

I. COURSE DESCRIPTION:

This course introduces the concept of health in nursing. Opportunities are provided to apply the nursing process in multiple educational contexts with an emphasis on safe and ethical care with older adults and families. Learners are required to integrate concurrent learning. (lec/sem 3, lab 3, 34 hr exp) cr 4.

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
- 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
- explore the complexities of the change process in relation to transitions in the life cycle and in healthful living practices
- learn basic health assessment skills
- apply relational practice and group process concepts in the nursing practice setting through collaboration with clients, family and client/community groups
- participate in inter-professional, intra-professional and interdisciplinary learning experiences in class, laboratory and /or nursing practice settings

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 among lab sections.

Each week you must demonstrate competency in the skills learned and have your Laboratory Skills Passport signed by your professor prior to the end of class. Unsuccessful students will require remedial practice on their own time and will not be able to perform these skills in the clinical setting until such time as they are demonstrated successfully to the professor or designate. All skills must be demonstrated successfully prior to week 14.

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 AND SUBMITTED PRIOR TO BEGINNING OF CLINICAL EXPERIENCES. FAILURE TO HAVE ALL REQUIREMENTS IN WILL RESULT IN AN UNSUCCESSFUL GRADE IN THE CLINICAL COMPONENT OF THE COURSE.

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 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 - 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)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.) Pennsylvania: Lancaster Press.
2. Perry, A., Potter, P., & Ostendorf, W. (2014). *Clinical nursing skills and techniques*. (8th ed.) Toronto: Mosby. ISBN: 978-0-323-08383-6
3. Potter, P., & Perry, A. (2014). *Canadian fundamentals of nursing*. (5th ed.). J. Ross-Kerr, M. Wood, B. Astle, & W. Duggleby (Eds.). Toronto: Mosby. ISBN: 978-1-926648-53-8
4. Touhy, T., & Jett, K. (2012). *Ebersole and Hess' Gerontological Nursing and Healthy Aging*. (1st Canadian ed.). V. Boscart & L. McCleary (Ed.). Toronto: Mosby. ISBN: 978-1-926648-23-1
5. Gray Morris, D. (2014). *Calculate with confidence*. (6th ed.). Toronto: Mosby. ISBN: 9780323089319.
6. Gray Morris, D. (2014). *Drug calculations online for Calculate with Confidence (User Guide and Access Code)*. ISBN: 9780323170567.
6. Elsevier, Inc. *Simulation Learning System for RN (Retail Access Card)*.
7. A current, Canadian medical dictionary

SUPPLIES

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

- 1-2 Sault College BScN Logo Uniforms, **royal blue only** (available at bookstore)
- 1 Sault College BScN Program polo shirt (available at bookstore)
- Warm-up jacket, **royal blue only** (optional)
- 1 name tag (SEE BSCN STUDENT HANDBOOK FOR DETAILS)
- 1 pair **predominantly white** nursing or running shoes (closed toe and heel with rubber soles)
- 1 watch with second hand
- 1 blood pressure cuff
- 1 **good quality** stethoscope (must have dual head, diaphragm and bell)

V. EVALUATION PROCESS/GRADING SYSTEM:

Successful completion of BSCN1004 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.	Test #1	Week 5	20%
2.	Test #2	Week 10	20%
3.	Lab Scenario Testing	Week 13, 14 & Exam Period	20%
4.	Article Review	Prior to final exam	Satisfactory or unsatisfactory
6.	Laboratory Skills Passport	Weekly	Satisfactory or unsatisfactory
7.	Final Examination	Exam Period	40%
8.	Clinical Evaluation	Weeks 7 -12	Satisfactory or unsatisfactory

Detailed information about assignments can be found in the BSCN1004 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. All evaluation components must be completed to receive a final mark in the course.

The school policy on written assignments applies to all written assignments (see *Student Manual*). APA format (6th edition) is required unless specifically stated otherwise. Those not submitted by the due date and time may not be accepted.

Extensions will not be granted within 24 hours 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 Sault College Collaborative Nursing Program Policy and Procedure Manual, 2015-2016 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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Elective courses require 50% for a passing grade.

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. Absences in excess of 20% of classes may jeopardize success in course.

This course's D2L 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 in D2L and on the portal form part of this course outline.