

I. COURSE DESCRIPTION:

This course focuses on concepts related to the family's lived experience with a chronic health challenge, health promotion and the determinants of health. Emphasis is placed on the development of critical thinking skills in relation to critiquing the literature. Learners will participate in health assessment of individuals and families following a recognized framework in order to explore the meanings of health for individuals and their family members. A variety of activities related to the nurse's role in promoting and maintaining health in lives complicated by chronic health challenges will be provided.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends-in-View

This course will introduce learners to the two dominant knowledge paradigms and the process of concept analysis. Learners will have the opportunity to develop the ability to access relevant literature and develop scholarly writing skills. Through the process of family assessment, learners will have opportunities to gain insight into people's experiences with chronic health challenges and to distinguish between the concepts of caring and curing in this context.

Process

The faculty's intent is that a caring relationship will develop between the teacher and learner, indicative of the type of relationship that learners will be developing with their clients. It is hoped that learners will understand that caring involves challenge, critical thinking and nurturing and that this will be the nature of the relationship in the seminars. It is expected that learners will, access and examine relevant literature and share their practice experiences in class each week. The learners will be encouraged to engage in the reflective process.

III. TOPICS:

1. Concept Analysis
2. Chronicity
3. Family
 - Calgary Family Assessment Model
 - Health Challenge: Time / Transitions
 - Patterns / Roles / Role Challenges
 - Caregivers
4. Self-Image/Self-Esteem/Stigma/Body Image
5. Compliance
6. Self-Study
7. Perception
 - Pain / Suffering / Comfort
8. Loss/Grieving
9. Death and Dying
10. Health Promotion
11. Hope/Courage/Spirituality
12. Teaching/Learning

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Resources:

1. Selected readings from textbooks for Year 1 as outlined in Learning Activities.
2. Selected readings and articles.
3. Clinical experiences: resource family and laboratory
4. Lubkin, I.M. (2002). *Chronic illness: Impact and interventions (5th ed.)*. Boston: Jones and Bartlett Publishers. (Required Textbook)
5. Wright, L.M. & Leahy, M. (2000). *Nurses and families(3rd ed.)*. Philadelphia: F.A. Davis (Required Textbook)

Resource Family Experience:

Throughout the course, learners will visit with a family living with a chronic health challenge. This experience provides an opportunity to gain insight into people's experiences with chronic health. 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.

V. EVALUATION PROCESS/GRADING SYSTEM:

| Evaluation Tool | Due Date | Mark |
|--|-----------------|-------------|
| Assignment # 1: | | |
| Description of Chronic Health Challenge Family | Week 5 | 40% |
| Assignment #2: | | |
| a) Limited descriptive literature review | Week 8 | 20 % |
| b) Chronic Health Challenge Paper | Week 11 | 40% |
| | | 100% |

Assignment # 1: Description of the Chronic Health Challenge Family:

This assignment provides the learner with an opportunity to identify broad categories of understanding as well as begin to identify the unique and distinctive needs of individual persons and families. Throughout the course the learner visits with a family living with a chronic health challenge. Using the Calgary Family Assessment Model and a chronicity model the learner will describe this family’s experience of living with a Chronic Health Challenge. A rendering / interpretation of this experience within the context of the literature will be presented.

Assignment # 2:

a) Limited descriptive literature review:

This paper provides the learner with an opportunity to demonstrate his/her understanding of a *concept* related to living with a chronic health challenge. In consultation with the course professor, the student will select a *concept* relevant to the family’s experience of a chronic health challenge. A description of the theoretical components of this concept and the inclusion of nursing research to illustrate the concept is integrated into this part of the paper.

b) Chronic Illness Paper:

This paper is an extension of the limited descriptive literature review. Following a description of the family and their experience with a chronic health challenge, the learner will present an analysis of their selected concept, utilizing a recognized process. Finally, the learner is expected to apply the identified concept to their resource family to demonstrate their understanding their experience.

Note: Refer to your Student Manual for guidelines regarding written assignments.

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% | 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.