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**THE UNIVERSITY OF MARYLAND
SCHOOL OF NURSING**

Master of Science FNP Specialty

The Family Nurse Practitioner Specialty is a new program of study offered within the Department of Maternal and Child Health in the School of Nursing. The UMSN has one admissions process for all graduate students. Admission requirements include: master's degree in nursing from a program accredited by the National League for Nursing, minimum master's grade point average of 3.0 on a 4.0 scale, official scores on the Graduate Record Examination, minimum of two years of nursing experience, three letters of reference, and a valid nursing license. Students in the Family Nurse Practitioner program complete 48 graduate credits. An overview of the FNP curriculum is presented below with specific courses:

Core Courses (12 credits): Presently these include two research courses, one theory course, and one policy/health services delivery course. The two research courses cover quantitative statistics and methods, including descriptive, inferential and multivariate statistics, as well as qualitative research methods. The theory course, entitled critical approaches to nursing theories, and the policy course entitled influential forces in nursing and health care provide current perspectives on the development of knowledge in nursing and the dynamic relationship between nursing and health care systems, respectively.

Specialty Certificate option Courses (30 credits): There are six clinical and didactic courses, two family specialty courses, and a practicum in family health that form the nucleus of the FNP program. In addition to an emphasis on advanced clinical practice as a family nurse practitioner, three clinical themes are developed within the program: women's health care, health care of children, and adult primary care. Health promotion and prevention are emphasized within these three areas. Two courses on family nursing offer an overarching family perspective necessary for integration of family theory and concepts into the FNP program. The final family practicum seeks to integrate didactic and clinical content from the three specialty areas, and integrate this within a primary care family practice. These courses include the following: Common Health Problems of Children I and II (NURS 713 and 714), Primary Care of Women (NURS 669), Diagnosis and Management in Adult Primary Care (NURS 619)(didactic only), Clinical Practicum in Primary Care I (NURS 620) (clinical only), Family Seminar I and II, and the Practicum in Family Health.

The only new courses developed for the FNP program at the School of Nursing are the two family seminars and the final family practicum.

The first of these, Family Seminar I (1 credit), focuses on the well family. The focus of the course is on family theory, family assessment, and common pertinent family issues. Theoretical as well as practical material is in seminar fashion, utilizing current literature and emphasizing a research basis for practice with families. Application of the advanced nursing role in improving outcomes and care of these families is discussed.

The second course, Family Seminar II (1 credit), develops the knowledge base and the skills necessary in caring for families at risk, and those with special needs. The emphasis in this course is on intervention and referrals for families with special needs within the nurse practitioner scope of practice. Common problems seen in families such as domestic violence, caregiver strain, and dysfunctional families are included.

Application of the advanced nursing role in improving outcomes and care of these families, particularly the family with special needs, is discussed.

The third course, Practicum in Family health (7 credits), offers students the opportunity to begin to apply the material learned in their specialty and family courses. This course enables students to participate in the provision of care for individuals and families within a family practice setting. Clinical experiences provide students with the opportunity to integrate knowledge and skills in managing care of individuals and families. Students will continue to manage care of individuals and families with an emphasis on developing collaborative relationships with other members of the health team. Didactic seminar material will focus on the responsibilities of and issues confronting family nurse practitioners in a variety of settings. There will be some interface with other nurse practitioner students during this course, especially regarding advanced practice role issues.

Support Courses (6 credits): FNP students will enroll in an applied physiology course (NPHY 610) and a pharmacotherapy course (NURS 637). The pharmacotherapy course is presently offered and required for all adult and geriatric nurse practitioner students. A special breakout section for Family Nurse Practitioner students will be offered, highlighting the pharmacological management of patients throughout the lifespan.

The following sections contain a description of the option; a plan of study; an overview of the philosophy, conceptual framework, and terminal objectives of the Master's program at the UMSN; and detailed syllabi of each of the new courses.

**FAMILY NURSE PRACTITIONER
Master of Science**

Plan of Study

Course No.

