



**I. COURSE DESCRIPTION:**

Learners examine the meaning of health, health-related assessments and health promotion, while focusing on both self and the older adult population. Students are introduced to the fundamentals of nursing practice in the classroom and laboratory environments. A clinical experience takes place in healthcare settings where learners apply the concepts examined in the course. (lec 3h/wk, lab 3h/wk, 24h exp total) cr 4

**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
- 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
- explore the complexities of the change process in relation to transitions in the life cycle and in healthful living practices
- learn basic health assessment skills
- apply relational practice and group process concepts in the nursing practice setting through collaboration with clients, family and client/community groups
- participate in inter-professional, intra-professional and interdisciplinary learning experiences in class, laboratory and /or nursing practice settings

**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 among lab sections.

Each week you must demonstrate competency in the skills learned and have your Laboratory Skills Passport signed by your professor prior to the end of class. Unsuccessful students will require remedial practice on their own time and will not be able to perform these skills in the clinical setting until such time as they are demonstrated successfully to the professor or designate.

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 ?

**CLINICAL PLACEMENT:**

**NOTE: ALL CLINICAL REQUIREMENTS MUST BE COMPLETED AND SUBMITTED PRIOR TO BEGINNING OF CLINICAL EXPERIENCES. FAILURE TO HAVE ALL REQUIREMENTS IN WILL RESULT IN AN UNSUCCESSFUL GRADE IN THE CLINICAL COMPONENT OF THE COURSE.**

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 - 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)

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

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.) Pennsylvania: Lancaster Press.
2. Perry, A., Potter, P., & Ostendorf, W. (2014). *Clinical nursing skills and techniques*. (8th ed.) Toronto: Mosby. ISBN: 978-0-323-08383-6
3. Potter, P., & Perry, A. (2014). *Study Guide and Skills Performance Checklists to Accompany Canadian fundamentals of nursing*. (5th ed.). J. Ross-Kerr, M. Wood, B. Astle, & W. Duggleby (Eds.). Toronto: Mosby. ISBN: 978-1-926648-52-1
4. Potter, P., & Perry, A. (2014). *Canadian fundamentals of nursing*. (5th ed.). J. Ross-Kerr, M. Wood, B. Astle, & W. Duggleby (Eds.). Toronto: Mosby. ISBN: 978-1-926648-53-8
5. Touhy, T., & Jett, K. (2012). *Ebersole and Hess' Gerontological Nursing and Healthy Aging*. (1st Canadian ed.). V. Boscart & L. McCleary (Ed.). Toronto: Mosby. ISBN: 978-1-926648-23-1
6. A current, Canadian medical dictionary

**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)
- 1 name tag (SEE BSCN STUDENT HANDBOOK FOR DETAILS)
- 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)

**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:

	<b>Method</b>	<b>Date</b>	<b>Weight</b>
1.	Portfolio Assignment	Week 9	20%
2.	Mid term	Week 7	25%
3.	Lab Scenario Testing	Week 13, 14 & Exam Period	15%
4.	Article Review	Prior to final exam	Satisfactory or unsatisfactory
5.	Laboratory Skills Passport	Weekly	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.**

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 Sault College Collaborative Nursing Program Policy and Procedure Manual, 2013-2014 is to be consulted for guidance and is considered part of this course outline.

***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%	
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.

Elective courses require 50% for a passing grade.

***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.

**This course's D2L 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.**

**VII. COURSE OUTLINE ADDENDUM:**

1. 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.

2. 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.

3. 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.

4. 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.

5. Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

6. 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.

7. 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 due to liability issues. 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.

8. 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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. 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.