

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, organic brain disorders
- 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
- Health protection in client with: complex health challenges
- 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). *Varcarolis's Canadian Psychiatric Mental Health Nursing A Clinical Approach* (1st Canadian ed.). Toronto, ON Elsevier Inc.

Purchased for NURS 3005

Stanhope, M., Lancaster, J., Jakubec, S., & Pike-MacDonald, S. (2016). *Community health nursing in Canada* 3rd ed. Toronto, ON: Elsevier Canada.

Note: Publication date is October 3, 2016. This textbook can be purchased with other course texts and will be available for pick up some time after October 3 from the Bookstore with proof of purchase. This textbook will be bundled with an e-book version which will be available in your Evolve account on October 3. Any assigned chapters prior to October 3 will be available to you as chapter proofs on D2L.

Ackley, B.J., & Ladwig, G.B., (2011) *Nursing diagnosis handbook: A evidence-based guide to planning care* (9th ed.). St. Louis, MO: Mosby.

Elsevier, Inc. *Simulation Learning System for RN (Retail Access Card)*

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

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

Rubinfeld, M. G., & Scheffer, B. K. (2015). *Critical thinking tactics for nurses: Achieving the IOM competencies* (3rd ed). Jones & Bartlett

VanMeter, K. and Hubert, R. (2015) *Gould's Pathophysiology for Health Professions*. 5th (Ed.) Toledo, OH: Saunders .

V. EVALUATION PROCESS/GRADING SYSTEM:

Midterm Exam	35%
Community Clinical	Satisfactory
Acute Clinical	Satisfactory
Scenario Testing	20%
Mandatory Lab Hours	Satisfactory
Numeracy competence	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**. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing Practice courses. **Therefore, failure in ANY component 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%	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 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:

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 extenuating 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.