Course Title (credits)

SUMMER SESSION

NURS 611 Intro. to Primary Care Nursing (3)
NURS 602 Critical Approaches to Nursing theories (3)

FALL SEMESTER

NURS 701 Nursing Research Design & Analysis I (3)
NPHY 610 Methods and Principles of Applied Physiology (3)
NURS 713 Common Health Problems of Children I (3)
NURS 669 Primary Care of Women (5)
NURS 756 Family Seminar I (1)

WINTER SESSION

NURS 637 Pharmacotherapy (3)

SPRING SEMESTER

NURS 702 Nursing Research Design & Analysis II (3)
NURS 606 Influential Forces in Nursing & Health Care (3)
NURS 714 Common Health Problems of Children II (3)
NURS 619 Diagnosis and Management in Adult Primary Care I (4)
NURS 620 Clinical Practicum in Primary Care I (3)
NURS 757 Family Seminar II (1)

SUMMER SESSION

NURS 758 Practicum in Family Health (7)

Total Program Credits 48

Didactic and Clinical Hours: FNP Master of Science Program

Course	Didactic (hours/semester)	Clinical (hours/semester)
NURS 611: Introduction to Primary Care Nursing: Adult & Pediatric	30	45
NPHY 610: Methods and Principles of Applied Physiology	45	0
NURS 713: Common Health Problems of Children I	30	45
NURS 669: Primary Care of Women	45	90
NURS 756: Family Seminar I	15	0
NURS 637 : Pharmacotherapy	45	0
NURS 714: Common Health Problems of Children II	30	45
NURS 619: Diagnosis & Management in Adult Primary Care I	60	0
NURS 620: Clinical Practicum in Primary Care I	0	135
NURS 757: Family Seminar II	15	0
NURS 758: Practicum in Family Health	15	270
TOTALS	300	630

****Note: This table DOES NOT include the core courses**

THE UNIVERSITY OF MARYLAND**SCHOOL OF NURSING****The Post-Master's FNP Certificate Option**

The Family Nurse Practitioner certificate option is an expansion of the Family Nurse Practitioner Specialty track. Students in the Family Nurse Practitioner certificate option complete 36 graduate credits. There is the possibility of certain courses being waived based on prior graduate educational work as indicated below. An overview of the certificate option curriculum is presented below with specific courses:

Core Courses (12 credits): Master's-prepared students will be exempted from these courses.

Specialty Certificate option Courses (30 credits): There are six clinical and didactic courses, two family specialty courses, and a practicum in family health that form the nucleus of the FNP certificate option. These include the following: Common Health Problems of Children I and II (NURS 713 and 714), Primary Care of Women (NURS 669), Diagnosis and Management in Adult Primary Care (NURS 619)(didactic only), Clinical Practicum in Primary Care I (NURS 620) (clinical only), Family Seminar I and II , and the Practicum in Family Health.

Support Courses (6 credits): FNP students may enroll in an applied physiology course (NPHY 610) and a pharmacotherapy course (NURS 637). Depending on the student's prior course work, some or all of these courses may be waived.

FAMILY NURSE PRACTITIONER POST-MASTER'S CERTIFICATE OPTION

Plan of Study

Course No.

Course Title

SUMMER SESSION

NURS 611 Intro to Primary Care Nursing (3)

FALL SEMESTER

NPHY 610* Methods and Principles of Applied Physiology(3)

NURS 713 Common Health Problems of Children I (3)

NURS 669 Primary Care of Women (5)

NURS new Family Seminar I (1)

WINTER SESSION

NURS 637* Pharmacotherapy (3)

SPRING SEMESTER

NURS 714 Common Health Problems of Children II (3)

NURS 619 Diagnosis and Management in Adult Primary Care I (4)

NURS 620 Clinical Practicum in Primary Care I (3)

NURS new Family Seminar II (1)

SUMMER SESSION

NURS new Practicum in Family Health (7)

Total Program Credits 36

***Depending on the student's prior course work, some or all of these courses may be waived.**

Didactic and Clinical Hours: FNP Post-Master's Certificate Option

Course	Didactic (hours/semester)	Clinical (hours/semester)
NURS 611: Introduction to Primary Care Nursing: Adult & Pediatric	30	45
NPHY 610: Methods and Principles of Applied Physiology	45	0
NURS 713: Common Health Problems of Children I	30	45
NURS 669: Primary Care of Women	45	90
NURS new: Family Seminar I	15	0
NURS 637 : Pharmacotherapy	45	0
NURS 714: Common Health Problems of Children II	30	45
NURS 619: Diagnosis & Management in Adult Primary Care I	60	0
NURS 620: Clinical Practicum in Primary Care I	0	135
NURS new: Family Seminar II	15	0
NURS new: Practicum in Family Health	15	270
TOTALS	300	630

Philosophy

Nursing is a dynamic and evolving practice discipline that is concerned with the promotion of health and with human responses to actual and potential health problems. Nursing goals include the promotion and protection of health, the prevention of illness, care of the suffering and ill, and the support for a peaceful death or loss.

