

I. COURSE DESCRIPTION:

“Healing. The word sounds so uncomplicated and comfortable, yet defining and understanding this concept is neither. Facilitating true healing is more difficult still, and recognizing it when we see it may be the most subtle work of all.” (Quinn, 1997)

This course will focus on peoples’ (individual and family) experience with healing, specifically related to a variety of episodic health challenges through selected stages of the life cycle. Emphasis will be on the generative family during the childbearing and childrearing years. Using a concept approach, learners will develop their repertoire of skills to promote healing. Pattern recognition, critical reasoning and self-directed learning skills will be fostered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW:

This course will promote the participants’ exploration of a variety of concepts that clients and their families experience when facing episodic health challenges. Participants will gain a greater understanding of these health challenges using a holistic approach. Learning activities will provide opportunities for development of critical thinking and pattern recognition skills that will promote competent nursing practice.

PROCESS:

A variety of methods such as case studies, role-playing, group discussion, diagramming of participant understanding of models and situation, and participant experiences will be used. Participants will be encouraged to integrate knowledge from previous and current courses to explore healing and holism when interacting with clients and families experiencing episodic health challenges.

III. TOPICS:

1. Beginning the healing journey
 - Examining the concept of healing
 - Episodic health challenges
 - Childbearing and childrearing families
 - Growth and development
2. Conception and the tasks of pregnancy
3. High-risk pregnancy
4. Labour and birth
5. Postpartum period
6. Growth and development
7. Episodic health challenges of childhood
8. Accidental injuries
9. Pain
10. Child health issues

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Required:

Pillateri, A. (2002). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Fuller, J., & Schaller-Ayers, J. (2000). *Health assessment: A nursing approach* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

Dimock, H.G. (1993). *How to observe your group* (3rd ed.). North York, Ontario: Captus Press.

Selected reading and articles (see learning activities): on reserve in the library.

V. Attendance

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or a written note prior to the class.

VI. EVALUATION PROCESS/GRADING SYSTEM

EVALUATION METHOD

A passing grade of 60% is required for all nursing courses. The grade for Nursing 2006 will be based on the following methods of evaluation.

1. **Term Test #1:** **15 %**
multiple choice October (week 5)
2. **Term Test #2:** **15 %**
multiple choice November (week 10)
3. **Generative Family assignment:** **30 %** Due date: _____

The purpose of this assignment is to give you the opportunity to explore your experience with your generative family and to develop your critical thinking skills. Following a holistic approach you will develop a case study based on your generative family experience. This real-life situation will serve as the starting point for your application of critical thinking and pattern recognition skills as you explore selected Healing I concepts in your analysis of the case study. Guidelines for case study development and analysis will be provided. A detailed handout will be provided.

The school policy on written assignments applies to this assignment. *If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professor prior to the due date. You are required to fill out an Assignment Extension Request form, and to submit this to the course professor.* **See the Student Manual for guidelines regarding written assignments.

4. **Final Examination:** **40 %**
Multiple choice & short answer

In this final examination a combination of multiple choice questions and short answer case study questions will be used to cover material from the **entire course**.

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 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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. 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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

VIII 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.

IX. 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.