

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** NURSING PRACTICE IV

**CODE NO. :** NURS 3084

**SEMESTER:** 5

**PROGRAM:** Collaborative Bachelor of Science in Nursing

**AUTHOR:** Angela Hyden (Sault College), Mireille Walsh (Northern College), Jane Williamson (Cambrian College), Brenda Roseborough (Laurentian University), Donna Clarke-McMullen (St. Lawrence, Kingston Campus), Chirs Davis (St. Lawrence, Brockville Campus), Colleen Battista (St. Lawrence, Cornwall Campus)

**DATE:** June 2013      **PREVIOUS OUTLINE DATED:** June 2013

**APPROVED:** \_\_\_\_\_ *“Marilyn King”* \_\_\_\_\_ *Aug. 2014*

**CHAIR**

**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** NURS 2144, NURS 2057, NURS 2107, CHMI 2220

**CO-REQUISITE(S):** NURS 3005, NURS 3056, NURS 3206, NURS 3406

**HOURS/WEEK:** 3 hours (classroom), 4 (laboratory) plus a total of 96 hours of acute clinical experience and 72 community hours community clinical experience.

**Copyright ©2012 The Sault College of Applied Arts & Technology**

*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*

*For additional information, please contact the Chair, Health Programs  
School of Health, Wellness and Continuing Education*

*(705) 759-2554, Ext. 2689*

## I. COURSE DESCRIPTION:

The focus of this nursing practice course is health protection. Using a case study approach the learner will explore the concept of health protection and its complexities in relation to health-care delivery in hospitals and communities. Learners have opportunities to develop leadership and acquire proficiency in client care.

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

### Ends-in view

The learner will be able to:

- demonstrate a developed knowledge and critical understanding of health protection and illness prevention approaches in relation to health care delivery in the context of hospitals and community settings;
- demonstrate the ability to use evidenced-based practice guidelines and literature to inform nursing practice in the context of classroom, hospital and community settings;
- demonstrate integrative thinking that includes relevant pathophysiology, pharmacology, laboratory values, evidenced-based practice guidelines, theoretical concepts, social determinants of health and community resources;
- demonstrate sound judgment in the use of these concepts and content in a variety of learning contexts including nursing clinical settings and
- display confidence and growing competence in their practice

### Overview

This course is designed to help the learner develop critical thinking through the analysis of case studies encountered in practice. The case studies will pertain to a variety of nursing areas. Learners will be required to apply nursing knowledge, critical thinking, clinical judgment, and clinical decision-making processes - all of which must be supported by theory/evidence to develop client centered care plans for the case studies. Learners will be expected to draw on their previous learning in order to fully understand the complexities of the cases. For example, learners may need to return to their pathophysiology and pharmacology notes in order to identify the priority health challenge in the given situation.

### Process

Active learning is the philosophical approach in this course. Engaging in a variety of learning strategies such as discussion, class presentation, case study analysis, debate, team work, critical reflection and clinical practice learners will develop the ability to apply their knowledge to specific contexts. The emphasis on critical thinking and integration of knowledge prepares learners for competent and safe nursing practice.

**III. TOPICS:**

- Overview: Psychiatric Mental Health Nursing, Mental Health Assessment
- Health protection/illness prevention: Altered Mood
- Health protection/illness prevention: Altered thought and perception
- Altered role and relationship
- Health protection/illness prevention: Altered Integrity
- Health protection/illness prevention: Altered cognition
- Health protection/illness prevention: Challenges to the immune system
- Midterm exam
- Health protection/illness prevention: Altered metabolism
- Study Week
- Health protection/illness prevention: Altered activity/exercise/nutrition
- Health protection/illness prevention: Altered cognition: traumatic neurological
- Altered cognition/musculoskeletal: degenerative neurological
- Scenario testing
- Scenario testing

*Topics may be adjusted according to learner/professor needs. Please refer to syllabus*

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

Pollard, C., Ray, S., & Hasses, M., (2014). *Vancouver's Canadian Psychiatric Mental Health Nursing A Clinical Approach* (1<sup>st</sup> Canadian ed.). Toronto, ON Elsevier Inc.

Purchased for NURS 3005

Stamler, L. & Yiu, L. (2012). *Community health nursing: A Canadian perspective*. Toronto, ON: Pearson.

**Previously Purchased:**

Ackley, B.J., & Ladwig, G.B., (2011) *Nursing diagnosis handbook: A evidence-based guide to planning care* (9<sup>th</sup> ed.). St. Louis, MO: Mosby.

Heuther, S.E. & McCance, K.I. (2012). *Understanding Pathophysiology*. (5<sup>th</sup> ed.). St. Louis: Missouri: Mosby.

Karch, A. (2013). *2013 Lippincott's nursing drug guide Canadian version*. Philadelphia: Lippincott.

Lehne, R.A. (2013). *Pharmacology for nursing care* (8<sup>th</sup> ed.). St. Louis, Mo: Saunders

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2010). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (S. Goldsworthy, & M. A. Barry Canadian Eds. (2<sup>nd</sup> ed.). Toronto, ON: Elsevier Mosby.

Pagnana, K., & Pagana, T. (2010). *Mosby's manual of diagnostic and laboratory tests*. (4<sup>th</sup> ed.). St. Louis, MO: Mosby

Wilkinson, J.M. (2007). *Nursing process and critical thinking*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## V. EVALUATION PROCESS/GRADING SYSTEM:

Midterm Exam	35%
Community Clinical	Satisfactory
Acute Clinical	Satisfactory
Scenario Testing	20%
Mandatory Lab Hours	Satisfactory
Final Exam	45%

Failure to achieve a final grade of 60% in the class component or satisfactory in both clinical areas and laboratory **constitutes a failure in NURS 3084. A failure in ANY components will require the student to repeat ALL areas of the course. There are not exceptions to this policy. Please see Syllabus for additional information regarding evaluations.**

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%	
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.

## VI. SPECIAL NOTES:

### A. Classes

As active participants in NURS 3084, learners are expected to attend all weekly classes and come prepared. Punctual and regular attendance at each class is critical to successfully meeting the knowledge and clinical skills expectations required for Year III. If there are circumstances bearing upon a learner's absence, the course professor is to be notified by any means such as in person, voice mail, email, or written note. Class content will include material to facilitate your understanding and application of health protection in relation to the delivery of nursing care in hospitals and communities. Class discussions and case study presentations are designed to facilitate and enhance critical thinking and decision-making skills. The role of the course professor is to guide and advance learning through the facilitation of class discussion and learning activities, the presentation of course material and the provision of feedback on oral and written assignments.

**As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course (refer to Student Handbook).**

## VII. COURSE OUTLINE ADDENDUM:



1. 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.
2. 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.

3. 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.

4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *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.

7. 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 November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. 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.
  
8. 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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.
  
9. Recording 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.