Nursing occurs within the context of a caring relationship, the purpose of which is to assist individuals, families, groups, communities, and populations in a variety of settings to achieve optimal health and to make informed choices for their own well-being.

Nursing has a distinct body of knowledge which can and must be extended, verified, and revised using the methods of scholarly inquiry. It involves the selection, integration, and expansion of knowledge from nursing and other disciplines, including the social sciences, biological sciences, and humanities. This knowledge is applied to the understanding of health and illness and to the analysis and improvement of nursing practice.

Nursing is a research-based practice which uses empirical, ethical, personal and aesthetic perspectives in the application of the nursing process. Essential for the practice of nursing are knowledge, critical thinking, communication, interpersonal competence, leadership, management, teaching, psychomotor and analytic skills, and the use of current research, technology and information systems.

At all levels, the practice of professional nursing is based on a distinct body of knowledge and includes multiple responsibilities. These responsibilities include, but are not limited to, providing direct care, providing information for persons to make informed health care choices, facilitating persons to act on their own behalf, managing care, and applying research to practice. Advanced nursing practice consists of theoretically/conceptually based diagnostic reasoning and decision making strategies as the foundation for solving complex health care problems through a multiplicity of responsibilities. Advanced nursing practice is defined as specialty practice which is based on principles derived from relevant theory and research findings, and includes two interrelated spheres of activity: direct service to persons and indirect action carried out for the enhancement of direct nursing knowledge, health care systems and health policy.

Persons are holistic beings who have interactive dimensions. These dimensions are physical, psychological, spiritual, social, and cultural. The individual person has intrinsic worth and is entitled to respect. Persons have the right to seek and achieve optimal health, the right to make informed choices, and the responsibility for their own health care decisions. Persons are capable of reflecting upon their experiences. Their perceptions of these experiences along with their values and principles guide their health care decisions as well as their interactions with others. Throughout their lifetime, persons grow and individually and within families, groups, communities, and populations.

Health is a multidimensional balanced expression of physical, psychological, developmental, spiritual, and social well-being. The expression of a person's health and/or illness is a reflection of the interaction of the person and the environment, and is expressed in human responses. Health is dynamic and uniquely defined and redefined by persons as they progress through their lifetime.

The environment is the context within which persons, families, groups, communities, and populations live and within which nurses practice. The context can be viewed from a variety of dimensions including

physical, social, ethical, cultural, legal, spiritual, historical, economic, political, and organizational. These dimensions are discrete, interactive, and may change over time. Persons are in continuous and mutual interchange within their contextual dimensions. They bring experiences that can be valuable to developing a dynamic and quality environment. The dynamic interaction between persons and the environment affects their health and the achievement of well-being.

Learning is an active and lifelong process. Learning is facilitated through a reciprocal interaction between faculty and students, and occurs best within a caring and supportive environment where students are ultimately responsible for their learning. Differences among people necessitate various educational approaches.

Nursing education respects and builds upon the prior education and practice experiences of the learner. Nursing education at the baccalaureate level prepares professional nurses who are generalists and value life-long learning. Nursing education facilitates the development of students' empirical, ethical, aesthetic, and personal perspectives for the purpose of making and accepting responsibility for practice decisions. Baccalaureate education prepares nurses to participate in research, apply research findings to practice, and contribute to the development of the profession. Baccalaureate nursing programs are foundational for graduate study in nursing. Graduate education is characterized by an emphasis on specialization at the masters level, and a commitment to research and involvement in the development and refinement of knowledge at the doctoral level.

Conceptual Framework

The primary focus of the Master's curriculum is the discipline of nursing. The curriculum is designed to prepare students in specialized areas of advanced nursing practice, areas that are developed and have evolved in response to changing societal needs. The basic strands that run throughout the Master's curriculum are theory, research, and role specialization relevant to advanced nursing practice.

