



**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. Describe the response of the individual to each stage of illness.

Potential Elements of the Performance:

- 1.1 Research stages of illness.
  - 1.2 Define "sick role".
  - 1.3 Participate in class activities pertaining to the impact of illness.
  - 1.4 Examine the theories of self-concept including, identity, body image, self-esteem and roles.
  - 1.5 Describe coping mechanisms used by individuals and families experiencing an acute health challenge.
  - 1.6 Explore the nursing care and management of the client during the pre-operative, intra-operative, and post-operative phase.
2. Utilize critical thinking strategies when assessing and implementing nursing care for individuals, families and groups experiencing or predisposed to common acute health challenges.

Potential Elements of the Performance:

- 2.1 Assess risk factors and safety issues that predispose members of a population to develop common acute health challenges.
- 2.2 Determine the stage of illness being experienced.
- 2.3 Explain various types of acute health challenges and acute exacerbation of acute health challenges associated with various systems including:
  - Neurological: transient ischemic attack, cerebral vascular accident, head injury, spinal cord injury
  - Cardiovascular: coronary artery disease, angina, myocardial infarction, hypertension, shock, peripheral arterial and venous disease, heart failure, atrial fibrillation
  - Respiratory: pneumonia, asthma, croup, epiglottitis, respiratory syncytial virus, chest trauma
  - Gastrointestinal: bowel obstruction, pancreatitis, appendicitis, cholelithiasis
  - Genitourinary: renal calculi, renal failure
  - Reproductive: complications of pregnancy (hyperemesis gravidarum, placenta previa, abruption placenta, ectopic pregnancy, abortion, pregnancy induced hypertension)

- Musculoskeletal: fractures
  - Fluid, Electrolyte, or Acid-Base Balance: deficient fluid volume, fluid volume excess, sodium imbalance, potassium imbalance, calcium imbalance, magnesium imbalance, phosphorus imbalance, metabolic acidosis, metabolic alkalosis, respiratory acidosis, respiratory alkalosis
  - Integumentary: burns
  - Psychosocial: crisis, anxiety, suicide
- 2.4 Explore client and family perception of the illness and the impact of the illness and proposed treatment.
  - 2.5 Identify possible client stressors and their available support systems, (financial, psychological, social, emotional, religious) as they deal with the impact of an acute health care problem.
  - 2.6 Assess client and family's knowledge of the acute health challenge.
  - 2.7 Establish client's cultural background and their knowledge and belief system.
  - 2.8 Determine client's developmental stage and lifestyle.
  - 2.9 Ascertain client's coexisting medical conditions and medication regime.
3. Plan interventions based on assessments, goals and expected outcomes of individual, families and groups experiencing or predisposed to common acute health challenges.

Potential Elements of the Performance:

- 3.1 Collaborate with client, family and health team members to determine a plan of care.
  - 3.2 Integrate knowledge of pathophysiology, principles of teaching and learning, medications, diagnostic tests, and medical interventions when planning basic to advanced nursing care for client.
  - 3.3 Incorporate knowledge of cultural background, values and beliefs, developmental stage and lifestyle into the client care plan.
  - 3.4 Explore current evidence-based practice when applying the nursing process to clients and families experiencing an acute or exacerbation of a chronic health challenge.
  - 3.5 Consider the determinants of health when applying the nursing process to clients and families experiencing an acute or exacerbation of a chronic health challenge.
4. Explore caring strategies, to promote coping by the individual, family or group with an acute 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 to ensure cultural safety and sensitivity.

**III. TOPICS:**

The content will be studied under the following concepts:

An individual/family experiencing:

- Acute Illness
- Stages of Illness/Sick Role
- Acute Health Challenges
  - Medical
  - Surgical
  - Pregnancy
  - Mental Health

1. Acute Illness
2. Stages of Illness/Sick Role
3. Caring for the Perioperative Client
4. Caring for Clients with Neurological Conditions
5. Caring for Clients with Cardiovascular Conditions
6. Caring for Clients with Respiratory Conditions
7. Caring for Clients with Gastrointestinal Conditions
8. Caring for Clients with Genitourinary Conditions
9. Caring for Clients with Complications of Pregnancy
10. Caring for Clients with Musculoskeletal Conditions
11. Caring for Clients with Fluid, Electrolyte, or Acid-Base Imbalances
12. Caring for Clients with Burns
13. Caring for Clients with Psychosocial Challenges/Crisis Intervention

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

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

White, L. [et al.]. (2011). *Foundations of maternal and pediatric nursing*. (3<sup>rd</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

Additional texts from semesters 1 and 2.

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

Tests

- Test #1 20%
- Test #2 30%
- Test #3 35%

Group Presentation 5%

Group Presentation Quiz (on-line/LMS) 10%

**Note:**

1. There are no supplemental presentations, tests, or rewrites available in this course.
2. Students are to write tests on the dates assigned. All assignments are due by the designated date and time. Any assignment submitted late will not be accepted and a zero grade will be assigned. Refer to the Student Success Guide for Assignment Procedures and 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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:**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.

**VII. COURSE OUTLINE ADDENDUM:**

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