



**I. COURSE DESCRIPTION:**

This course will focus on assisting the learner to develop a holistic approach to nursing. A variety of approaches will be utilized and critical thinking strategies will be emphasized as the learner explores the care of individuals, families and/or groups experiencing or predisposed to acute health challenges in a variety of life situations.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the response of the client to each stage of illness.

Potential Elements of the Performance:

- Research stages of illness
- Define “sick role”
- Participate in class activities pertaining to the impact of illness on self-concept:
  - i. Identity
  - ii. Body image
  - iii. Self esteem
  - iv. Roles (role performance)
- Describe coping mechanisms used by clients experiencing an acute health challenge

2. Utilize critical thinking strategies when planning nursing care for individuals, families and groups experiencing or predisposed to common acute health challenges.

Potential Elements of the Performance:

- Assess the client using Gordon’s Functional Health Patterns/Systems Approach:
  - Risk factors
  - Safety issues
  - Stage of illness
  - Type of acute health challenge
    - Trauma,
    - Infection
    - Surgery
    - Pregnancy
    - Mental Health
    - Acute exacerbation of a chronic health challenge

- Anxiety level
- Client perception of illness
- Client perception of impact of illness and proposed treatment.
- Client stressors
- Available resources
  - Support system
    - Financial
    - Psychological
    - Social
    - Emotional
    - Spiritual
- Knowledge base
- Cultural background
- Values and beliefs
- Developmental stage
- Lifestyle
- Co-existing medical conditions
- Medications
- Plan interventions:
  - Based on client assessment
  - Collaboratively with client
  - Integrate knowledge of pathophysiology, pharmacology, diagnostic tests, medical interventions and principles of teaching and learning, when planning client care
  - Based on cultural background, values and beliefs, developmental stage and lifestyle.

3. Identify caring strategies, to promote coping by the client experiencing an acute health challenge.

Potential Elements of the Performance:

- Listen to client and family concerns
- Identify advocacy issues and follow up as required/requested by client
- Plan nursing interventions collaboratively with client

**III. TOPICS:**

The content will be studied under the following concepts:

An individual/family experiencing:

- acute illness
- surgery

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

Burke, K., Eby, L. P., Mohn-Brown, L. (2011). *Medical surgical nursing care* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Additional texts from semesters 1 and 2.

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

The pass mark for this course is 60%. The course mark is composed of 2 tests and a small group presentation. There will be no supplemental testing or rewrites for assignments available.

**Students must complete all of the following assignments to be eligible for a final grade in this course.**

		<b>Tentative Date</b>
1. Test #1 (midterm)	40%	October 18
2. Test #2 (final)	40%	Week of December 13
3. Presentation	5%	Week of November 1
4. Presentation Quiz	15%	Week of November 15
	Total 100%	

**NOTE: Presentation dates are subject to change.**

**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.	

**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.

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**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.

**VII. COURSE OUTLINE ADDENDUM:**

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