Theory: Theory from nursing and related disciplines serves as a foundation for practice, research, and role development within nursing.

Research: Research in nursing includes both applied and basic research. Nursing research explores and defines the knowledge necessary to provide direct and indirect nursing and health care. Theory development and refinement occur as results of research.

Role Specialization: Human responses are affected through various direct and indirect roles within organizations. Advanced professional nursing roles are based upon changing societal needs, sociopolitical trends, and health care delivery systems.

Purpose and Objective

The Master's program in nursing is formulated with the understanding that graduate education builds upon undergraduate education. Graduate education promotes an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing practice. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purpose of the Master's program is to prepare nurses for advanced nursing practice and for entry into doctoral study.

The terminal objective of the Master's program is to prepare graduates who:

- Utilize theory and research from nursing and related disciplines as a basis for advanced nursing practice and scholarly inquiry.
- Demonstrate competence in a specialized area of nursing.
- Generate innovative and effective nursing actions for advanced nursing practice using the process of critical thinking.
- Collaborate with health care providers and consumers to achieve health care goals.
- Integrate legal and ethical dimensions of practice into professional nursing specialty roles.
- Assume responsibility for improving the delivery of health care and advancing the nursing profession.

In addition to the knowledge and practice components of the objectives listed above, the behavior of graduate students should reflect an internally consistent value system. Graduate students are expected to value scientific inquiry as a basis for professional practice and to seek to increase their contributions to the nursing profession.

Approval of Program by UMSN

The Master's Program Sub-committee of the Curriculum Committee unanimously approved the FNP program and the content of the three new courses on January 17, 1997. Full course syllabi were submitted and approved with minor revisions in terms of more specific evaluation criteria needed for course requirements. The Curriculum Committee of the UMSN approved the FNP program and the three new courses on January 31, 1997. The total faculty of the Department of Maternal and Child Health Nursing approved the FNP track and courses on January 10, 1997.

Biographical Sketches

Sharon L. Dudley-Brown, Ph.D., RNC, FNP, is the program coordinator and is responsible for the overall management and implementation of the FNP program. She is well-prepared in terms of her experience and educational preparation to provide leadership and serve as program coordinator. Dr. Dudley-Brown is currently an assistant professor in the Department of Maternal Child Health Nursing. Twenty percent of her time is spent practicing as a Family Nurse Practitioner at Open Gates Health Center, a community based nurse-managed health center developed by the School of Nursing. She is currently precepting Adult Nurse Practitioner students at that site, and will continue to function as a preceptor of FNP students.

Dr. Dudley-Brown has had research funded on the National level through the Society of Gastrointestinal Nurses and Associates. Her main research interests include the health status and marginalization of women, and psychological correlates in illness states. Her research expertise will enable her to guide the evolution of both the research and developmental threads of the curriculum. She has published on both research and topics.

Other Faculty:

Other faculty from the University of Maryland School of Nursing will be participating in both the classroom and clinical components of the Family Nurse Practitioner program. Specifically, faculty who are currently teaching in the above mentioned pediatric, women's and adult health courses and who are actively involved with the pediatric, women's health and adult nurse practitioner programs at the University of Maryland School of Nursing will now also be involved with the FNP students in those respective courses.

**University of Maryland
School of Nursing**

Course Title: NURS 756 : Family Seminar I

Course Placement: Fall semester (2nd semester of the program)

Credit: 1

Faculty: Sharon Dudley-Brown, Ph.D., RN, CRNP

This seminar explores theories, concepts, and challenges relevant to the study of the functional family. Focus will be on the health needs of families in primary care settings, with examples drawn from the student's clinical practice. Emphasis will be on promoting and providing care within a family framework.

Pre- or co-requisites: NURS 611, NPHY 610

Course Objectives:

By the completion of the course the student will be able to:

1. Apply theory from nursing and other disciplines to the assessment of health needs of throughout the lifespan and across the health continuum.
2. Examine family adaptation and the coping skills of the individual and the family.
3. Identify methods of improving family-oriented care within a given clinical situation and develop and implement within the individual family, a plan of care to promote, maintain and restore health.
4. Evaluate the family's response to the health care provided, and the effectiveness of care within the individual client and his / her family.
5. Interpret, critique, and apply research findings to clinical practice in the care of families.

