

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 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/CONCEPTS:

This course will be organized around the following concepts:

1. Introduction: Healing (body, mood, spirit, vulnerability, uncertainty), family, time and transition (growth and development), context/ culture/ environment
2. Generative family: Time and transition, perception (stress, coping, adaptation and pain), healing (fatigue and energy)
3. Children and their families: growth and development: caring (trust), time and transition, context/culture/environment.
4. Episodic health challenges: caring (trust), healing (pain), perception (stress, self-esteem, self-concept), time and transition, context/culture/environment.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required:

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Jarvis, C. (2008). *Physical examination and health assessment* (5th ed.). St. Louis, MO: Saunders.

Pillitteri, A. (2007). *Maternal and child health nursing: Care of the childbearing and childrearing family* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Young Johnson, J., & Boyd-Davis, E. (2007). *Study guide to accompany maternal and child health nursing: Care of the childbearing and childrearing family* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Selected reading and articles (see learning activities)

V. Generative Family Experience

Throughout the course, pairs of learners will visit with a generative family. This experience provides an opportunity to gain insight into people's experience with child bearing and child rearing. In order to achieve a passing grade in this course, a minimum of three (3) visits are to be completed with this family, one of which is supervised by a nursing faculty member.

VI. 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.

VII. 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.

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| 1. | Midterm Exam
multiple choice & short answer | 25 % |
| 2. | Generative Family Assignment: | 35 % |

The purpose of this assignment is to paint a mental picture of the generative family situation/experience. From an objective stance the case study will describe your generative family within the context the Calgary Family Assessment Model. This case study is a synopsis of the data you gathered through interaction with your generative family. It includes the data that has been gathered through observation and verbal communication using the Calgary Family Assessment Model as your framework for assessment. The case study must reflect the assessment data that you gathered during your home visits. 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 analyze the case study. Guidelines for case study development and analysis will be provided. A detailed handout will be provided. Home visits are completed by pairs of students but **the generative family assignment is an individual assignment and must be completed independently.**

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.*

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| 3. | Final Examination:
Multiple choice & short answer | 40 % |
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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.**

VIII 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%	4.00
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.

IX. 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 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 postsecondary institutions.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November, will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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.

X. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.