

I. COURSE DESCRIPTION:

In this course the learner will continue to develop a holistic approach to nursing. A variety of approaches to learning will be utilized and critical thinking strategies will be emphasized. The learner will explore the care of individuals, families and groups experiencing common chronic physical and mental health challenges requiring rehabilitative, restorative and palliative care.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Describe the impact of illness, grief, loss, death and dying on the client.

Potential Elements of the Performance:

- 1.1 Explain the effects of anxiety on an individual's self-concept and on cognitive, affective, motivational and behaviour patterns.
 - 1.2 Utilize knowledge of the grieving process to plan care for the client.
 - 1.3 Explore attitudes towards mental health and clients experiencing mental health challenges.
2. Plan interventions based on assessments, goals and expected outcomes of individual, families and groups experiencing or predisposed to each of the following chronic health challenges.

Potential Elements of the Performance:

- 2.1 Explain various types of chronic health challenges and acute exacerbation of chronic health challenges associated with various systems including:
 - 2.1.1 Neurological/Special Senses: Cerebral palsy, seizure disorders, multiple sclerosis, Parkinson's, eye disorders, ear disorders
 - 2.1.2 Respiratory: Chronic obstructive pulmonary disease, cystic fibrosis.
 - 2.1.3 Gastrointestinal: Cirrhosis, hepatitis, hiatus hernia, peptic ulcers, inflammatory bowel disease, dysphagia
 - 2.1.4 Reproductive: Endometriosis, infertility, benign prostatic hypertrophy
 - 2.1.5 Musculoskeletal: Arthritis, osteoporosis, muscular dystrophy
 - 2.1.6 Endocrine: Hyper/hypothyroidism, diabetes mellitus.
 - 2.1.7 Immunological: Acquired immune deficiency syndrome, lupus, organ transplant.
 - 2.1.8 Hematological: Anemia, leukemia, hemophilia, polycythemia, neutropenia
 - 2.1.9 Oncologic: Cancer, neoplasms
 - 2.1.10 Mental health: Cognitive, psychotic, and mood disorders, substance abuse
 - 2.1.11 Concurrent disorders.

- 2.2 Collaborate with client, family and health team members to determine a plan of care
 - 2.3 Integrate knowledge of pathophysiology, principles of teaching and learning, medications, diagnostic tests, and medical interventions when planning basic to advanced nursing care for client.
 - 2.4 Incorporate knowledge of cultural background, values and beliefs, developmental stage and lifestyle into the client care plan.
 - 2.5 Explore current evidence-based practice when applying the nursing process to clients and families experiencing a chronic health or psychosocial health challenge.
 - 2.6 Considers the determinants of health when applying the nursing process to clients and families experiencing a chronic physical or psychosocial health challenge.
3. Utilize critical thinking strategies when planning nursing care for clients experiencing or predisposed to a common chronic physical or mental health challenge.

Potential Elements of the Performance:

- 3.1 Assess and describe using a framework (ie Gordon's Functional Health
 - 3.2 Patterns/Systems approach) risk factors and safety issues that predispose members of a population to develop common chronic health problems.
 - 3.3 Determine the stage of illness being experienced.
 - 3.4 Explain various types of chronic health challenges (trauma, infection, surgery) and acute exacerbation of chronic health challenges.
 - 3.5 Explore client and family perception of the illness and proposed treatment.
 - 3.6 Identify possible client stressors and their available support systems (financial, psychological, social, emotional, spiritual) as they deal with the impact of a chronic health care problem.
 - 3.7 Assess client and family's knowledge of the chronic health challenge.
 - 3.8 Explore the impact of client's cultural background and their knowledge and belief system on chronic health challenges.
 - 3.9 Determine client's developmental stage and lifestyle.
 - 3.10 Ascertain client's coexisting medical conditions and medication regime.
 - 3.11 Explore attitudes toward mental health and clients experiencing mental health challenges.
4. Identify caring strategies, to promote coping by the client and family with a chronic physical or mental health challenge.

Potential Elements of the Performance:

- 4.1 Appraise client and family concerns.
- 4.2 Identify advocacy issues and follow-up as required/requested by client and family.
- 4.3 Support clients and families to identify appropriate resources within the community.
- 4.4 Plan nursing interventions collaboratively with client and family.
- 4.5 Examine approaches for working with clients and family to ensure cultural safety and sensitivity.

III. TOPICS:

The content will be studied under the following concepts:

An individual/family experiencing:

- Chronic illness (physical/mental)
- Rehabilitative/Restorative Care
- Terminal illness
- Palliative Care

1. Chronic Illness
2. Cancer/Oncology
3. Loss, Grief and End of Life Care
4. Mental Health Disorders
5. Respiratory Disorders
6. Neurological Disorders
7. Cognitive Disorders
8. Musculoskeletal Disorders
9. Reproductive Disorders
10. Gastrointestinal Disorders
11. Endocrine Disorders
12. Immunological Disorders
13. Hematological Disorders

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Burke, K., Mohn-Brown, L., & Eby, L.P. (2016). *Medical-surgical nursing care* (4th ed.)
Prentice Hall

White, L. Duncan, G., & Baumle, W. (2011). *Foundations of maternal & pediatric nursing*
(3rd ed.) Delmar

Additional texts from semesters 1, 2 and 3.

Sault College LMS/D2L

V. EVALUATION PROCESS/GRADING SYSTEM:

Quizzes

- Quiz #1 (D2L) 10%
- Quiz #2 (D2L) 10%

Tests

- Mid-term Test 40%
- Final Test 40%

Note:

1. There are no supplemental tests, quizzes or rewrites available in this course.
2. Students are to write quizzes and tests on the dates assigned and according to the instructions provided. Refer to the Student Success Guide for Test/Examination Procedures and Protocol.
3. The pass mark for this course is 60%.

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.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

Cell Phones:

Respectful and responsible use of cell phones is expected at all times. Cell phones and electronic devices must be turned off during specified learning activities when requested by the course professor.

VII. COURSE OUTLINE ADDENDUM:

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