

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:

COURSE OVERVIEW

The course will be organized around the following concepts
Class Content

Week 1	Introduction to N1007 Family - CFAM
Week 2	Family –CFAM (Con’t) - Patterns / Roles / Role Challenges
Week 3	Family Care Givers Time / Transitions
Week 4	Chronicity
Week 5	Concept Analysis
Week 6	Literature Reviews / Searches ASSIGNMENT #1 DUE FEBRUARY 11/04 AT 4.30 P.M.
Week 7	Perception – Self-image / Self-esteem / Stigma / Normalization
Week 8	Compliance/Adherence
Week 9	Perception – Pain / Suffering / Comfort Loss/Grieving
Week 10	INDEPENDENT STUDY
Week 11	STUDY WEEK
Week 12	Hope / Courage / Spirituality ASSIGNMENT#2 DUE MARCH 24/04 AT 4.30 P.M.
Week 13	Health Promotion Pulling it all together and Evaluation

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Texts:

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

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

Recommended Texts:

Langford, R. W. (2001). *Navigating the maze of nursing research*. St. Louis: Mosby.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assigned articles and readings:

1. Selected readings from textbooks from Year 1, semester 1, as outlined in Learning Activities.
2. Selected articles.
Some articles may be placed on reserve in the library. For other readings, learners are expected to use their library skills to search and access relevant articles in health professional journals.

Clinical Experiences:

1. Resource family
2. Laboratory

RESOURCE FAMILY EXPERIENCE

Throughout the course, in pairs, 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 satisfactory (3) visits are to be completed with this family, one of which is supervised by a nursing faculty member. Students must have their resource family by the end of January. The first visit must be completed by Week 5 and all three visits must be completed by Week 10. Students are also expected to send a letter to their family thanking them for their participation in their learning.

EVALUATION

Evaluation Tool	Due Date	Mark
Assignment # 1: Description of Chronic Health Challenge Family	Week 6 Feb. 11/04 by 4.30 p.m.	20 %
Assignment #2: Chronic Illness Concept Paper	Week 12 Mar. 24/04 by 4.30 p.m.	60 %
Quizzes	Random	20%

- ❖ 5 multiple choice quizzes, worth 5% each. (Best four out of five 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. There are no rewrites, and quizzes will not be written outside of class time.
- ❖ Two copies of the written assignments are to be handed in (one for file copy and one to be returned to student with comments).
- ❖ Note that the School of Nursing 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 at least 24 hours before the due date. **A penalty of 10% per day will be applied to all assignments with re-negotiated due dates**

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.

ASSIGNMENT #1 – Description of Chronic Health Challenge Family (20%)

The purpose of this assignment is to demonstrate your understanding of family-centered nursing care by presenting the individual experiencing the chronic health challenge in the context of their family/social circumstances.

You are expected to describe your resource family within the context of the Calgary Family Assessment Model (24 marks).

You will also describe the Chronic Health Challenge within the context of Rolland's (1987) Chronic Health Challenge Framework (12 marks).

APA / format (4 marks)

Maximum 8 pages. Total 40 marks

ASSIGNMENT #2 – Chronic Illness Concept Paper (60%)

The purpose of the paper is to demonstrate your understanding of a concept related to living with a chronic illness challenge.

Demonstrate an understanding of the selected concept – describe the theoretical components of the concept as presented in the literature (25 marks)

The literature presented focuses on the one concept identified. The literature presented is relevant, current, and originates from primary sources. The use of scholarly nursing journals predominates, and research articles are included to the extent possible. Each article (minimum 5) is presented independently.

The following components of each article are addressed (as appropriate):

- Authors and date of publication
- Identify the purpose of article (central thesis theme)
- Summarize the theoretical content presented in the article
- If the selected reference is a research article: purpose, research questions, method, sample, findings, limitations, recommendations

Summary - Demonstrates understanding of the selected concept – summary of literature (what is known, what is not know i.e. the gaps) (5 marks)

Present a summary synthesis of the reviewed scholarly literature. Identify the patterns, commonalities and inconsistencies that surface among the works presented. Identify the gaps or inconsistencies in knowledge that the literature review has uncovered. The presentation of ideas is logical, and demonstrates the learner's understanding of the concept.

Discuss the concept in light of your family’s experience (20 marks)

Critically present the concept considering the family context. Demonstrate how the selected concept helped you understand the family experience. Link the literature on the concept with the family experience.

Aesthetic Knowing (5 marks)

Ask your family to create something that represents their experience of living with a chronic illness according to Michael, Candela, and Mitchell (2002). Clearly describe your interpretation of the meaning of this creation in light of the concept

Format (5 marks)

The paper is uncluttered; typing is clear; headings are consistent throughout the paper and relevant to the expectations of the assignment; reference list includes only those articles referred to in the body of the paper; there are no errors of APA style, grammar, or spelling. Follows APA format. **Maximum length – 12 pages.**

Total: 60 marks

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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.

I have a really good friend who would like to be my resource family. Is this a good idea?

Our experience is that it is difficult for you to form a professional relationship with a friend. This is because your patterns of interacting are already set. It is best if you know your resource family on a casual basis or not at all.

The faculty member will put suggestions/comments on your plan and return it to you prior to your visit. The faculty member may ask to meet with you before you visit the family so be sure to leave enough time between your hand-in and the scheduled visit. A minimum of three visits to your resource family is required. If you do not meet this course expectation, you will fail the course. If you encounter problems with visiting the family, be sure to act in a self-directed manner and initiate contact with your assigned faculty member. Together, you can explore other possibilities.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.