

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Health I: Self & Family Health  
**CODE NO. :** NURS1004 **SEMESTER:** 1  
**PROGRAM:** Collaborative Bachelor of Science in Nursing

**COURSE PROFESSOR** Wendy Fostey (theory component)  
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**DATE:** Sept/11 **PREVIOUS OUTLINE DATED:** Sept/10

**APPROVED:** "Marilyn King" Sept/11

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**CHAIR**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**EQUIVALENCIES:** None

**HOURS/WEEK:** 3 (classroom), 4 (lab), 4 (Clinical 2<sup>nd</sup> half of semester)

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**OVERVIEW: NURS1004**  
Course Content and Student Evaluation

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

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Course Name: Health 1: Self & Family Health

Course Number: NURS 1004

Class: 3 hours

Laboratory: 2hours + 2 hours scheduled practice lab – attendance is mandatory

Clinical: Community 10 hours, Scheduled Institution Based–Well Elderly:

24 hours;4 hours/wk (last 6 weeks of course schedule).

**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/community 10 hours/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:**

**CLASSROOM:**

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 a 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.

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Reflective Journals

Each of the classroom learning activities asks that you reflect and build upon your learning by addressing specific questions or ideas in a journal. We will discuss the format for these in the first class. You are not required to hand all of these in. However you must complete these each week, as the critical questions formulate the basis for the health change paper and the final examination.

**LABORATORY EXPERIENCES:**

You must attend your scheduled lab and practice labs. 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 are responsible for all assigned content; you are expected to come to lab prepared to complete the lab activities as outlined in NURS 1004 lab manual.**

You will also attend practice labs during the term. In the practice lab, you will practice the skills that you learn in each of the laboratory sessions. Practice labs are scheduled and a faculty member will be there to guide your learning.

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 etc??)

Journal Research

As part of the laboratory portion of NURS 1004, you will be asked to access and read research articles on the nursing skills being studied. Students will be randomly assigned to complete the required research. These students will be asked to verbally summarize the research articles they have read in the laboratory class, as well as project how the research findings described in the articles will impact their nursing practice. Further criteria will be given out in the first laboratory period. The research and discussion will be an element of the student receiving a satisfactory or unsatisfactory grade in the clinical component of this course.

**CLINICAL PLACEMENT:**

**All clinical requirements must be completed prior to beginning of clinical experiences. Also, see note regarding tuition default in NURS 1004 course outline.**

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**A. Institution-Based Clinical - Well Elderly**

In a well elderly setting, each learner will be assigned to clinical group. A faculty member will serve as facilitator and resource for the clinical group.

This 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. 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.

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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)

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. American Psychological Association. (2009) *Publication manual of the American psychological association* (Revised 6<sup>th</sup> ed.) Lancaster Press: Pennsylvania.
2. Perry, A., & Potter, P. (2010). *Clinical Nursing Skills and Techniques*. (7<sup>th</sup> ed.) St. Louis MO; Elsevier Mosby. \*\*
3. Perry, A., & Potter, P. (2006). *Nursing skills online for fundamentals of nursing*. (6<sup>th</sup> 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*. (5<sup>th</sup> 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 theory course learning activities and lab manual (will be provided for you).

\*\*available as a bundle in campus bookstore

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## RECOMMENDED RESOURCES

1. Murray, R. B., Zentner, J. P., Pangman, V., & Pangman, C. (2009). *Health Promotion Strategies through the Lifespan. Canadian Edition. (2<sup>nd</sup>.ed.)* Toronto: Pearson – Prentice Hall. (on reserve in the 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 6  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 completion	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

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**1. Individual Health Change Project Paper: 25 % of the final grade**

This paper will incorporate learning activity readings and class discussions regarding health, human development, responsibility, empowerment, transition, change, health behavioural theories and family assessment. The paper will be supported with appropriate scholarly sources.

The project begins as you consider your perception of health and perform a self assessment of your own health and wellness. From this self assessment, you will determine a health concern which you feel is relevant and feasible to address within a personal health change project. Framed by the empowerment model and the DECIDE framework as discussed during learning activity # 5, develop a personal contract in which you agree to make behavioural changes related to the assessed personal health concern. Make your contract realistic so that you can meet the commitments you have made to yourself. Identify and support why this a relevant health concern for you at this time. Examine your thoughts and feelings regarding making a health behaviour change. You will then commence the behavioural change and provide discussion and evaluation of your change process, including influential factors.

*The assessment of marks will occur in two stages. Both components must be completed and submitted on due dates, Both components will be in APA format, including a cover page, a brief introductory paragraph, a conclusion and a reference page. The Marked Part I paper is to be handed in with the Part II paper.*

The health change paper describes your experiences within the change process and will demonstrate relatedness to theoretical knowledge. You may or may not succeed in your plan; the focus is on the change process and related factors.

