



**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. 10	Introduction to NURS1007 Family – CFAM
Week 2 Jan. 17	Concept Analysis
Week 3 Jan. 24	Chronicity and Ways of Knowing
Week 4 Jan 31	Family – Patterns/Roles/Role Challenges
Week 5 Feb. 7	Family – Family Care Givers Time/Transitions Literature Searches and Reviews <i>*First family visit must be completed</i>
Week 6 Feb. 14	<i>Assignment #1 due at beginning of class</i>  Perception Part 1 – Self-image/Self-esteem/Stigma/ Normalization
Week 7 Feb. 21	<b>WINTER STUDY BREAK</b>
Week 8 Feb 28	<i>Laurentian Library On-Line Workshop Certificate due</i>  Perception Part 2 – Pain/Suffering/Comfort
Week 9 Mar. 7	Perception Part 3 – Loss/Grieving
Week 10 Mar. 14	Hope/Courage/Spirituality
Week 11 Mar. 21	Compliance/Adherence
Week 12 Mar. 28	<i>Both family visits must be completed</i> <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.**

**Please see the “NURS 1007 Family Experiences of a Chronic Health Challenge Evaluation Processes and Learning Activities” package for additional information.**

**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: found on relevant databases, on course LMS site, 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. 14	40%
<b>Laurentian Library On-Line Workshop</b>	Feb. 28	S/U
<b>Family Visits</b>	Both completed by Mar. 28	S/U
<b>Written Assignment #2:</b> Chronic Illness Concept paper	Mar. 28	60%

- ❖ Students will complete the Library On-Line Workshop Modules by Week 5. Students will hand in one copy of their Certificate of Completion no later than the due date above. **Failure to submit your certificate by the due date will result in an unsatisfactory evaluation in this component.**
- ❖ Students will submit a copy of the completed and signed family visit consent form with Written Assignment #1. Only 1 copy of the consent per pair is to be submitted. **Failure to do so will result in an unsatisfactory evaluation of the family visit evaluative component.**
- ❖ In order for students to receive a final grade for NURS 1007, 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 **8:30 am** 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. In order for students to receive a final grade for Nurs1007 all evaluation components must be completed and submitted by the required due date above unless prior arrangements are made with your professor.

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 submitted through SafeAssign via the course LMS site by the due date and time. (The consent form may be submitted in class up to and including the date Assignment #1 is due).

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:**

### 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.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.