

I. COURSE DESCRIPTION:

This course focuses on concepts related to the family's lived experience with a chronic health challenge, health promotion and the determinants of health. Emphasis is placed on the development of critical thinking skills in relation to critiquing the literature. Learners will participate in health assessment of individuals and families following a recognized framework in order to explore the meanings of health for individuals and their family members. A variety of activities related to the nurse's role in promoting and maintaining health in lives complicated by chronic health challenges will be provided.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS IN VIEW

This course will introduce learners to the two dominant knowledge paradigms and the process of concept analysis. Learners will have the opportunity to develop the ability to access relevant literature and develop scholarly writing skills. Through the process of family assessment, learners will have opportunities to gain insight into people's experiences with chronic health challenges focusing on the concept of caring in this context.

PROCESS

The faculty's intent is that a caring relationship will develop between the teacher and learner, indicative of the type of relationship that learners will be developing with their clients. It is hoped that learners will understand that caring involves challenge, critical thinking and nurturing and that this will be the nature of the relationship in the seminars. It is expected that learners will, access and examine relevant literature and share their practice experiences in class each week. Preparation for class will contribute to the quality of the learning activity experiences and will facilitate success in the course. The learners will be encouraged to engage in the reflective process.

This course is on WebCT.

III. TOPICS:

The course will be organized around the following concepts

Class Content

Week 1 Jan 11	Introduction to NURS1007 Forming learning teams Family - CFAM
Week 2 Jan 18	Concept Analysis
Week 3 Jan 25	Chronicity and Ways of Knowing
Week 4 Feb 1	Family - Patterns / Roles / Role Challenges
Week 5 Feb 8	Family -Family Care Givers Time / Transitions
Week 6 Feb 5	Literature Reviews / Searches
Week 7 Feb 22	Perception – Self / Self Concept / Self-image / Self-esteem / Stigma / Normalization Assignment #1 due by 1330hrs at beginning of class
Week 8 Mar 1	WINTER STUDY BREAK
Week 9 Mar 8	Compliance/Adherence
Week 10 Mar 15	-Perception – Pain / Suffering / Comfort
Week 11 Mar 22	Perception – Loss/Grieving
Week 12 Mar 29	Hope / Courage / Spirituality
Week 13 Apr 5	Health Promotion Pulling it all together and Evaluation
Week 14 Apr 9	Assignment #2 due by 1530hrs in D1093

Sequencing of topics/assignments/tests subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

LEARNING RESOURCES

Required Texts:

Lubkin, I.M., & Larsen, P.D. (Eds.). (2006). *Chronic illness: Impact and interventions (6th ed.)*. Mississauga, ON: Jones and Bartlett.

Wright, L.M., & Leahy, M. (2005). *Nurses and families: A guide to family assessment and intervention (4th ed.)*. Philadelphia, PA: F.A. Davis.

Recommended Texts:

College of Nurses of Ontario. (2006). *Therapeutic nurse-client relationship*. Toronto, ON: Author
(can be found in Compendium of Standards at www.cno.org)

Doane, G.H., & Varcoe, C. (2005). *Family nursing as relational inquiry: Developing health-promoting practice*. Philadelphia: Lippincott Williams & Wilkins.

Registered Nurses' Association of Ontario, (2006). *Client centred care*. Toronto, ON: Author.
(can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 12 – 24 are essential reading pages)

Registered Nurses' Association of Ontario, (2006). *Establishing therapeutic relationships*. Toronto, ON: Author.
(can be found in RNAO Best Practice Guidelines at www.rnao.org) pp. 8 - 36 are essential reading pages)

Assigned articles and readings:

Readings and learning resources from NURS 1206, 1056 and 1006.

Supportive Readings: on reserve in library, found on relevant databases or to be handed out in class.

V. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION

Evaluation Tool	Due Date	Marks
Assignment # 1: Description of Chronic Health Challenge Family	Week 7 Feb.22 at beginning of class:	40% 1330hrs
Assignment #2: Chronic Illness Concept Paper	Week 14 April 9 by 1530hrs in D1093	60%

Please refer to Student Manual and Course Evaluation and Learning Activity Package for policies regarding assignments.

All assignments are due at the beginning of class on the designated date unless instructed otherwise. Extension requests must be made prior to due date and time and must be in writing. Written requests via the course webCT are acceptable with permission from the course professor. Written requests must include new due date and time. Extension penalties for non extenuating circumstances will be 10% per day including weekends and holidays. Note the 10% is of the percentage of the assignment. For example, if an assignment is worth 40% then 10% of that assignment would be a loss of 4 marks per day. Late assignments emailed to the professor via the student's academic account are acceptable but must be accompanied with a hard copy as soon as possible.

Written assignments must be submitted to www.turnitin.com by their due date and time.

**Community Experience 10 hours: Resource Family
Resource Family Experience**

Throughout the course, in pairs, learners will visit with a family living with a chronic health challenge. This experience provides an opportunity to gain insight into people's experiences with chronic health. **In order to achieve a passing grade in this course, a minimum of three satisfactory (3) visits are to be completed with this family, one of which is supervised by a nursing faculty member.** Both students need to attend each family visit. Students must have their resource family by mid-January. The first visit must be completed by Week 4 and all three visits must be completed by Week 12. Students are also expected to send a letter to their family thanking them for their participation in their learning. Additional information about family visits can be found in the course evaluation and learning activity package.

The following semester grades will be assigned to students in post-secondary 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.	

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 and elective courses require 50% for a passing grade.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean’s secretary. Students will be required to provide a transcript and course outline related to the course in question.