

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 learners, indicative of the type of relationship that learners will be developing with their clients. It is hoped that learners will understand that caring involves challenges, 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 supported with the Learning Management System (LMS).

III. TOPICS:

The course will be organized around the following concepts:

Class Content

Week 1 Jan 13	Introduction to NURS1007 Family – CFAM
Week 2 Jan 20	Concept Analysis
Week 3 Jan 27	Chronicity and Ways of Knowing
Week 4 Feb 3	Family – Patterns/Roles/Role Challenges
Week 5 Feb 10	Family – Family Care Givers Time/Transitions Literature Searches and Reviews
Week 6 Feb 17	<i>Assignment #1 due at beginning of class</i> Perception Part 1 – Self-image/Self-esteem/Stigma/ Normalization
Week 7 Feb 24	WINTER STUDY BREAK
Week 8 Mar 3	<i>Laurentian Library On-Line Workshop Certificate due</i> Perception Part 2 – Pain/Suffering/Comfort
Week 9 Mar 10	Perception Part 3 – Loss/Grieving
Week 10 Mar 17	Hope/Courage/Spirituality
Week 11 Mar 24	Compliance/Adherence
Week 12 Mar 31	<i>Both family visits must be completed</i> Independent Study
Week 13 Apr 7	<i>Assignment #2 due at beginning of class</i> Health Promotion: Pulling it all Together

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

Please see the “NURS 1007 Family Experiences of a Chronic Health Challenge Evaluation Processes and Learning Activities” package for additional information.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario. (2009). *Therapeutic nurse-client relationships: Revised 2006*. Retrieved from http://www.cno.org/docs/prac/41033_Therapeutic.pdf

Wright, L.M., & Leahy, M. (2009). *Nurses and families: A guide to family assessment and intervention (5th ed.)*. Philadelphia, PA: F. A. Davis

Recommended Resources:

Registered Nurses' Association of Ontario. (2002). *Client centred care*.

Retrieved from http://www.rnao.org/Storage/15/932_BPG_CCCare_Rev06.pdf

Registered Nurses' Association of Ontario. (2002). *Establishing therapeutic relationships*. Retrieved from

http://www.rnao.org/Storage/15/936_BPG_TR_Rev06.pdf

Assigned Articles and Readings:

Readings and learning resources from NURS1206, NURS1056, and NURS1004

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Tool	Due Date	Marks
Written Assignment #1: Description of Family with a Chronic Health Challenge	Feb 17	40%
Laurentian Library On-Line Workshop	Mar 3	S/U
Family Visits	Both completed by Mar 31	S/U
Written Assignment #2: Chronic Illness Concept paper	Apr 7	60%

In order for students to receive a final grade for NURS1007 all evaluation components **must** be completed.

Please refer to Student Manual and Evaluation Processes 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 the due date and time and must be in writing. Written requests via the course LMS are acceptable with permission from the course professor and must include a new due date and time. Extension penalties for non-extenuating circumstances will be 10% per day including weekends and holidays.

Family Experience of a Chronic Health Challenge

NURS1007

Up to 10% will be deducted for APA errors. Each different type of error is a deduction of 0.25 up to a total of 10%.

An electronic copy of each assignment must be emailed to the course professor via the course LMS site by the due date and time.

A hard copy of each assignment must be submitted to the professor by the due date and time as instructed. The hard copy is marked.

Assignments not emailed to the course professor via the LMS course site and handed in as a hard copy will be considered late and program policies regarding late assignments will apply.

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

The following semester grades will be assigned to students:

<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: 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.

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.

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.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

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