Course Requirements:

1. Class attendance & participation
2. One written family assessment paper.
3. One oral presentation of a pertinent family issue and clinical application.

Evaluation:

Class participation	10%
Written family assessment	50%
Seminar presentation	<u>40%</u>
	100%

Guidelines for Written Family Assessment

Based on the use of a theoretical/conceptual framework pertinent to the assessment of families, assess one family in your clinical experience.

Objectives:

1. Describe the family using appropriate terminology.
2. Assess family development, function and interaction patterns
3. Utilize and apply a family assessment tool
4. Analyze the assessment data, including the strengths and limitations of the family patterns.
5. Interpret, critique and apply research findings to clinical practice with families.

Style:

Paper should be approximately 10-15 pages, double-spaced, typed, using APA format.

Grading criteria: (This paper is 50% of your final grade)

Introduction (5%)

- Identify the family that will be the focus of your paper
- Describe how and why you chose this particular family
- Describe how the content of your paper will be organized

Body of paper (35%)

- Describe the assessment tool chosen, and the results of your family assessment
- Analyze the assessment data, including the strengths and limitations of the family patterns
- Synthesize appropriate literature to support your analysis

Conclusion (5%)

Summarize assessment findings, and describe how the assessment can be used in your clinical practice.

Style (5%)

Clarity of writing, correct grammar & punctuation, use of APA format. Provide evidence of a review of pertinent literature, and use of theory.

Guidelines for Seminar Presentation

Choose a topic from those provided (below) based on your clinical experience to date regarding families. Choose a topic that has some relevance to a family you have worked with in one of your clinical settings. Briefly describe the current literature on the topic, and then how you could apply those findings to the care of your chosen family (The family you choose may be the same family you chose for your assessment paper).

Objectives:

1. Describe topic pertinent to the study of families.
2. Identify, synthesize and analyze pertinent literature.
3. Based on a brief family assessment, develop nursing diagnoses for the family.
4. Outline the nursing intervention strategies and goals of care appropriate to this family relative to the topic chosen.

Grading criteria: (This presentation is 40% of your grade; 40 points)

I. Content (30 points)

Briefly describes topic and relevance to advanced practice nursing (5 points)

Reports on current literature (10 points)

Describes family and how topic is relevant to chosen family (5 points)

Based on literature and clinical experience, identifies appropriate nursing interventions and goals of care for the family, highlighting the clinical implications of the topic (10 points)

II. Style (10 points)

Use of handouts, AV material (5%)

Clarity of presentation (5%)

Suggested topics for presentation:

1. Definitions of families (i.e.: what is a “normal” family? Does a family always consist of a married heterosexual two person couple?)
2. Integration vs. disintegration of the American family
3. Extended families and elder care
4. Teen parenting
5. The impact of feminism and the women’s movement on the family

6. Family-centered health care; is it possible?

Textbooks / Readings:

In addition to those listed below, individual readings will be assigned for each class.

Whall, A.L. & Fawcett, J. (1991). Family theory development in nursing: State of science and art. Philadelphia, PA: F.A. Davis.

Wright, L. & Leahy, M. (1994). Nurses and families: a guide to nursing assessment and intervention. Philadelphia, PA: F.A. Davis.

Class Topic Outline:

- Session #1 Course overview; Definitions of family: traditional & non-traditional
- Session #2 Definitions of family con't: Male head of household; role of men in family
- Session #3 Family development across the lifespan
- Session #4 Family theory
- Session #5 Family theory (continued)
- Session #6 Family assessment and measurement
- Session #7 Family assessment (continued)
- Session #8 Student seminars
- Session #9 Issues in family research
- Session #10 Student seminars
- Session #11 Family-oriented interventions
- Session #12 Student seminars
- Session #13 Nurse practitioner role in providing care to a family
- Session #14 Student seminars
- Session #15 Course summary and evaluation

**University of Maryland
School of Nursing**

Course Title: NURS 757 : Family Seminar II

Course Placement: Spring semester (3rd semester of the program)

Credit: 1

Faculty: Sharon Dudley-Brown, Ph.D., RN, CRNP

This seminar will focus on common issues and problems facing families with special needs across the lifespan. Emphasis will be placed on the application of theories, concepts, and research to meeting the families needs, and to providing care within a family framework.

