



## **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 focusing on the concept of caring 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:**

The course will be organized around the following concepts

Week 1	<b>Introduction to N1007</b> Family - CFAM - Patterns / Roles / Role Challenges
Week 2	Family - Family Care Givers - Time / Transitions
Week 3	<b>Chronicity</b>
Week 4	<b>Concept Analysis</b>
Week 5	Literature Reviews / Searches
Week 6	Perception – Self-image / Self-esteem / Stigma / Normalization
Week 7	<b>Study Week</b>
Week 8	<b>Compliance/Adherence</b>
Week 9	Perception – Pain / Suffering / Comfort
Week 10	Loss / Grieving
Week 11	Hope / Courage / Spirituality
Week 12	Health Promotion
Week 13	Pulling it all together and Evaluation

\* The sequencing of content in weeks 6 through 12 may be altered according to site specific needs.

## 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.

Some commonly asked questions about the resource family are:

### ***How do I get a resource family?***

It is the learner's responsibility to find his/her own family. Individuals from out of town may find this difficult. Therefore, we ask that those of you from this community find more than one family. You can keep the family you find, or, if you choose, you can put the name into a communal pot. If we work together, this will be a simple process. **YOUR MUST HAVE YOUR RESOURCE FAMILY BY THE END OF JANUARY.**

### ***What is the purpose of the resource family?***

The resource family will give you an opportunity to continue to develop as a professional. This experience will allow you to explore a variety of concepts that you will be studying during this course within the context of a "real family". The intent is to gain insight into people's experience of living with a Chronic Health Challenge.

### ***What should I look for when choosing a resource family?***

The two most important criteria are:

1. The family is experiencing a chronic health challenge (e.g. asthma, cancer, diabetes).
2. The family is willing to meet with you on three occasions, including one visit with our nursing faculty advisor.

If you are unsure about a prospective family, it is best to discuss your concerns with your course professor.

### ***Are there any guidelines/regulations with respect to the resource family?***

You will be assigned a faculty advisor. It is important that you initiate contact with this individual prior to the end of January.

Two copies of the consent form provided must be signed during the first visit. The family is to receive one copy, and the second is to be given to your faculty advisor.

Prior to your second visit with your family, you must meet with your faculty advisor and provide your visit objectives (ends-in-view) and a copy of the questions that you intend to address. It is imperative that you keep your objectives in a safe place in order to protect the confidentiality of your family.

Be courteous, polite and respect your family's privacy. Remember that you are student within a professional school and an ambassador of the School of Nursing. Make sure to set up your visit a week in advance and confirm on the day of the visit. You must follow the dress code for community visits found in your student manual. If you do not visit your family you will fail NURS 1007.

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

**Required Texts:**

Lubkin, I.M. (2002). *Chronic illness: Impact and interventions (5<sup>th</sup> ed.)*. Boston: Jones and Bartlett.

Wright, L.M. & Leahy, M. (2000). *Nurses and families. (3<sup>rd</sup> ed.)*. Philadelphia: F.A. Davis.

**Resources:**

1. Selected readings from textbooks for Year 1 as outlined in Learning Activities.
2. Selected readings and articles.

**Clinical Experiences:**

1. Resource family visits.

**Resource Family Experience:**

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**V. EVALUATION PROCESS/GRADING SYSTEM:**

<b>Evaluation Tool</b>	<b>Due Date</b>	<b>Mark</b>
<b>Assignment # 1:</b> Description of Chronic Health Challenge Family	Week 6	20%
<b>Assignment #2:</b> Chronic Health Concept Paper	Week 11	60%
Quizzes (5 multiple choice quizzes, worth 5% each. Best 4 out of 5 quizzes will be calculated into final course grade). In the event you are absent when a quiz is administered, a grade of zero will be assigned.	Random	20%
		<hr/> 100%

- ❖ Note that the BScN guidelines regarding the marking of assignments will be followed for written assignments. All written assignments must use APA format. ***Students may lose up to 10% of the total possible mark for poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance before submission of the formal paper.***
  
- ❖ Note that requests for extensions for assignments **must** be made in writing **before** the due date. A penalty of up to 10% per day may be applied to all assignments handed in after the due date.

***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 &amp; 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:

**Please note the following policy regarding student attendance at classes, labs and clinical experiences.**

### ***Attendance***

*Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. 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 for the course.*

### 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.