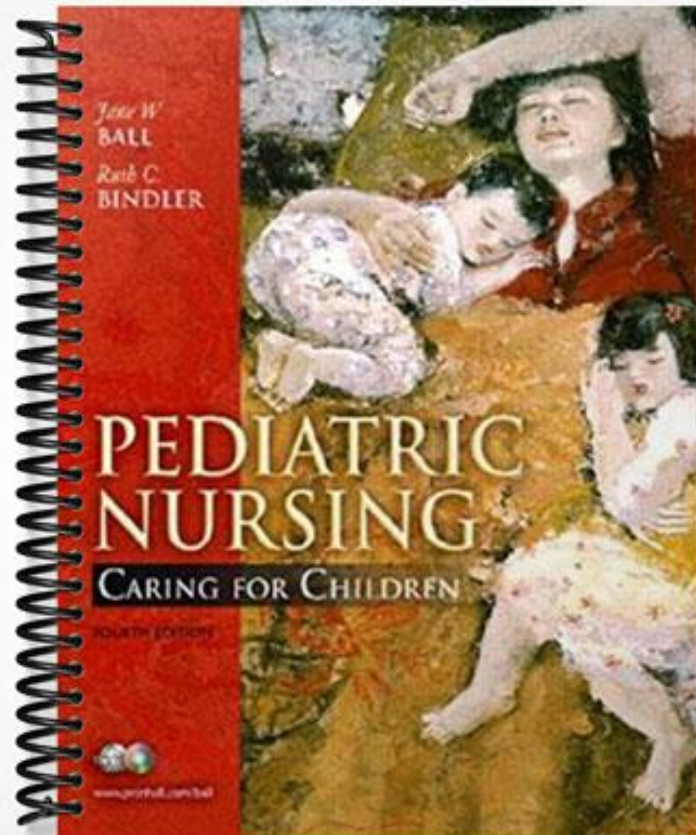


SOLUTIONS MANUAL



CHAPTER 2

FAMILY-CENTERED CARE: THEORY AND APPLICATION



RESOURCE LIBRARY

DVD-ROM

Audio Glossary
NCLEX-RN® Review
Video
Defining Family

COMPANION WEBSITE

Audio Glossary
NCLEX-RN® Review
Case Study: Family-Centered Care
Critical Thinking
Family Support Services
The Nursing Process and Family-Centered Care
MediaLink Application: Assessment of Healthcare
Settings for Family-Centered Care
WebLinks

IMAGE LIBRARY

Figure 2.1 Families are diverse in their composition.

Figure 2.2 Health facility policies that permit a parent to be present during a procedure performed on a child are an example of a family-centered care policy.

Figure 2.3 This child lives with his mother and grandparents following the divorce of his parents.

Figure 2.4 Adolescents often become single parents and face challenges balancing school, personal time, and care of the infant.

Figure 2.5 No evidence exists to indicate that children raised in a homosexual family are at any

greater developmental risk or dysfunction than a child raised in a heterosexual family.

Figure 2.6 Siblings often argue with each other over possessions or perceived slights.

Figure 2.7 One effective discipline method is to remove the child to an isolated area where no interaction with children and adults can occur and no toys are present.

LEARNING OUTCOME 1

Describe family-centered care and develop a nursing care plan for the child and family that integrates key concepts.

CONCEPTS FOR LECTURE

1. Family-centered care refers to the provider and family as mutually respectful partners in planning and implementing care.

POWERPOINT LECTURE SLIDES

- 1** Family-Centered Care
 - Provider and family are mutually respected partners
 - Opposite of family-focused care

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Ask students for examples of the differences between family-centered and family-focused care for a specific situation. For example, differentiate the types of care when a child is reluctant to take his or her medicine.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have students describe how they see family-centered care given in their clinical setting.
- Interview a nurse at the clinical setting for examples of how family-centered care is implemented.

LEARNING OUTCOME 2

Describe characteristics of different types of families.

CONCEPTS FOR LECTURE

1. Families are self-identified groups that share physical, financial, and emotional resources.
2. There is no such thing as a “typical” family.

POWERPOINT LECTURE SLIDES

- 1** What Is a Family?
 - Self-identified
 - Includes “honorary” members
 - Dynamic
 - Share resources
 - Emotional, physical, financial
 - Guided by common values
 - None are “typical”
- 2** Family Composition
 - Nuclear/binuclear
 - Blended/reconstituted
 - Extended
 - Single-parent
 - Heterosexual cohabitating
 - Gay and lesbian

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have students draw a diagram of their family with designations of whom they think of as their immediate and extended family members. Ask each student to show his or her diagram to another student and explain the family’s structure.
- Have students draw a diagram of the people they consider their immediate family and those they consider their extended family. Post the diagrams and discuss the differences.
- Have students divide into pairs and diagram the family of their partner.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have students identify the types of families seen at the clinical setting. Discuss how they identified the types.

LEARNING OUTCOME 3

Identify four different parenting styles and analyze their impact on child personality development.

