

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 and families experiencing and/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:
 - 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, principles of teaching and learning, medications, diagnostic tests and medical interventions 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:

All semester 1, 2 and 3 texts.

V. EVALUATION PROCESS/GRADING SYSTEM:

The pass mark for this course is 60%. The course mark is composed of 3 tests and one written assignment. 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.

		Tentative Date
1. Test #1	25%	October 15
2. Test #2	25%	November 12
3. Client Composite	20%	November 26
4 Test #3	<u>30%</u>	Exam Week in December
	Total 100%	

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% 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:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office so that support services can be arranged for you.

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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.