

I. COURSE DESCRIPTION:

The major emphasis of this course is on the personal meaning of health, related health assessments and health maintenance. Learners will examine significant theoretical and conceptual frameworks of health in relation to self and family. An agency based clinical experience will take place in the context of well elderly. By reflecting and reconstructing personal experiences, learners will have an opportunity to identify resources and challenges that affect health and recognize the complexity of the change process as related to health promotion and caring. (3 hours class per week/4 hours of lab per week/total agency hours 24).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS- IN- VIEW:

This course will provide learners with opportunities to develop heightened awareness of their own personal concepts of health and healthy living. They will also have opportunities to become aware of differences in beliefs, values, and perceptions about health held by others and how these differences influence the way people behave throughout the lifespan, in relation to health. Learners will have opportunities to explore the complexities of the change process in relation to transitions in the life cycle and in healthful living practices. Opportunities to learn basic health assessment skills will be included in this course.

PROCESS:

In order to develop a conceptual and experiential understanding of the concepts and theories in this course, learners will be provided with learning activities in which they will need to personally engage. Experiences arising from learning activities will be shared with others in active dialogue so that people's experiences with health can be considered from praxis perspective. The teacher's responsibility is to guide and facilitate; the learner's responsibility is to use resources and to actively engage in dialogue and in the process of learning.

LABORATORY EXPERIENCES:

You must attend your scheduled lab. If you are ill, please contact your lab facilitator. Switching labs is reserved for very special circumstances. You will not be allowed to move freely among lab sections - you must ask first.

You will also attend scheduled practice labs during the term. In the practice lab, you will practise the skills that you learn in each of the laboratory sessions. Practice labs are in addition to your regularly scheduled classes. The hours will be scheduled and also will be posted on the lab doors. You must attend your scheduled practice lab each week.

Repeated absences from scheduled labs will necessitate withdrawal from the clinical setting. This will be strictly enforced. Ask yourself this question: would you want a nurse who doesn't know what she/he is doing caring for your mother/father, sister/brother, grandmother/grandfather ?

CLINICAL PLACEMENT:

NOTE: ALL CLINICAL REQUIREMENTS MUST BE COMPLETED PRIOR TO BEGINNING OF CLINICAL EXPERIENCES.

Institution-Based Clinical - Well Elderly

This 24-hour clinical experience will provide opportunities for you to begin your practice of nursing. It is the intent that you will become an active participant in the construction of your own knowledge as you relate course concepts to your practice. You will have opportunities to practise professionally, to promote a safe and supportive environment, and to develop caring relationships as you engage with well elderly in an agency setting. A faculty member will serve as a learning facilitator and resource for your clinical group activities. It is hoped that you will develop an understanding of the complexity of relationships within families, and an ability to be sensitive to different family dynamics. In consultation with your clinical facilitator, you will be responsible for seeking opportunities to consolidate classroom and laboratory learning in the practice setting with respect to establishing a healing environment (i.e., listening, comforting, bed making); promoting exercise and movement (i.e. assisting with mobility, transferring, range of motion exercises) and providing comfort (i.e. bathing, skin care, oral hygiene, assisting with dressing, assisting with elimination).

In addition it is expected that you will integrate newly acquired knowledge and skills from other concurrent nursing courses (i.e. Professional Growth 1 and Self and Others 1) during the clinical experience.

III. TOPICS:

Through the use of a variety of learning activities, course content will reflect the following concepts:

- the lived experience of the person (phenomenology), differing realities, self esteem, self concept, personal resources.
- perception - personal meaning, personal construct theory, beliefs and values
- context - culture, family, community, situatedness
- responsibility - choice, self-responsibility, nutrition
- assessment - individual and family assessment process (beginning level),
- empowerment/enablement - teaching, learning process.
- transitions - developmental change, change theory, lifestyle change
- ways of knowing - ethics of health, personal experiences, empirical knowledge, theoretical knowledge.

Laboratory learning activities will be organized around the following concepts:

ASEPSIS	principles of; hand washing; gloving, standard precautions
ASSESSMENT	temperature; pulse; respirations; blood pressure; height & weight.
MOBILITY	basic body mechanics; moving & transferring; R.O.M.; assisting with ambulation, and positioning.
HYGIENE	bathing techniques; mouth care; bed-making; assisting with dressing
ELIMINATION	using assistive devices to promote urinary and bowel elimination; specimen collection
NUTRITION	feeding techniques; Intake & Output (I & O)

