

I. COURSE DESCRIPTION:

This course focuses on health promotion and protection within the context of physiological, psychological, emotional, social, cultural, and spiritual health. Opportunities are provided to explore health and healing in relation to health-care delivery. Learners are required to integrate new and prior learning.

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:

- Course Introduction. Overview: Psychiatric Mental Health
- Nursing, Mental Health Assessment, Mental Health Interventions
- Health protection in client with: Altered Mood
- Health protection in client with: Altered thought and perception
- Health protection in client with: Altered Integrity, personality disorders
- Health protection in client with: Altered role and relationship
- Health protection in client with: Anxiety, obsessive compulsive
- Health protection in client with: Altered cognition
- Health protection in client with: Altered cognition: traumatic neurological
- Health protection in client with: Altered cognition/musculoskeletal: degenerative neurological
- Health protection in client with: Altered metabolism
- Health protection in client with: Altered lower gastrointestinal functioning
- 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., & Hesses, M., (2014). *Vancouver's Canadian Psychiatric Mental Health Nursing A Clinical Approach* (1st 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* (9th ed.). St. Louis, MO: Mosby.

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

Lehne, R.A. (2013). *Pharmacology for nursing care* (8th 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. (2nd ed.). Toronto, ON: Elsevier Mosby.

Mattson Porth, C. (2014). *Essentials of pathophysiology* (4th ed.). Philadelphia, PA: Lippincott Williams and Wilkins.

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

Wilkinson, J.M. (2007). *Nursing process and critical thinking*. (3rd 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
Math quiz	Satisfactory (85%)
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 BScN 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%	3.00
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 successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

A. Classes

As active participants in BScN 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. Please refer to Course Syllabus for further information.

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 Policy and Regulation Manual).

VII. COURSE OUTLINE ADDENDUM: The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

COURSE OUTLINE ADDENDUM

1. Course Outline Amendments:
The faculty member 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 Key Dates Calendar 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. Student Services, located in E1101, can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

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

4. 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>.
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. 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 the Accessibility Services office. Visit Room E1101, call Ext. 2703 or email studentsupport@saultcollege.ca so that support services can be arranged for you.
7. Audio and Video 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. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.
8. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.
9. 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.