

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.

This course is on WebCT.

III. TOPICS:

The course will be organized around the following concepts

Class Content

Week 1 Starts Jan 9	Introduction to Nurs.1007 Family - CFAM
Week 2 Jan 16	Family –CFAM (Con’t) - Patterns / Roles / Role Challenges
Week 3 Jan 23	Chronicity and Ways of Knowing
Week 4 Jan 30	Concept Analysis
Week 5 Feb 6	Family -Family Care Givers Time / Transitions Assignment #1 due on Monday, February 6, 2006 at 1230hrs
Week 6 Feb 13	Literature Reviews / Searches
Week 7 Feb 20	WINTER STUDY BREAK
Week 8 Feb 27	Perception – Self-image / Self-esteem / Stigma / Normalization
Week 9 Mar 6	Compliance/Adherence
Week 10 Mar 13	Perception – Pain / Suffering / Comfort /Loss/Grieving
Week 11Mar 20	Hope / Courage / Spirituality
Week 12 Mar 27	Assignment #2 work week
Week 13 Apr. 3	Health Promotion Pulling it all together and Evaluation Assignment #2 due on Monday, April 3, 2006 at 1230hrs

Sequencing of topics/assignments/tests subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

LEARNING RESOURCES

Required Texts:

Lubkin, I.M., & Larsen, P.D. (2002). *Chronic illness: Impact and interventions (5th ed.)*. Mississauga, ON: Jones and Bartlett.

Wright, L.M., & Leahy, M. (2005). *Nurses and families: A guide to family assessment and intervention (4th ed.)*. Philadelphia, PA: F.A. Davis.

Recommended Text:

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

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 and/or WebCT. For other readings, learners are expected to use their library skills to search and access relevant articles in health professional journals.

V. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION

Evaluation Tool	Due Date	Marks
Assignment # 1: Description of Chronic Health Challenge Family	Week 5 Feb. 6 at beginning of class:	40% 1230hrs
Assignment #2: Chronic Illness Concept Paper	Week 13 April 3 at beginning of class:	60% 1230hrs

- Please refer to Student Manual on policies regarding assignments.
- All assignments are due at the designated date and time unless instructed otherwise. Extension requests must be made prior to due date and time and must be in writing. Written requests must include new due date and time. Extension penalties will be a minimum of 2% per day including weekends and holidays.

**Community Experience 10 hours: Resource Family
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.** Both students need to attend each family visit. Students must have their resource family by mid-January. The first visit must be completed by Week 4 and all three visits must be completed by Week 11. Students are also expected to send a letter to their family thanking them for their participation in their learning.

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%	
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.

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

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 2703 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 the *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.

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.