

I. COURSE DESCRIPTION:

This course focuses on developing an understanding of family experiences with chronic health challenges. Opportunities are provided for learners to explore literature related to models of family assessment and chronicity as well as concepts relevant to health and healing. Learners are required to integrate new and prior learning.

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 (D2L).

III. TOPICS:

The course will be organized around the following concepts:

Class Content

Week 1 Jan 11	Introduction to NURS1007 Family – CFAM
Week 2 Jan 18	Concept Analysis
Week 3 Jan 25	Chronicity and Ways of Knowing
Week 4 Feb 1	Family – Patterns/Roles/Role Challenges
Week 5 Feb 8	Family – Family Care Givers Time/Transitions Literature Searches and Reviews <i>*First family visit must be completed by this week</i>
Week 6 Feb 15	WINTER STUDY BREAK
Week 7 Feb 22	<i>Assignment #1 due Tuesday at 0830</i> Perception Part 1 – Self-image/Self-esteem/Stigma/ Normalization
Week 8 Feb 29	Perception Part 2 – Pain/Suffering/Comfort
Week 9 March 7	Perception Part 3 – Loss/Grieving
Week 10 March 14	Hope/Courage/Spirituality
Week 11 March 21	Compliance/Adherence <i>*Second family visit must be completed by this week</i>
Week 12 March 28	<i>Assignment #2 due Tuesday at 0830</i> Health Promotion: Pulling it all Together
Week 13 April 4	<i>tba</i>

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

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2010). *Publication manual of the American psychological association*. Washington, DC: Author.

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

Wright, L.M., & Leahy, M. (2013). *Nurses and families: A guide to family assessment and intervention (6th 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

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

Assigned Articles and Readings:

Readings and learning resources from BSCN1206, BSCN1056, and BSCN1004

Supportive Readings: found on relevant databases, on D2L, or to be handed out in class.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Tool	Due Date	Marks
Written Assignment #1: Description of Family with a Chronic Health Challenge	Feb. 22	40%
Family Visits	Both completed by Mar. 20	S/U
Written Assignment #2: Chronic Illness Concept paper	Mar. 28	60%

- ❖ In order for students to receive a final grade for BSCN 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 0830 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 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.

A hard copy must be handed in in person, and an electronic copy of each assignment must be emailed to the course professor via the course D2L site by the due date and time.

For assignment #2, hard copies of the 5 articles chosen for your literature review must be submitted to the course professor on or before the due date along with the paper. Please place them in an envelope with your name on it. Assignments will be considered handed in when all components are submitted to the professor. Deductions for lateness will be incurred until the point that all components are submitted if it is beyond the due date, as per the nursing program policy in the BScN handbook.

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%	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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 BSCN 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.

Course credit will not be granted if more than 20% of classes are not attended, as per the BScN handbook.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.