

I. COURSE DESCRIPTION:

This course focuses on peoples' (individual and family) experience with healing, specifically related to a variety of complex health challenges. Using a concept approach and the nursing process learners will continue to develop their repertoire of cognitive practice skills, interpersonal and organizational skills to promote healing. Pattern recognition, critical decision-making and increased self-directedness will be emphasized. Through clinical experience in both the community and a health care agency, students will refine their clinical judgment by exploring and utilizing the expertise of a variety of health team members.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

Ends-In-View

- increase their understanding of a variety of concepts of relevance to clients (individual and family) experiencing complex health challenges
- apply the nursing process in the care of clients in a variety of settings
- practice safely through the development of critical decision-making and pattern recognition
- further develop documentation and independent nursing practice skills

Important notes:

- *It is crucial that students come to class, lab and clinical prepared to participate.*
- *Students must understand that although they may have seen or performed a skill in clinical that the theory in the readings is the process that will be tested. This theory is based on the best available, up-to-date evidence.*
- *Laboratory and class theory inform and enrich practice. Clinical practice experiences are meant to facilitate the development of all clinical skills necessary for professional nursing practice. Remember that your clients deserve 100% of your attention, preparation and professional care. Come to clinical prepared to care for your clients by being aware of the following:*

1. *Client specific pathophysiology*
2. *Client specific medications (what they are, why the client is on them, the safe dose, frequency, route, action, side effects and adverse reactions)*
3. *How your day will be organized*
4. *Client priorities (using some type of theory to guide this process)*
5. *Priority client centered nursing diagnoses*

Process

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop assessment, analytic and nursing practice skills. Through case studies, discussion, role-play and clinical practice, learners will refine clinical judgment skills, and explore safe professional nursing practice. The utilization of a framework for intervention will facilitate priority setting and decision-making and will help to highlight specific nursing roles when working with individuals and their families experiencing complex health challenges. 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.

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 (please refer to student handbook).

Class

The learning activities provided with the course syllabus and the specific case studies will outline the preparatory material for each class. It is very important that students come to class prepared and bring along necessary texts and resources needed to function as a group member.

Punctual and regular attendance at the various academic exercises is required of all students.

Please refer to Syllabus for more detailed information

Labs

Laboratory experiences are three (3) hours in length and will take place in two sections. **Attendance at lab is mandatory.** As in other years, you are not allowed to move between sections, you must ask. Students are expected to come to lab prepared.

Practice lab

A practice lab is available for students to further develop their clinical skills (for access see the Sault College Bachelor of Science Degree in Nursing Student Manual – Student Services). If a student has problems with the performance of skills in the clinical area any needed remedial work must be discussed with their clinical instructor and Course Professor. If a student is inadequately prepared for clinical the clinical educator may send the student to practice lab or home. This will be documented on the Clinical Evaluation form.

See Syllabus outlining mandatory practice lab skills that must be completed in order to be successful in the course

Regular attendance is encouraged and will be documented in a lab passport.

Clinical practice

The clinical experience in NURS 2144 includes 110 hours of hospital placement in a variety of clinical areas and 22 hours of community practice. This community practice will be the Health Fair. Students are expected to prepare for each clinical day as instructed by their professor and to complete journals and post-clinical activities as assigned.

Clinical practice is mandatory. Students who miss **ANY** clinical time must contact both course professor and your clinical instructor **via voice mail and LMS**. Please refer to Student Manual **The only valid reason for any missed clinical time is illness**. If time is missed during the clinical experience, a medical note is **NECESSARY**. If a student is inadequately prepared for clinical, the clinical instructor may send the student to the practice lab, or home. This will be documented on the clinical evaluation form and in the student's academic file. You must arrange a meeting with your clinical instructor to explore options to meet the required clinical hours.

* **Note:** Clinical experiences include hospital and community. The learner must demonstrate “SATISFACTORY” performance on the Clinical Evaluation for hospital placement, including a rating of three on all of the indicators of clinical performance and have completed the assigned community hours in order to obtain a passing grade in NURS 2144.

III. TOPICS:

1. Introduction, Nursing Process, Critical Thinking (Wound Care)
2. Concepts for Complex Health (Chest Tubes, specimen collection)
3. Diabetes, stress and adaptation (Diabetic Client)
4. Cardiovascular Health Challenges (CVAD, TPN)
5. Congestive Heart Failure (Blood Transfusions, Tests)
6. Concepts for Complex Health (Epidural, pain)
7. Asthma and COPD (Tracheostomy care, suctioning)
8. Trauma Burns (Perioperative care, diagnostic tests)
9. Renal (Fractures and mobility devices)
10. Fractures and Arthritis (Death and dying)
11. Concepts for Health Challenges (skill testing)
12. Cancer experience (Skill testing)

Topics may be adjusted according to learner/professor needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Ackley, B. J., & Ladwig, G. B. (2008). *Nursing diagnosis handbook: A guide to planning care* (8th ed.). St. Louis, Mo: Mosby.