Further details will be provided in class. Marking scheme is attached (p. 51 -54).

**2. Mid term: 20% of the final grade**

A midterm test will be administered during class in week 7. This test will address the material covered in both the class and lab experiences and will be a combination of multiple choice and short answer questions. It is worth 20% of the final grade.

**3. Lab Scenario Testing: 15% of the final grade**

During the last week of the course or, possibly in the exam period, you will have one opportunity to perform an observed scenario to assess your competence with nursing skills acquired this semester. The grading criteria will be handed out and discussed in a lab class. To assist you to prepare for this test, practice lab scenarios will be distributed for you to utilize during your practice lab sessions.

**4. NSO: Nursing Skills Online course modules completion: satisfactory or unsatisfactory**

As a component of preparing for your lab experiences, the lab learning activities will on certain weeks, have references to appropriate modules within your Nursing Skills online course. Your completion of these modules will be tracked to ensure completion. All assigned modules must be completed.



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**5. Final Examination: 40% of the final grade**

You will write a final examination during the scheduled exam period at the end of the first term. This will be a combined multiple choice and short essay type exam worth 40% of your grade. The content of the exam will be comprehensive, drawing upon both your laboratory and classroom learning.

**6. Clinical Experience: must receive satisfactory to pass NURS 1004**

During the latter 6 weeks of the term, you will complete 4 hours of clinical each week for a total 24-hour clinical experience. **Clinical is mandatory and will be assessed as either “satisfactory” or “unsatisfactory”.**

Please note that non- attendance at the clinical experience can seriously jeopardize your opportunity to learn and demonstrate your ability to promote a safe and supportive environment, and to develop caring relationships as you engage with well elderly in an agency setting. In other words, absence can result in failure to meet the clinical expectations.

Absence from clinical due to health reasons must be established by medical documentation and the learner must devise a plan to complete the required clinical hours. On return to the clinical setting the student is to submit a learning plan with specific strategies to achieve the clinical expectations missed during their absence. This must be approved by the clinical instructor.

**It is critical that you take clinical practice very seriously. Nursing is a serious, professional relationship with clients and families. The best way to approach caring for a client is to remember that this person is someone of great importance to another person. This could be your mother, father, sister, brother, son or daughter. Professional caring involves caring for the whole client; body, mind and spirit. Your professional care has significant impact on others. The School of Nursing takes matters of professional behaviour very seriously. You can be removed from the program for incidents deemed to be unprofessional or unsafe. Please see the student manual for details.**

**Clinical Expectations****Clinical Portfolio:**

You will initiate and complete a Clinical portfolio to be submitted to your clinical facilitator for evaluation. Further, you will engage in reflective practice to critique your clinical performance with respect to the five domains of Nursing (see clinical evaluation). These will be discussed in depth at the beginning of the clinical experience by your clinical facilitator.

As a method of preparing for your clinical experiences, learners will be expected to do the following:

**A. Prior to each clinical day**

Prepare an organization sheet for the day. Your clinical teacher will ask to see this when you arrive for each clinical day.

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**B. On the following Monday**

Submit the following written work to the clinical teacher;

- An organization sheet from weeks 2 -6 (total of 5)
- A description of a caring event or health promotion activity for your assigned resident. Include references. Students will complete 2 caring events **and** 2 health promotion activities by the end of the rotation.
- Complete one of each by midpoint of rotation.
- A reflection of a clinical experience using John's model of structured reflection. Include references. A total of 2 submissions by the end of the rotation.
- Complete one reflection by midpoint of rotation

Therefore, by the last day of clinical, you will have handed in:

- 5 weekly organization sheets
- 2 Reflections using John's model
- 2 Descriptions of caring events
- 2 Descriptions of health promotion activities
- Anything else as designated by your clinical teacher

It is important to complete the written assignments for clinical in a timely and **progressive** fashion so your clinical educator can provide you with ongoing constructive feedback and suggest areas for improvement. Your clinical facilitator will indicate due dates for portfolio components. **Note**, that you may hand in any of these assignments earlier than the due date, however, they **MUST** be submitted on the due date or the clinical teacher is not required to mark the assignment and you will receive an unsatisfactory grade in clinical.

**NOTE: Failure to meet the above clinical expectations, including the submission of clinical assignments will constitute a clinical failure in NURS 1004. An unsatisfactory performance in clinical will constitute a failure in NURS 1004.**

A suggested tracking tool for your clinical portfolio is provided in this syllabus. Also provided are examples of a blank and a completed organizational plan for your clinical experiences. (Page 47 50).

NOTE:

Students in Health Science programs must maintain a minimum grade of "C" in order to continue in the program.

ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit of the course.

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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.

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 syllabus.