



**I. COURSE DESCRIPTION:**

The major emphasis of this course is on the personal meaning of health, related health assessments and health maintenance. Learners will examine significant theoretical and conceptual frameworks of health in relation to self and family. A community clinical experience will take place in the context of resource family or community group. An agency based clinical experience will take place in the context of well elderly. By reflecting and reconstructing personal experiences, learners will have an opportunity to identify resources and challenges that affect health and recognize the complexity of the change process as related to health promotion and caring. (3 hours class per week/4 hours of lab per week/total community clinical hours 3/total agency hours 24).

**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. They will also have opportunities to 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. Learners will have opportunities to explore the complexities of the change process in relation to transitions in the life cycle and in healthful living practices. Opportunities to learn basic health assessment skills will be included in this course.

**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 freely among lab sections - you must ask first.

You will also attend scheduled practice labs during the term. In the practice lab, you will practise the skills that you learn in each of the laboratory sessions. Practice labs are in addition to your regularly scheduled classes. The hours will be scheduled and also will be posted on the lab doors. You must attend your scheduled practice lab each week.

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 etc.?)

**CLINICAL: FIELDWORK/PLACEMENT**

**NOTE: ALL CLINICAL REQUIREMENTS MUST BE COMPLETED PRIOR TO BEGINNING OF CLINICAL EXPERIENCES.**

A. Community-Based Clinical: Resource Family or Community Group

You are required to visit a resource family a minimum of three times over the first term. You will have learning activities that involve your resource family. Further information will be found in your Learning Activities package and the course syllabus. A health promotion paper, based on your community visits is a component of the course evaluation.

B. 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 (i.e. Professional Growth 1 and Self and Others 1) 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 - culture, 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 with dressing	bathing techniques; mouth care; bed-making; assisting
ELIMINATION	using assistive devices to promote urinary and bowel elimination; specimen collection
NUTRITION	feeding techniques; Intake & Output (I & O)

COURSE NAME

CODE #

Week	Class Content	Lab Content	Clinical
1	Introduction Perception Part 1	Introduction Asepsis, Standard Precautions	
2	Perception Part II	Community Visits # 1 Communication, Getting Started	
3	Assessment (Family)	Body Mechanics, Bedmaking	
4.	Responsibility	Hygiene	Begin Family Visits
5.	Transition & Change	ROM/ Positioning	
6.	<b>Mid term</b>	Community Visits # 2	
7.	Assessment (Stress)	Feeding & Mouth Care	Continue Family Visits  Clinical – Orientation  Well Elderly
8.	<b>STUDY WEEK</b>	<b>STUDY WEEK</b>	<b>STUDY WEEK</b>
9.	Nutrition and Behaviour Change	Moving & Transferring	Clinical
10.	Ways of Knowing  <b>Family Paper Due</b>	Elimination	Clinical
11.	Phenomenology	Vital Signs and Health Measurements	Clinical
12.	Behaviour Change	Vital Signs	Clinical
13.	Context – Culture	<b>Scenario Testing</b>	Clinical
14,15	<b>EXAM PERIOD</b>	<b>EXAM PERIOD</b>	

Student Evaluation (Method/Date)	
1.	Mid term – Week 6 - Oct. 11 20%
2.	Health Promotion Paper – <b>MINIMUM of 3 visits</b> - due Week 10 – Nov. 8 25%
3.	Lab Scenario Testing – Week 13 & Exam Period 15%
4.	Final Examination – Exam Period 40 %
5.	Clinical Evaluation – Satisfactory or Unsatisfactory

Detailed information about assignments can be found in the NURS 1006 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.

**ATTENDANCE POLICY**

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit of the 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 North Eastern Ontario Collaborative Nursing Program Policy and Procedure Manual, 2005 is to be consulted for guidance and is considered part of this course outline.

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

1. American Psychological Association (2001) *Publication manual of the American psychological association* (5<sup>th</sup> ed) Lancaster Press: Pennsylvania
2. Murray, R. B., Zentner, J. P, Pangman, V., Pangman, C. (2006). *Health promotion strategies through the lifespan. Canadian Edition*. Toronto: Pearson – Prentice Hall.
3. Perry, A., Potter, P. (2006) *Clinical nursing skills and techniques*. (6<sup>th</sup> ed.) Toronto; Elsevier Mosby.
4. Potter, P, Perry, A. (2006). *Canadian fundamentals of nursing*. (3rd ed.) Toronto: Elsevier Mosby.
5. Potter, P., Perry, A. (2006). Study Guide and Skills List. Toronto; Elsevier Mosby
6. Venes, D. (Ed.) (2006). *Taber's Cyclopaedic Medical Dictionary*. (20<sup>th</sup> ed) Philadelphia: Davis.
7. North Eastern Ontario Collaborative Nursing Program Faculty. (2005). *Learning activities and Lab manual*. Cambrian College, Northern College, Laurentian University, Sault College.
8. Selected reading and articles (see learning activities, laboratory manual)

**RECOMMENDED RESOURCES**

1. Wright, L., Leahey, M. (2005). *Nurses and families. A guide to family assessment and intervention*. (4<sup>th</sup> ed). Philadelphia: Davis.

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A	80 - 100%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F	49% and 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 limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course	see <i>Policies &amp; Procedures Manual</i>
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

#### V. SPECIAL NOTES:

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.

#### 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, 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.

**VI. 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.

**VII. 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.