CONCEPTS FOR LECTURE

1. Parenting styles can influence a child’s development of adaptive skills and social behaviors.
2. Authoritative style parenting is seen as an ideal balance of authoritarian and permissive or indifferent styles.

POWERPOINT LECTURE SLIDES

- 1** Parenting Styles
 - Authoritarian
 - Rigid; sets rules
 - Authoritative
 - Sets limits; listens to child
 - Permissive
 - No limits; child sets rules
 - Indifferent
 - Little interest in child

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Ask students to label their parents' parenting styles. Discuss what evidence they have for the label they assigned.
- Discuss why the authoritative style is considered best. How can nurses encourage parents to use the authoritative style of parenting?
- Have volunteer "parents" portray each style of parenting for a given parenting situation (e.g., a 10-year-old wants to go on his bike 5 miles to the mall by himself).

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Conduct a literature review of parenting styles and nursing practice. What research has been done to show evidence of how knowledge of parenting style can affect nursing care?

LEARNING OUTCOME 4

Describe the effect of major family changes on children, including divorce, gaining a stepparent, being placed in foster care, and adoption.

CONCEPTS FOR LECTURE

1. Family functioning is affected by the effect of parenthood on parents, the child's effect on the family, the size of the family, and sibling relationships.

POWERPOINT LECTURE SLIDES

- 1 Family Functioning Influences
 - Transition to parenthood
 - Child's effect on parents
 - Family size
 - Sibling relationships
- 2 Special Family Changes
 - Divorce
 - Stepparenting
 - Foster parenting
 - Adoption

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Have students divide into pairs. Have students briefly assess the family functioning influences on their family, then share that assessment with another student.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Discuss how the agency addresses the nursing needs of families who are affected by divorce, foster parenting, and stepparenting. Who makes the healthcare decisions in these families, and how are the nurses involved in these situations?
- Review the literature on how family functioning is affected by changes such as divorce, adoption, foster parenting, or stepparenting. What should be the nurse's role when working with families experiencing these changes?

LEARNING OUTCOME 5

List the categories of family strengths that help families develop and cope with stressors.

CONCEPTS FOR LECTURE

1. Family strengths facilitate adaptation to change.
2. Family strengths are a function of members' resilience, assets, capabilities, and motivations.

POWERPOINT LECTURE SLIDES

- 1 Family Strengths
 - Resilience
 - Assets
 - Capabilities
 - Motivations

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- In pairs, have students interview their partner for their family's strengths in the four categories previously noted. Discuss how students assessed each category.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Have students identify ways in which the clinical setting's tools for nursing history assess families' strengths.
- Conduct a family strength assessment on a family in the clinical setting. Assess the family's resilience, assets, capabilities, and motivations. How would this data be used in planning nursing care with the family?

LEARNING OUTCOME 6

Identify a variety of family support services that might be available in a community.

CONCEPTS FOR LECTURE

1. Many community agencies provide support for families and promote development.
2. No family is entirely self-sufficient; all families can benefit from external support.

POWERPOINT LECTURE SLIDES

- 1 Support Agency Goals
 - Positive family relationships
 - Parental competencies
 - Health and development
 - Child and parents

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Discuss the official and unofficial family support services available in your community.
- Discuss what role the nurse's should be when encountering a family that needs community support but is reluctant to seek help.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Interview a social worker or discharge planner at the clinical setting. Ask about resources the social worker uses to support families.

LEARNING OUTCOME 7

Delineate the advantages of using a family assessment tool.

CONCEPTS FOR LECTURE

1. Family assessment tools facilitate gathering of information about family stresses, coping strategies, and strengths.
2. Nurses use family functioning assessments to collaborate with families in planning and implementing care.

POWERPOINT LECTURE SLIDES

- 1 Family Assessment Tools
 - Family Ecomap
 - Family APGAR
 - Home Observation for Measurement of the Environment (HOME)
 - Friedman Family Assessment (FFAM)

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- In pairs, have students draw a family ecomap of their partner's family. Discuss how this assessment could be used to plan the family's use of community resources.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Discuss how to determine which assessment tools to use with clients at the clinical agency. Discuss the advantages and disadvantages of using each tool for assessing the selected family.
- Have students find a nursing research study that incorporates the use of a family assessment tool. Discuss how the tool was used in the research.

LEARNING OUTCOME 8

Discuss nursing interventions for providing culturally sensitive and competent care to the child and family.

CONCEPTS FOR LECTURE

1. Nursing interventions must be planned with consideration of each family's ethnic and religious background.

POWERPOINT LECTURE SLIDES

- 1 Culturally Sensitive Family Care
 - Identify primary decision maker
 - Consider family's ethnic background
 - Consider religious influences
 - Use caution when dispelling myths

SUGGESTIONS FOR CLASSROOM ACTIVITIES

- Discuss how to identify a family's primary healthcare decision maker.
- Ask students to discuss health beliefs associated with people of their ethnic background.
- Discuss the benefits and risks for the nurse trying to plan culturally sensitive care.

SUGGESTIONS FOR CLINICAL ACTIVITIES

- Ask students to interview nurses on how they provide culturally sensitive care to families.