Pre- or co-requisites: NURS 756, NURS 713

Course Objectives:

By the completion of the course, the student will be able to:

1. Apply theory from nursing and other disciplines to the identification of common problems in families with special needs throughout the lifespan and across the health continuum.
2. Implement family-oriented care within a given clinical situation and within the individual family with special needs.
3. Identify and utilize available resources for referral for families with special needs as appropriate.
4. Evaluate the family's response to the health care provided, and the effectiveness of care for the individual client and his / her family.
5. Synthesize and critically apply research findings to clinical practice with families.

Course Requirements:

1. Class attendance & participation
2. One written family case study.
4. oral presentation of the family study and clinical application.

Evaluation:

Class participation	10%
1 Family case study	
written paper	50%
oral seminar presentation	40%
	<hr/>
	100%

Guidelines for Written Family Case Study

Based on the use of a theoretical/conceptual framework pertinent to the assessment of families, assess one family with needs in your clinical experience.

Objectives:

1. Describe the family using appropriate terminology.
2. Assess the family using an appropriate family assessment tool .
4. Analyze the assessment data.
5. Formulate appropriate nursing diagnoses.
6. Identify appropriate nursing interventions and goals for your family.
7. Describe criteria for evaluation of the interventions for the family.
8. Interpret, critique and apply research to clinical practice with the family with needs.

Style:

Paper should be approximately 10-15 pages, double-spaced, typed, using APA format.

Grading criteria: (This paper is 50% of your final grade)**Introduction (5%)**

- Identify the family that will be the focus of your paper
- Describe how and why you chose this particular family
- Describe how the content of your paper will be organized

Body of paper (35%)

- Describe the assessment of this family, and an analysis of the assessment findings
- Formulate appropriate nursing interventions and goals for evaluation
- Synthesize appropriate literature to support your discussion
- Identify how you would evaluate the family-centered interventions, and appropriate referrals as needed

Conclusion (5%)

Summarize assessment findings, and describe how the case study may be used in your clinical practice.

Style (5%)

Clarity of writing, correct grammar & punctuation, use of APA format.

Guidelines for Seminar Presentation

This presentation will be a presentation of the material in your written case study. Briefly describe your family case study, identifying any pertinent literature, and how your experience could be used in the future clinical setting as an FNP.

Objectives:

1. Describe the family identified in your case study
2. Summarize findings from your case study, including assessment, nursing diagnoses, interventions, goals and criteria for evaluation..
3. Identify, synthesize and analyze pertinent literature.

Grading criteria: (This presentation is 40% of your grade; 40 points)

I. Content (30 points)

Describes family of interest, and pertinent assessment findings (5 points)

Based on literature and clinical experience, identifies appropriate nursing interventions and goals of care for the family (15 points)

Provides evidence of interpretation, critique and application of research findings to clinical practice with the family with needs (10 points)

II. Style (10 points)

Use of handouts, AV material (5%)

Clarity of presentation (5%)

Textbooks / Readings:

In addition to those listed below, individual readings will be assigned for each class.

Danielson, C.B., Hamel-Bissell, B., & Winstead-Fry, P. (1993). Families, Health & Illness: Perspectives on coping and intervention. St. Louis, MO: Mosby.

Wright, L. & Leahy, M. (1994). Nurses and families: a guide to nursing assessment and intervention. Philadelphia, PA: F.A. Davis.

Class Topic Outline:

- Session #1 Course overview
- Session #2 Family coping: theoretical perspectives
- Session #3 Family coping with illness: assessment & intervention
- Session #4 Dysfunctional families: assessment & intervention
- Session #5 Family violence: overview & assessment
- Session #6 Family violence: intervention & referral
- Session #6 The family in crisis: assessment
- Session #7 Conflict management / crisis intervention with families
- Session #8 Student seminars
- Session #9 Families in clinical practice
- Session #10 Student seminars
- Session #11 Referrals: who, when, where
- Session #12 Student seminars
- Session #13 Student seminars
- Session #14 Student seminars
- Session #15 Course summary and evaluation