



**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 physical and mental 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. Assess and 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 prioritizing and planning nursing care for individuals, families and groups experiencing or predisposed to common acute health challenges.

Potential Elements of the Performance:

- Assess using a framework (ie 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
    - Financial
    - Psychological
    - Social
    - Emotional
    - Spiritual
  - Knowledge base
  - Cultural background
  - Values and beliefs
  - Developmental stage
  - Lifestyle
  - Co-existing conditions
  - Medications
- Plan Goals/Interventions:
    - Based on client assessment
    - Collaboratively with client
    - Integrating 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 and implement nursing interventions collaboratively with client
4. Utilize problem solving skills to reassess and evaluate client progress toward goal achievement and evaluate client success toward meeting physical, psychosocial, social, and emotional outcomes.

**III. TOPICS:**

The content will be studied under the following concepts:

An individual/family experiencing:

- Acute Illness, Trauma, Infection
- Surgery
- Pregnancy
- Acute exacerbation of a chronic health challenge

1. Illness / Sick Role
2. Perioperative
3. Fluid, Electrolyte, and Acid-Base Imbalances
4. Integumentary Conditions
5. Cardiovascular Conditions
6. Neurological Conditions
7. Respiratory Conditions
8. Reproductive Conditions
9. Complications of Pregnancy
10. Mental Health Conditions
11. Gastrointestinal Conditions
12. Genitourinary Conditions
13. Musculoskeletal Conditions

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

Lewis, S. M., Heitkemper, M. M., Dirksen, S. R., O'Brien, P. G., & Bucher, L. (2010). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (M. A. Barry, S. Goldsworthy & D. Goodridge Canadian Eds.) (2nd ed.). Toronto, ON: Elsevier Mosby.

Additional texts from semesters 1 and 2.

Sault College LMS

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

The pass mark for this course is 60%. The course mark is composed of 3 tests and a small group assignment and presentation. There will be no supplemental testing.

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|---|-----|
| 1. Test #1  | 35% |
| 2. Test #2  | 35% |
| 3. Small Group Assignment/Presentation                | 10% |
| 4. Test #3 (based on group assignments/presentations) | 20% |

**NOTE:**

1. **Students must complete all of the components of the evaluation process to be eligible for a final grade in this course. The evaluation process includes all tests and participation in the small group assignment and presentation. Refer to the Student Success Guide for Assignment Procedures and Test/Examination Procedures and Protocol.**
2. **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%	
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.	

**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.

LMS/Blackboard Site:

This course's LMS/Blackboard site, its features, and its contents are for the exclusive use of Practical Nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

Cell Phones:

Cell phones must be turned off during class time and on test days.

**VII. COURSE OUTLINE ADDENDUM:**

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