

I. COURSE DESCRIPTION:

"Healing. The word sounds so uncomplicated and comfortable, yet defining and understanding this concept is neither. Facilitating true healing is more difficult still, and recognizing it when we see it may be the most subtle work of all."

(Quinn, 1997)

This course focuses on peoples' (individual and family) experience with healing, specifically related to a variety of complex health challenges. Using a concept approach, learners will continue to develop their repertoire of skills to promote healing. Assessment, especially pattern recognition, critical decision-making and increased self-directedness will be fostered.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-In-View**

Learners will increase their understanding of a variety of concepts that clients and their families experience when facing a complex health challenge. Learners will have opportunities to gain knowledge regarding conducting a holistic assessment and to learn to practice safely through the development of critical decision-making and pattern recognition.

Process

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop assessment and analytic skills. Case studies, group discussion, and learner experiences will be used. Learners will be encouraged to integrate knowledge from previous and current courses to explore healing, caring and holism when interacting with clients and families experiencing complex health challenges.

III. TOPICS:

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| 1. Group process | 8. Altered emotional states |
| 2. Critical thinking | 9. Dependency |
| 3. Nursing process | 10. Loss, Bereavement, & Grief |
| 4. Health related quality of life | 11. Hope, Death, & Dying |
| 5. Stress and adaptation | 12. Elimination |
| 6. Hardiness | 13. Pain, Suffering, & Fatigue |
| 7. Family Resiliency | |

COMPLEX HEALTH CHALLENGES

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

1. Carpenito, L.J. (2002). *Nursing diagnosis: Application to clinical practice* (9th ed.). Philadelphia: Lippincott.
2. Carson, V. B. (2000). *Mental health nursing: The nurse-patient journey* (2nd ed.). Philadelphia: W.B. Saunders.
3. Dimock, H.G. (1993). *How to observe your group*. North York: Captus Press.
4. Guzzetta, C.E. (1998). *Essential readings in holistic nursing*. Maryland: Aspen Publishing.
5. Smeltzer, S.C. & Bare, B.G. (2000). *Brunner & Suddarth's textbook of medical-surgical nursing* (9th ed.). Philadelphia: Lippincott.
6. Wilkinson, J.M. (2001). *Nursing process and critical thinking*. New Jersey: Prentice-Hall.
7. Young-Mason, J. (1997). The patient's voice: Experiences of illness. Philadelphia: F.A. Davis

Pathophysiology and pharmacology textbooks.

Selected readings (on reserve) and articles in the library - refer to learning activities. You will need to seek out additional library resources such as journals, and internet sources such as Proquest, and the Cochrane Library pertinent to weekly case studies.

V. ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

VI. EVALUATION METHODS

A passing grade of 60% is required for all nursing courses. The grade for Nursing 2007 will be based on 3 methods of evaluation. These will be derived from a joint assignment, a midterm test, and a final examination.

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| 1. Midterm test | 15% |
| 2. Joint case study assignment: | 35% |
| 3. Final examination | 50% |

The following semester grades will be assigned to students in postsecondary 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
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. 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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary 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.

COMPLEX HEALTH CHALLENGESCourse 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.

VIII 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.

IX. 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.

Healing II: Complex Health Challenges**Course Overview**

“Healing is never complete. To live we chance injury & insult . . . Injury is intrinsic to healing. Healing enriches the process.” (Harbin and Carnes, 1997)

Note: This course focuses on experience in addition to theories. Research, philosophy, and concepts will be invoked as a way to enter into an analysis of the experience. Keep in mind that knowledge is derived from many sources, and people come to know in many ways.

Proposed Class Schedule

Weeks 1 : Introduction to Nursing Process & Critical Thinking : healing (body, mind, spirit, vulnerability, uncertainty), family, time & transition, context, culture

The Experience with Healing: a process of becoming increasingly whole . . . It is a total organismic, synergistic response that emerges with the individual and leads to the resolution of the health problem or to a peaceful death . . . Healing occurs when relationship within self, with others and with one's purpose is re-established. (Quinn, 1989)

Jan.6 Course introduction - beginning the journey of planning nursing care for clients experiencing complex health challenges

What are the course expectations?

Review of course syllabus

Radiant Mapping Exercise

- What is healing?
- What is a complex health challenge?

Critical Thinking Through Case Studies

- What is critical thinking?
- Nursing process application: assessment to nursing diagnosis

Recommended readings: Review Nursing Process content from Nursing 2084

Weeks 2: Health Related Quality of Life : perception, personal meaning

Jan. 13 Health Related Quality of Life

Case Studies: End Stage Renal Disease

Weeks 3 – 4: Stress and Adaptation: perception, vulnerability

Jan 20 **Stress and Adaptation**

Case Studies: Diabetes Mellitus: Types 1 and 2

Jan. 27

Case Studies: Diabetes Complications

Weeks 5 – 6: Hardiness: healing

Feb. 3 **Hardiness**

Case Studies: Cerebral Vascular Accident
Congestive Heart Failure
Myocardial Infarction

Feb. 10 **Test #1**

Family Resiliency

Case Studies: Family Case Studies