

:INTRODUCTION TO HEALTH SCIENCES

N&JR 108

COURSE NAME

CODE NO.

Total Credit Hours: 15

Prerequisites: None

I. PHILOSOPHY/GOALS:

This course is designed to explore career opportunities in the health sciences field with a primary focus on careers in nursing. The varied roles and settings in which health care practitioners function will be studied, with emphasis on the roles of the health care aide, registered nursing assistant, and registered nurse.

Academic, social and personal experiences commonly encountered by students preparing for nursing careers will be discussed. This course will advance students towards a career in nursing.

II, STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Discuss health science programs and career opportunities in various health care agencies in our community,
2. Investigate career paths associated with the role of health care aide, registered nursing assistant, and registered nurse.
3. Differentiate between fact and stereotype about careers in nursing,
4. Report academic, social and personal requirements of careers in the nursing field.
5. Examine own feelings about pursuing a career in the health science field as they relate to facts, stereotypes, and requirements.
6. Propose a plan which will promote success in the health science field.

II. TOPICS TO BE COVERED;

1. Health Science Career Opportunities.
2. Career Paths Associated with Health Care Aide (HCA), Registered Nursing Assistant (RNA) and Registered Nurse (RN).
3. Stereotypes Affecting Nursing.
4. Academic, Social and Personal Requirements for Nursing Careers.
5. Personal Goals.
6. Effective Planning for a Health Science Career.

IV. **LEARNING ACTIVITIES** **REQUIRED RESOURCES**

UNIT 1.0: HEALTH SCIENCE CAREER OPPORTUNITIES

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|---|--------------------------|--|
| Upon successful completion of this unit, the student will be able to: | TEXT | <u>Mosby's Tour Guide to Nursing School</u> |
| 1.1 Use the United Way Services Community Services Directory to locate Algoma's health care agencies. | STUDY: | pp. V - XIV |
| | VISIT: | Learning Resource Centre and locate most recent Directory. |
| 1.2 List a sample of health science careers in this community. | COMPLETE: | Written assignment |
| | CLASS DISCUSSION: | - Select sample - Prepare list of questions for panel. |
| 1.3 Discuss the nature of selected careers with practitioners in this community. | PANEL DISCUSSION | |

UNIT 2.0: CAREER PATHS ASSOCIATED WITH HCA, RNA AND RN

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|---|--|--|
| Upon successful completion of this unit, the student will be able to: | TEXT | <u>Mosby's Tour Guide to Nursing School</u> |
| 2.1 Define and state functions of: a) Health Care Aide b) Registered Nursing Assistant c) Registered Nurse | STUDY: | CH. 1, 2, 19, 20 |
| | STUDY: | Sault College Calendar descriptions of HCA, RNA, and RN programs. |
| 2.2 Give examples of specialities/work settings associated with these careers. | STUDY: | College of Nurses description of R.N. and R.N.A. on Reserve in Learning Resource Centre. |
| 2.3 Explain the concept of "career laddering" as it applies to HCA, RNA, and RN | STUDENT GROUP PRESENTATION | |
| | VISIT AND DISCUSSION WITH REPS: | - R.N. PRACTITIONERS - R.N.A PRACTITIONERS - H.C.A. PRACTITIONERS |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 3.0: STEREOTYPES AFFECTING NURSING

Upon successful completion of this unit, the student will be able to:

- 3.1 Define stereotypes.
- 3.2 Describe the image of nursing portrayed in the "media".
- 3.3 Describe the image of nursing represented in nursing professional journals.
- 3.4 Participate in a group discussion on the effects of stereotypes on prospective students.

TEXT: Mosby's Tour Guide to Nursing School

STUDY: CH. 3, 4, 24 and 25

STUDENT SCRAPBOOK/JOURNAL
of samples from newspaper, magazines, T.V. listings, etc.

WRITTEN REVIEW
of one (1) nursing article from a professional nursing journal.

LECTURE AND GROUP DISCUSSION

VIDEO: "Nurses Are the Difference" (40 min. - H.S. Dept.)

UNIT 4.0: ACADEMIC SOCIAL AND PERSONAL REQUIREMENTS FOR NURSING CAREERS

Upon successful completion of this unit, the student will be able to:

- 4.1 Discuss the requirements suggested by Melodie Chenevert's "Tour Guide to Nursing School",
- 4.2 Discuss academic, social and personal requirements with student representatives from nursing programs,
- 4.3 Compare the requirements suggested by Chenevert's with student representatives from nursing programs.
- 4 - 4 Examine the impact of working with the ill and/or dying on personal and professional life.

