

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. 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/community 10 hours/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 PLACEMENT:

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

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	bathing techniques; mouth care; bed-making; assisting with dressing
ELIMINATION	using assistive devices to promote urinary and bowel elimination; specimen collection
NUTRITION	feeding techniques; Intake & Output (I & O)

Week	Class Content	Lab Content	Clinical	Evaluations
1	Course introduction, Health	Introduction; Asepsis, Standard Precautions		
2	Perception	Body Mechanics, Bedmaking		
3	Human Development	Hygiene		
4.	Responsibility Empowerment	Hygiene		
5.	Transition & Change	ROM/ Positioning		Change Paper Part I due
6.	Assessment (Family) Thanksgiving	Communication, Safety, family assessment		
7.	MID TERM	Feeding & Mouth Care	Clinical – Orientation Well Elderly	MID TERM
8.	STUDY WEEK	STUDY WEEK	STUDY WEEK	
9.	Caring Behaviours; Caring in nursing, self care and stress(Stress)	Moving & Transferring	Clinical	
10.	Behaviour Change and Health Promotion	Elimination	Clinical	
11.	Nutrition and Behaviour Change	Vital Signs and Health Measurements	Clinical	
12.	Phenomenology/The Lived Experience	Vital Signs	Clinical	Change Paper Part II due
13.	Context – Culture	Scenario Testing	Clinical	Scenario Testing
14,15	EXAM PERIOD- starts Dec. 10.	EXAM PERIOD		EXAM PERIOD

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. American Psychological Association. (2009) *Publication manual of the American psychological association* (6th ed.) Lancaster Press: Pennsylvania.
2. Perry, A., & Potter, P. (2010) *Clinical Nursing Skills and Techniques*. (7th ed.) St. Louis MO; Elsevier Mosby.
3. Perry, A., & Potter, P. (2006). *Nursing skills online for fundamentals of nursing*. (6th ed.) St. Louis: Elsevier Mosby.
4. Potter, P., & Perry, A.(2009). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (4th ed.). Toronto: Elsevier Mosby.
5. Mosby's dictionary of medicine, nursing & health professions (8th ed.). (2009). St. Louis, MI: Elsevier Mosby.
6. Wright , L. M., & Leahey, M. (2009). *Nurses and families* (5th ed.) Philadelphia: F. A. Davis.
7. NURS1004 Required Article Readings
8. NEOCNP 2009 NURS 1004 course learning activities and lab manual (will be provided for you).

RECOMMENDED RESOURCES

Murray, R. B., Zentner, J. P., Pangman, V., & Pangman,C. (2009). *Health Promotion Strategies through the Lifespan. Canadian Edition.*(2nd.ed.) Toronto: Pearson – Prentice Hall.

SUPPLIES

(Detailed information regarding uniforms and supplies will be provided during the first week of class.)

- 1-2 Uniforms, **royal blue only**
- Warm-up jacket, **royal blue only** (optional)
- NEOCNP crest for each uniform and warm-up jacket (available in Campus Shop)
- 1 name tag (full name, NEOCNP)
- 1 pair white nursing or running shoes (closed toe and heel with rubber soles)
- 1 watch with second hand
- 1 blood pressure cuff
- 1 stethoscope (must have dual head, diaphragm and bell)

Estimated Cost for Supplies: \$425.00

V. EVALUATION PROCESS/GRADING SYSTEM:

Successful completion of NURS1004 is dependent upon a satisfactory clinical status and 60% academic in the following. All evaluation strategies must be submitted in order to receive credit in the course:

Method		Date	Weight
1.	Individual Health Change Project Paper	Part I 10 marks -due week 5 Part II 15 marks - due week 12	25%
2.	Mid term	Week 7	20%
3.	Lab Scenario Testing	Week 13 & Exam Period	15%
4.	NSO:Nursing Skills Online lab course modules completed	Prior to midterm Prior to final exam	Satisfactory or unsatisfactory
5.	Final Examination	Exam Period	40 %
6.	Clinical Evaluation	Weeks 7 -13	Satisfactory or unsatisfactory

Detailed information about assignments can be found in the NURS1004 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.

The school policy on written assignments applies to all written assignments (see *Student Manual*). APA format is required unless specifically stated otherwise. Those not submitted by the due date and time will not be accepted. *Extensions will not be granted on the day that the assignment is due.*

NOTE: Students in Health Science programs must maintain a minimum grade of "C" in order to continue in the program. In addition, in order to obtain a passing grade in Self and Family Health, you must achieve a "satisfactory" clinical evaluation from your clinical facilitator.

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.
3. The North Eastern Ontario Collaborative Nursing Program Policy and Procedure Manual, 2009 is to be consulted for guidance and is considered part of this course outline.

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 and all science courses, including BIOL2105, BIOL2111, CHMI2220 courses require 60% for a passing grade.

Elective courses require 50% for a passing grade.

VI. SPECIAL NOTES: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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

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 of the 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.

This course’s Blackboard site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.