



**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 learners, indicative of the type of relationship that learners will be developing with their clients. It is hoped that learners will understand that caring involves challenges, 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. Preparation for class will contribute to the quality of the learning activity experiences and will facilitate success in the course. The learners will be encouraged to engage in the reflective process.

This course is supported with the Learning Management System (LMS).

**III. TOPICS:**

The course will be organized around the following concepts:

**Class Content**

Week 1 Jan 7	Introduction to NURS1007 Family – CFAM
Week 2 Jan 14	Concept Analysis
Week 3 Jan 21	Chronicity and Ways of Knowing
Week 4 Jan 28	Family – Patterns/Roles/Role Challenges
Week 5 Feb 4	Family – Family Care Givers Time/Transitions Literature Searches and Reviews
Week 6 Feb 11	<i>Assignment #1 due at beginning of class</i>  Perception Part 1 – Self-image/Self-esteem/Stigma/ Normalization
Week 7 Feb 18	<b>WINTER STUDY BREAK</b>
Week 8 Feb 25	<i>Laurentian Library On-Line Workshop Certificate due</i>  Perception Part 2 – Pain/Suffering/Comfort
Week 9 Mar 4	Perception Part 3 – Loss/Grieving
Week 10 Mar 11	Hope/Courage/Spirituality
Week 11 Mar 18	Compliance/Adherence
Week 12 Mar 25	Independent Study
Week 13 Apr 1	<i>Assignment #2 due at beginning of class</i>  Health Promotion: Pulling it all Together

**\*Sequencing of topics/assignments is subject to change based on teaching/learning needs.**

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

College of Nurses of Ontario. (2009). *Therapeutic nurse-client relationships: Revised 2006*. Retrieved from [http://www.cno.org/docs/prac/41033\\_Therapeutic.pdf](http://www.cno.org/docs/prac/41033_Therapeutic.pdf)

Wright, L.M., & Leahy, M. (2009). *Nurses and families: A guide to family assessment and intervention (5<sup>th</sup> ed.)*. Philadelphia, PA: F. A. Davis.

**Recommended Resources:**

Registered Nurses' Association of Ontario. (2002). *Client centred care*. Retrieved from [http://www.rnao.org/Storage/15/932\\_BPG\\_CCCare\\_Rev06.pdf](http://www.rnao.org/Storage/15/932_BPG_CCCare_Rev06.pdf)

Registered Nurses' Association of Ontario. (2002). *Establishing therapeutic relationships*. Retrieved from [http://www.rnao.org/Storage/15/936\\_BPG\\_TR\\_Rev06.pdf](http://www.rnao.org/Storage/15/936_BPG_TR_Rev06.pdf)

**Assigned Articles and Readings:**

Readings and learning resources from NURS1206, NURS1056, and NURS1004

Supportive Readings: on reserve in the library, found on relevant databases, or to be handed out in class.

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

<b>Evaluation Tool</b>	<b>Due Date</b>	<b>Marks</b>
<b>Written Assignment #1:</b> Description of Family with a Chronic Health Challenge	Feb 11	40%
<b>Laurentian Library On-Line Workshop</b>	Feb 25	S/U
<b>Family Visits</b>	Both completed by Mar 25	S/U
<b>Written Assignment #2:</b> Chronic Illness Concept paper	Apr 1	60%

In order for students to receive a final grade for NURS1007 all evaluation components must be completed.

Please refer to Student Manual and Evaluation Processes and Learning Activity Package for policies regarding assignments.

All assignments are due at the beginning of class on the designated date unless instructed otherwise. Extension requests must be made prior to the due date and time and must be in writing. Written requests via the course LMS are acceptable with permission from the course professor and must include a new due date and time. Extension penalties for non-extenuating circumstances will be 10% per day including weekends and holidays. Up to 10% will be deducted for APA errors. Each different type of error is a deduction of 0.25 up to a total of 10%.

An electronic copy of each assignment must be emailed to the course professor via the course LMS site by the due date and time.

A hard copy of each assignment must be submitted to the professor by the due date and time as instructed. The hard copy is marked.

Assignments not emailed to the course professor via the LMS course site and handed in as a hard copy will be considered late and program policies regarding late assignments will apply.

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

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.

## VI. SPECIAL NOTES:

### 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.

### 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.

### Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of March for winter courses will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work.

Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.