TEXT: Mosby's Tour Guide to Nursing School

STUDY: CHAPTERS 5-10 inclusive

VISIT AND DISCUSSION
with student representatives from nursing programs,

VIDEO: "Overcoming Hospital Anxiety" (30 min. - H.S. Dept.)

TOUR HOSPITAL

CLASS DISCUSSION
of Text, Visits, and Video

LEARNING ACTIVITIES

REQUIRED RESOURCES

^ JN IT 5.0: PERSONAL GOALS

Upon successful completion of this unit, the student will be able to:

- 5.1 Identify own strengths and weaknesses.
- 5.2 Identify careers most appropriate for self.
- 5.3 Decide on pros and cons of own career pursuit.
- 5.4 Describe what you would like to be doing in one year, and in five years.
- 5.5 Prepare a personal plan to convert one of your short term wishes into a goal.

TEXT: Mosby's Tour Guide to Nursing School.

STUDY: CHAPTERS 11, 12, 19, 21 AND 22

COMPLETE: "Do You Have ... " Chapter 2, pp. 6 & 7

STUDY; Chapter 10

CLASS ASSIGNMENT

Use Format and Questions from Chapter 10, pp. 48-50

^ CN IT 6.0: EFFECTIVE PLANNING IN A HEALTH SCIENCE CAREER

Upon successful completion of this unit, the student will be able to:

- 6.1 List potential problems/difficulties in the successful pursuit of a Health Science Career.
- 6.2 Choose small study/working group to use problem solving techniques on identified problems.
- 6.3 Select the most important problem to your group.
- 6.4 Identify short term goals which are realistic and attainable to manage the selected problem.
- 6.5 Select and describe strategies to meet the goals identified.

TEXT: Mosby's Tour Guide to Nursing Care.

STUDY: Chapters 13-17 incl

CLASS BRAINSTORM

CLASS DISCUSSION

SMALL GROUP DISCUSSION

COMPLETE ASSIGNMENT

LEARNING ACTIVITIES

REQUIRED RESOURCES

6.6 Decide on criteria by which to measure the effectiveness of your plan.

6.7 Communicate the plan to the class in oral and written form.

CLASS GROUP PRESENTATION

V. REQUIRED STUDENT RESOURCES (Including text books and work books).

Chenovert, Melodie. Mosby's Tour Guide to Nursing School. Third Edition. Toronto. C.V. Mosby Company, 1995.

VI. ADDITIONAL RESOURCE MATERIALS:

(Available in College Learning Resource Centre and Health Science Department).

- * Kerr, Janet and MacPhail, Jannetta, Canadian Nursing Issues and Perspectives, Toronto. McGraw-Hill Ryerson Ltd. 1988
- * Nursing Professional Journal (R.T.)
- * United Way Services "Community Services Directory"
- * College of Nurses "The Standards of Nursing Practice for Registered Nurses and Registered Nursing Assistants", January 1990.

A/V: Videos - 1) "Nurses Are The Difference"
2) "Overcoming Hospital Anxiety"

VII. METHOD(S) OF EVALUATION

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|----------------|--|-----|
| UNIT I | WRITTEN ASSIGNMENT | 10% |
| | (Includes title, purpose, address and contact person of one Health Science Agency from Community Services Directory,) | |
| UNIT II | WRITTEN ASSIGNMENT | 20% |
| | (Includes definition and function of HCA, RNA or RN and examples of work settings, specialities and career opportunities.) | |

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| UNIT III | STUDENT SCRAPBOOK/JOURNAL (includes four week sample from various media re: image of nursing.) | 10% |
| UNIT III | WRITTEN JOURNAL REVIEW (Includes summary of article and article's effect on image of nursing.) | 15% |
| UNIT VI | ORAL AND WRITTEN ASSIGNMENT 'Plan to Promote Success in Health Science Career Pursuit' | 30% |
| | Attendance at CLASS & Participation | 15% |
| | | 100% |

The grading system used will be as follows

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|----|---|-----------|
| A+ | = | 90 - 100% |
| A | | 80 - 89% |
| B | | 70 - 79% |
| C | | 60 - 69% |
| R | | Repeat |

SPECIAL NOTES:

Attendance to all classes is required.

Students will be required to complete assignments and readings as assigned.

Assignments received after agreed upon due dates will receive incomplete (I).

Extensions of due dates **MUST** be negotiated before assignments are due.

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

WRITTEN ASSIGNMENTS MUST BE NEAT AND LEGIBLE OR WILL BE RETURNED UNGRADED.

All students must attend 50% of the classes to obtain a passing grade.