigma  
label  
burnout  
self-care in mental health nursing

Canadian Standards of Psychiatric  
and Mental Health Nursing Practice  
Mental Health Act  
voluntary admission  
involuntary admission  
informal admission  
capacity  
psychiatric treatment and capacity  
Mental Health Act Forms  
consent

Consent and Capacity Board  
Brian’s Law

**Required Reading**

Austin, W., & Boyd, M.A. (2008). *Psychiatric nursing for Canadian practice*. Philadelphia: Lippincott Williams & Wilkins. **Unit One (pp. 4 – 38) and Chapter 16 (pp. 270 – 286).**


Week Two: Crisis, Theory, and Families Living with ADHD

Key Concepts*

- Stress
- Crisis
- Crisis theory
- Family crisis theory
- Culture
- Nurses’ Role in crisis intervention
  - Therapeutic relationship
  - Collaborative role
  - Advocacy
  - Self-care
- Comprehensive family assessment

- attention
- impulsiveness
- hyperactivity
- stimulant medications
- Methylphenidate (Ritalin)
- Mental Health Act
- Health Care Consent Act
- Consent to treatment
- Social determinants of mental health

Required Reading


*NB: exclude section on p. 655 re: Oppositional Defiant Disorder and Conduct Disorder*


Week Three: Theory, Group Work, and Families Living with People who Have Eating Disorders

Key Concepts*

developmental theories

cultural theories

feminist theories

Social determinants of mental health

body image

body image harrassment

body dissatisfaction

body image distortion

anorexia nervosa

bulimia nervosa

nurse-patient relationship

boundaries

Mental Health Act

Nurses roles in working with families living with people who have eating disorders

Prevention

Treatment

Therapy

therapeutic communication

rapport

validation

empathy

Required Reading


Additional Recommended Reading


Week 4: More Theoretical Foundations and Mental Health Promotion with Children

Key Concepts*

- invincibility fable
- grief in childhood
- social determinants of mental health
- culture
- theoretical foundations
  - Existential and Humanistic
  - Biological
  - Interpersonal
  - Behavioural
  - Cognitive
  - Developmental
  - Social Theories
  - Family
  - Role
- Mental Health Act
- Community Treatment Order
- Nurses’ role in mental health promotion with children
- Social determinants of (mental) health

Required Reading:


Week Five: Families Living with Anxiety Disorders

Key Concepts*

- stress
- anxiety
- anxiety as a symptom
- anxiety as a reaction
- anxiety disorder
- panic
- compulsions
- obsessions
- phobias

Interventions
- Medications (anxiolytics)
- Therapies
  - Behavioural
  - Psychotherapy
  - Cognitive
- Education
- Social determinants of (mental)
  - health

Required Reading


Weeks Six and Seven: Families Living with Mood Disorders

Key Concepts*

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
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<tbody>
<tr>
<td>hopelessness</td>
<td>mania</td>
</tr>
<tr>
<td>powerlessness</td>
<td>mood</td>
</tr>
<tr>
<td>helplessness</td>
<td>mood disorders</td>
</tr>
<tr>
<td>lethality</td>
<td>affect</td>
</tr>
<tr>
<td>risk/rescue ratio</td>
<td>bipolar</td>
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<tr>
<td>Mental Health Act</td>
<td>unipolar</td>
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<tr>
<td>involuntary hospitalization</td>
<td>cyclothymic</td>
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<tr>
<td>voluntary hospitalization</td>
<td>dysthmic</td>
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<tr>
<td>community treatment order</td>
<td>euphoria</td>
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<tr>
<td>compassion fatigue</td>
<td>hypomaniac</td>
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<tr>
<td></td>
<td>lability of mood</td>
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<tr>
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<td>rapid cycling</td>
</tr>
</tbody>
</table>

Required Reading (Week Six)


Required Reading (Week Seven)


Weeks Eight and Nine: Families Living with Schizophrenia

Key Concepts*

- disorganized symptoms
- negative symptoms
- neurocognitive impairment
- positive symptoms
  - delusion
  - hallucination
- illness
- acute illness
- relapse
- disordered water balance
- recognition of side effects of medications
- continuum of care
- Mental Health Act

Required Reading (Week Eight)


Required Reading (Week Nine)


Week Ten: Families Living with Family Members with Substance Use Disorders

**Key Concepts***
- confronting reality
- addiction
- enhancing motivation for change
- tolerance
- continuum of substance use risk
- Wernike’s syndrome
- Countertransference
- Korsakoff’s psychosis
- Codependence
- Family treatment models
- Fear of acknowledgement (denial)
- Withdrawal
- nursing assessment
- Effect on families
- nursing approach
- potential for substance use disorder

**Required Reading**


Week Eleven: Caring for Abused Persons

Key Concepts*

Self-esteem
Abuse
  Physical abuse
  Emotional abuse
  Sexual abuse
  Financial abuse
Elder abuse
Survivors of abuse
  Acute stress disorder
  Complex post-traumatic stress disorder

Required Reading


Week Twelve: Families Living with Delirium, Dementia and Related Disorders

Key Concepts*

- cognition
- communicating with people with dementia
- memory
- interventions and treatment of dementia
- delirium
- acetylcholinesterase inhibitors
- depression
- NMDA antagonists
- dementia
- decision making
- Alzheimer Disease
- capacity
- Health Care Consent Act

Required Reading


