

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: HEALTH AND HEALING H

CODE NO.: NUR122

SEMESTER: 2

PROGRAM: NURSING AND PRACTICAL NURSING

AUTHOR: LESLIE FOSTER. JUDI MAUNDRELL & LINDA TOZER-JOHNSTON

DATE: JUNE. 1996

PREVIOUS OUTLINE DATED: JAN.. 1996

APPROVED:

  
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**DATE**

TOTAL CREDITS: 2

PREREQUISITE(S): NUR112, NUR113

LENGTH OF COURSE: 3 HOURS A WEEK

TOTAL CREDIT HOURS: 42

**HEALTH AND HEALING H**

**NUR122**

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**I. COURSE DESCRIPTION:**

The student will study the concept of gerontology. Theories of aging and the aging process will be examined as they relate to the health, wellness and healing of the older adult. Learning activities related to health and healing promotion will enable students to care for the older adult in the practice setting.

**n. LEARNING OUTCOMES:**

Upon successful completion of this course the student will demonstrate the ability to:

1. promote the concept of aging as a normal healthy process.
2. examine personal attitudes and values toward the elderly.
3. analyze theories of aging using problem solving and critical thinking skills.
4. develop and practise oral communication and interpersonal skills necessary to establish and maintain a helping and caring relationship with the elderly and their families.
5. assess needs and problems of the well and frail elderly in a variety of settings.
6. plan nursing actions to support and promote health and healing in the elderly.
7. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of audiences.
8. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

**HEALTH AND HEALING H**

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**COURSE NAME**

**COURSE CODE**

**m. TOPICS:**

The following concepts will be examined:

- The aging process
- Theories of aging
- Interpersonal skills and the elderly
  - helping relationship
  - caring
- Attitudes
- Health and wellness in aging
  - demographics
  - lifestyle/assessment
  - issues and concerns (socioeconomic/environmental)
  - health promotion
  - community resources
- Health and aging
  - assessment of health problems
  - issues and concerns
  - promoting healing
  - settings for care

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

Ebersole, P., & Hess, P. (1994). Toward Healthy Aging: Human Needs and Nursing Response (4th ed.)- St. Louis: Mosby.

Payne, W. & Hahn, D. (1995). Understanding Your Health (4th ed.). Toronto: Mosby Year Book.

Kozier, B., Erb, G., Blais, K., & Wilkinson, J. (1995). Fundamentals of Nursing. Concepts, Process and Practice (5th ed.). Redwood City, CA: Addison Wesley Nursing

Smeltzer, S. & Bare, B. (1996). Brunner& Suddarth's Textbook of Medical-Surgical Nursing (8th ed.). Toronto: Lippincott.

Health & Healing II Student Resource Package, 1996-97.

**HEALTH AND HEALING H**

**NUR122**

**COURSE NAME**

**COURSE CODE**

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS (Continued)**

MacDermott, B., & Dealie, J. (1994). Understanding Basic Pharmacology. Practical Approaches for Effective Application. Canada: Login Brothers.

Pharmacology Student Resource Package, 1996-97

Skidmore-Roth, L. (1994). Mosby's 1995 Nursing Drug Reference. Toronto: C.V. Mosby Company.

CoUegeofNursesof Ontario (1995). Medication Administration Guidelines for RNs and RPNs

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The evaluation of the course is divided between term work and the final examination. The term work is worth 75% of the course mark and is composed of two written assignments, three monthly quizzes, seven learner preparation submissions and one group assignment. The final exam will count as 25% toward the final mark.

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|----|---|-----|
| 1. | Seven learner preparation submissions.<br>Four on the well elderly (#1, 2, 3, 4, 5, 6, 7, and/or 8)<br>Three on the fi-ail elderly (#9, 10, 11, 12, 13, and/or 14)                                | 15% |
| 2. | Three monthly quizzes (short answer & multiple choice)<br>Topics to include changes occurring in normal aging,<br>nutrition in the elderly, and assessment of physiological<br>problems of aging. | 30% |
| 3. | Group Assignment/Presentation on frail elderly<br>taken from frail elderly learning activities  | 15% |

**HEALTH AND HEALING H**

**NUR122**

**COURSE NAME**

**COURSE CODE**

**V. EVALUATION PROCESS/GRADING SYSTEM (Continued)**

4.	Assignment #1: Nursing Care Issues and the Frail Elderly Paper	20%
5.	Final Examination covering the entire semester	<u>25%</u>
		100%

Learner preparation submissions must be handed in at the beginning of scheduled class. Late submissions will not be accepted except for extenuating circumstances when pre-arranged with your professor.

Marking schemes for essays and other assignments will differ from professor to professor and from assignment to assignment. Criteria for these assignments will be developed in collaboration with the students. This flexibility recognizes that assignments need to vary in approach to assist students with varying needs to meet the learning outcomes of the course.

Please refer to the Sault College Student Handbook, and the School of Health Sciences Student Success Guide for policies and procedures regarding grades, evaluation, assignments, examinations and guidelines for rewrites.

**GRADING SCHEME:**

The following letter grades will be assigned in accordance with the School of Health Sciences Guidelines.

A+	Consistently outstanding	= (90 - 100%)
A	Outstanding achievement	= (80 - 89%)
B	Consistently above average achievement	= (70 - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	= (60 - 69%)
S	Satisfactory achievement used only at midterm	
U	Unsatisfactory achievement used only at midterm	

**V, EVALUATION PROCESS/GRADING SYSTEM (Continued)**

- X A temporary grade that is limited to instances where extenuating special circumstances have prevented the student from completing outcomes by the end of the semester. An "X" grade must have the Dean's approval and gives a student additional time to complete course requirements.
- R Repeat. The student has not achieved the objectives of the course and the course must be repeated.

**VI. SPECIAL NOTES:**

- Special Needs  
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room EI204, Ext. 493, 717, 491 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.
- Disclaimer  
Faculty reserves the right to modify the course as she/he deems necessary to meet the needs of the students.

Substitute Course Information is available at the Registrar's Office.

- Academic Dishonesty  
This includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism can be defined as "taking the ideas and works of another and stating them as your own. In a short, ugly word, it is stealing. When you use an idea new to you, whether you express it in your own words or in quoted words, state your indebtedness...In general, it is permissible and even necessary to borrow, but always indicate who the lender is" (Shaw, H., 1986, Handbook of English. 4th Canadian Edition, McGraw-Hill Ryerson Ltd., Toronto).

**HEALTH AND HEALING H**

**NUR122**

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**VI. SPECIAL NOTES (Continued)**

Plagiarism should be distinguished from cooperation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results whether collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by foot-noting.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, the documentation format for referencing source material will be defined by the professor. Refer to ENG120 for full information.

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, as may be decided by the professor. See Sauh College Student Handbook re: Academic Dishonesty.

**Vn. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

