

I. COURSE DESCRIPTION:

Using a collaborative group process approach the student will work on learning activities that focus on providing holistic care for individuals and families experiencing common health problems. Students will address several dimensions of health care that reflect the holistic nature of caring for individuals from a multicultural society. Students will have an opportunity to examine current issues surrounding the mental health and maternal/newborn fields of practice.

II. LEARNING OUTCOMES:

In this course, many learning activities are designed to foster collaborative learning in small groups. In order for the learner to develop the ability to critically think, reflect, and integrate new information, the learner must engage in active dialogue with colleagues and the teacher. It is, therefore, to the learner's benefit that the learner attend and participate.

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze the legal, ethical and cultural issues that may occur when caring for individuals and childbearing families.
2. analyze recent, social, economic and family nursing care trends that have affected the childbearing family and individuals experiencing mental illnesses.
3. collaborate with other students in developing approaches to care for the childbearing family and in developing approaches to and families experiencing mental health challenges.
4. describe the pathophysiology underlying alterations in health and healing.
5. examine the role of the nurse when caring for individuals, families and communities.
6. explore caring approaches to facilitate health promotion.
7. demonstrate effective interpersonal skills in interactions with individuals and their families.
8. participate in a variety of teaching/learning interactions between nurses and clients.
9. apply analytical thinking skills to work through the learning activities.

III. TOPICS:

The content will be studied under the following concepts:

Concept 1: Mental Health Nursing:

- Overview of caring for people experiencing mental health problems
- A client experiencing anxiety
- A couple experiencing a crisis
- A family experiencing violence
- A client living with a substance abuse problem
- A client experiencing an affective disorder
- A client and family experiencing a major mental illness
- Therapeutic relationships

Concept 2: A family experiencing childbearing/rearing.

Concept 3: High risk maternal/newborn challenges.

Concept 4: Subconcepts will include:

- health issues
- legal, ethical
- family
- interpersonal skills
- health promotion
- caring
- culture
- pathophysiology
- community
- pharmacology
- growth and development

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Same texts as in semesters 1 and 2.

Carson, V. (2000). Mental health nursing. Toronto: W. B. Saunders.

McKinney, E., Ashwill, J., Murray, S., James, S., Gorrie, T., Droske, S., (2000). Maternal-child nursing. Toronto: W. B. Saunders.

Health and Healing IV Student Resource Package, 2000-2001.

Refer to the Student Resource Package for additional recommended resources.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. The pass mark for the course is 60%. The course mark is composed of term work as well as mid-term and final examinations. Weighting will be discussed at the beginning of the course.
2. Students may be eligible for a rewrite for one test, exam or assignment. The highest mark that can be achieved on a rewrite is 60%. Refer to the Student Success Guide for specific policies relating to rewrites. Absenteeism will affect students' opportunities for rewrites.

90% attendance is required to be eligible for the supplemental exam.
3. A mark has been assigned for this class for attendance. Students are allowed to miss one class without penalty. Further absences will cost a 2% deduction from your final mark for each day missed.
4. Students who miss scheduled tests during the semester will NOT be allowed to write on another day.

The following semester grades will be assigned to students in post secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or 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. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. 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 E1204 or call Extension 493, 717, or 491 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.

VII. 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.

VIII. 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.