Karch, A. (2007). *2007 Lippincott's nursing drug guide Canadian version..* Philadelphia: Lippincott.

Jarvis, C. (2004). *Physical examination & health assessment* (4th ed.). St. Louis, MO: Saunders.

Lehne, R.A. (2007). *Pharmacology for nursing care* (6th ed.). St. Louis, Mo: Saunders

Lewis, S.M., Heitkemper, M., Dirksen, S., Barry, M., Goldsworthy, S., & Goodridge, D. (2010). *Medical surgical nursing in Canada: Assessment and management of clinical problems* (2nd ed.). St. Louis: Mosby.

McCance, K.I. & Heuther, S. E. (2006). *Pathophysiology: The biological basis for diseases in adults and children* (5th ed.). St. Louis: Mosby.

Pagana, K.K., & Pagana, T.J., (2006). *Mosby's manual of diagnostic and laboratory tests* (3rd ed.). St. Louis, MO: Mosby.

Perry, A. & Potter, P. (2010). *Clinical nursing skills and techniques*. (7th ed.). Toronto, ON: Mosby.

Potter & Perry Nursing Skills Online Laboratory Resource

Potter, P., & Perry, A.(2010). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (Revised 4th ed.). Toronto:Elsevier Mosby

Wilkinson, J.M. (2007). *Nursing process and critical thinking* (3rd ed.). New Jersey: Prentice Hall.

You will need to seek out additional library resources such as journals, and internet sources such as CINAHL and Proquest and the Cochrane Library for your weekly case studies.

V. EVALUATION PROCESS/GRADING SYSTEM:

Success in passing this course requires an overall course grade of 60% after completion of ALL components of the course including Satisfactory in Clinical and Lab. The grade for NURS 2144 will be based on the following methods of evaluation. These will be derived from the following:

Evaluation

1. **Mid term test** **20%**
The format for this test may include a combination of multiple choice questions, short answer questions, focusing on how to use the nursing process with complex health challenges
2. **Major Assignment** **25%**
Please refer to Syllabus for further instructions. APA format will be required. This is a formal paper. Please refer to the NEOCNP handbook for policies related to the submission of assignments.
3. **Community Assignment Pass/Fail**
Students will participate in a health fair. Topics will be discussed during the first class.
4. **Laboratory skill testing** **15%**
Each week in the laboratory, students will be learning new clinical skills. Students will be expected to prepare and practice the skill until they develop expertise and confidence. This will involve practicing outside of scheduled laboratory time.

Laboratory skill testing will constitute 15% of your final grade in NURS 2144. On the day of the laboratory skill test, the student will randomly draw a scenario which incorporates a skill which was covered during the first 11 weeks of the laboratory course. Should the student's performance of a skill be, in the opinion of the lab instructor unsatisfactory or unsafe (i.e. if the student places the client at risk), the student will be required to practice the skill in the practice lab and demonstrate the skill to the appropriate lab instructor prior to the last class. If no progress is demonstrated, the student may be unsuccessful in the lab component of NURS 2144 (Note that this will constitute a failure in NURS 2144).

5. **Final examination** **40%**
This examination will be a combination of multiple choice and short answer questions. It will cover content from both the class and lab for the entire course. Failure to achieve a grade of "60" in the class component or satisfactory in the lab and clinical areas **constitutes a failure** in NURS 2144. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing practice courses. **Therefore, a failure in ANY component (class, lab or clinical) will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

Evaluation Policy:

Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is **MANDATORY**. Students must contact the course professors for alternate arrangements. Medical notes must be provided in the event of illness. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

All NURS courses require a 60% for a passing grade

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.

VI. SPECIAL NOTES:

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Daily 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 the **Learning Management System** communication tool.

This course's Blackboard site, its features, and its contents are for the exclusive use of 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.

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.

All students please note the following:

- 1) Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. **Two copies are required for submission of all formal papers. The second copy is to be submitted to SAFE ASSIGN.** All assignments are due at the beginning of class unless otherwise directed.
- 2) Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.
- 3) Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade. To receive approval for late assignments you must present all your work up to the point of the due date.
- 4) See Course Syllabus for additional information.
- 5) Group Work: If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment with the course professor as soon as possible. Please note, the course professor will have the final discretion of potentially assigning different marks for members of a group based on the group members' contribution.

VII. COURSE OUTLINE ADDENDUM:

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