COURSE NAME

CODE #

OVERVIEW: NURS1004
Course Content and Student Evaluation

Week	Class Content	Lab Content	Clinical	Evaluations
1 Sept 8 th	Course introduction, Health	Introduction; Asepsis, Standard Precautions		
2 Sept 13 th	Perception of Health	Body Mechanics, Bedmaking		
3 Sept 20 st	Human Development Part 1	Hygiene		
4. Sept 27 th	Human Development Part 2	Hygiene		
5. Oct. 4 th	Responsibility/Empowerment	ROM/ Positioning		
6. Oct 11 th	Thanksgiving Transition, Behavioural Change and Health Promotion	Feeding & Mouth Care		Change Paper <u>Part I</u> due
7. Oct 18 th	MIDTERM	Communication, Safety, family assessment	Clinical orientation	MID TERM
9. October 25-29th	Study Break	Study Break	Study Break	Study Break
8. Nov.1st	Assessment (Family)	Moving & Transferring	Clinical -	
10. Nov. 8 th	Stress and Caring Behaviour	Elimination	Clinical	
11. Nov. 15 th	Nutrition and Behaviour Change	Vital Signs and Health Measurements	Clinical	
12. Nov. 22 rd	Phenomenology / The lived experience	Vital Signs	Clinical	Change Paper <u>Part II</u> due
13. Nov 29 th	Context – Culture	Scenario Testing	Clinical	
14. Dec. 6 th		Scenario Testing	Exams	Scenario Testing
15.	EXAM PERIOD (Starts Dec 8th)	EXAM PERIOD	Exam Period	EXAM PERIOD

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. American Psychological Association. (2009) *Publication manual of the American psychological association* (Revised 6th ed.) Lancaster Press: Pennsylvania.
2. Perry, A., & Potter, P. (2010). *Clinical Nursing Skills and Techniques*. (7th ed.) St. Louis MO; Elsevier Mosby. **
3. Perry, A., & Potter, P. (2006). *Nursing skills online for fundamentals of nursing*. (6th ed.) St. Louis: Elsevier Mosby. **
4. Potter, P., & Perry, A.(2010). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (Revised 4th ed.). Toronto:Elsevier Mosby. **
5. Donatelle, R.J., & Thompson, A. M. (2011). *Health the basics*. (5th Canadian ed.).Toronto:Pearson.
6. Wright , L. M., & Leahey, M. (2009). *Nurses and families* (5th ed.) Philadelphia: F. A. Davis.
7. Mosby's dictionary of medicine, nursing & health professions.(2009).(8th ed.). St. Louis, MI: Elsevier Mosby. **
8. NURS1004 2010 Required Article Readings (purchase in bookstore)
9. NEOCNP 2010 NURS 1004 course learning activities and lab manual (will be provided for you).

**available as a bundle in campus bookstore

RECOMMENDED RESOURCES

1. Murray, R. B., Zentner, J. P., Pangman, V., & Pangman,C. (2009). *Health Promotion Strategies through the Lifespan. Canadian Edition*.(2nd.ed.) Toronto: Pearson – Prentice Hall. **(on reserve in library)**

SUPPLIES

(Detailed information regarding uniforms and supplies will be provided during the first week of class.)

- 1-2 Uniforms, **royal blue only**
- Warm-up jacket, **royal blue only** (optional)
- NEOCNP crest for each uniform and warm-up jacket (available in Campus Shop)
- 1 name tag (full name, NEOCNP)
- 1 pair white nursing or running shoes (closed toe and heel with rubber soles)
- 1 watch with second hand
- 1 blood pressure cuff
- 1 stethoscope (must have dual head, diaphragm and bell)

Estimated Cost for Supplies: \$425.00

V. EVALUATION PROCESS/GRADING SYSTEM:

Successful completion of NURS1004 is dependent upon a satisfactory clinical status and 60% academic in the following. All evaluation strategies must be submitted in order to receive credit in the course:

Method		Date	Weight
1.	Individual Health Change Project Paper	Part I 10 marks -due week 5 Part II 15 marks - due week 12	25%
2.	Mid term	Week 7	20%
3.	Lab Scenario Testing	Week 13 & Exam Period	15%
4.	Online lab course modules completed	Prior to midterm Prior to final exam	Satisfactory or unsatisfactory
5.	Final Examination	Exam Period	40 %
6.	Clinical Evaluation	Weeks 7 -13	Satisfactory or unsatisfactory

Detailed information about assignments can be found in the NURS1004 course syllabus. It is the responsibility of each student to obtain the criteria for each evaluative method. All students will be notified a minimum of 7 days prior to the date of any test and/or examination.

The school policy on written assignments applies to all written assignments (*see Student Manual*). APA format is required unless specifically stated otherwise. Those not submitted by the due date and time will not be accepted. *Extensions will not be granted on the day that the assignment is due.*

NOTE: Students in Health Science programs must maintain a minimum grade of "C" in order to continue in the program. In addition, in order to obtain a passing grade in Self and Family Health, you must achieve a "satisfactory" clinical evaluation from your clinical facilitator.

EVALUATION POLICY

1. Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations will be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.
3. The North Eastern Ontario Collaborative Nursing Program Policy and Procedure Manual, 2010 is to be consulted for guidance and is considered part of this course outline.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade. All science courses, including BIOL2105, BIOL2111, CHMI2220.

Elective courses require 50% for a passing grade.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

This course's Blackboard site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.