

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:

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:

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Jarvis, C. (2009). First Canadian edition: *Physical examination and health assessment* (1st ed.). Toronto, ON: Elsevier.

Pillitteri, A. (2010). *Maternal and child health nursing: Care of the childbearing and childrearing family* (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Pillitteri, A. (2010). *Study guide to accompany maternal and child health nursing: Care of the childbearing and childrearing family* (6th ed.). Philadelphia, PA: 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.**

EVALUATION POLICY

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%	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: 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.

VI. SPECIAL NOTES:**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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.