CAMOSUN COLLEGE
Health and Human Services
Nursing

Nursing 332
Fall

Health and Healing V
Nursing Care for Complex Health Challenges Across the Lifespan

COURSE OUTLINE

The calendar description is available on the web @
http://camosun.ca/learn/calendar/current/web/nurs.html#NURS332

NURS 332 is the fifth course in the Health and Healing stream. During NURS 332 learners will acquire knowledge regarding complex health challenges in the area of maternal health, urgent and emergent care, and complex medical and psychiatric conditions across the lifespan. Learners will acquire skills in clinical reasoning; priority setting in unstable, urgent, and emergent situations; managing and leading care in complex patient presentations and situations; engaging in patient-centered interprofessional contexts; and facilitating the preservation of personhood in the midst of crisis.

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

2. Intended Learning Outcomes

Upon successful completion of this course a learner will be able to:
a) apply the nursing process, clinical reasoning, and leadership skills to clients of all ages experiencing diverse complex, unstable, urgent, and emergent health challenges.
b) demonstrate leadership, delegation, and teamwork in the provision of compassionate nursing care for patients with complex health related challenges.
c) plan nursing care that incorporates the Quality and Safety Education for Nurses (QSEN) competencies.
d) promote cultural safety in the health care system.
e) provide culturally competent care to individuals and families experiencing complex, unstable, urgent, and emergent health challenges.
f) recognize the role of vigilance and ongoing monitoring necessary for evolving and rapidly changing patient conditions.
g) demonstrate pharmaceutical knowledge related to diverse complex health challenges.
h) memorize and use pertinent vocabulary, medications, and laboratory values related to complex health challenges for use in the health care setting.

3. Required Materials

Adams, M. P., Holland, L. N., Bostwick, &Urban, C. (2014). *Pharmacology for nurses: A pathophysiologic approach* (4th ed.). Upper Saddle River, NJ: Pearson.

Austin, W., & Boyd, M. A. (2015). *Psychiatric & mental health nursing for Canadian practice* (3rd ed.). Philadelphia, PA: Wolters Kluwer.

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C., & Bare, B. (2010). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (2nd ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

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

Pillitteri, A. (2014). *Maternal and child health nursing; care of the childbearing and childrearing family* (7th ed.). Philadelphia: Lippincott, Williams & Wilkins.

4. Course Content and Schedule

The schedule is tentative and is subject to change as necessary during the semester. Flexibility has been built in to accommodate missed classes due to holidays. Please review the course pack for approximate dates, content, and schedule.

This course is taught by multiple teachers using a team teaching and module approach. Modules are taught in a rotating manner throughout the 14 weeks.

Module Descriptions
Introductory Module: Foundations of Clinical Reasoning-Self-Study Week One
Module 1: Nursing Care of a Patient and Family Experiencing a Complex Maternal Health Challenge
   • Part 1: Caring for Families with Complex Pregnancies
   • Part 2: Caring for Women with Special Needs and Complex Labours and Births
   • Part 3: Caring for Families with Postpartum and Neonatal Complications
Module 2: Nursing Care of a Patient and Family Experiencing a Complex Medical Health Challenge
   • Part 1: Caring for Patients with Neurological Dysfunction
   • Part 2: Caring for Patients with Hepatic Disorders
   • Part 3: Caring for Patients Experiencing Life-threatening Complications of Diabetes

Module 3: Nursing Care of a Person and Family Experiencing a Complex Psychiatric Disorder
   • Part1: Caring for Clients with Anxiety Disorders
   • Part 2: Caring for Clients with Schizoaffective Disorders
   • Part 3: Caring for Clients with Personality Disorders
Module 4: Nursing Care of a Patient and Family with an Emergent Health Challenge
   • Part 1: Foundations of Caring for Patients with Emergencies
   • Part 2: Caring for Patients and Families with Trauma Related Injuries
   • Part 3: Caring for Patients and Families Experiencing Shock

5. Basis of Student Assessment (Weighting)

Assignments, due dates, criteria for evaluation, and weighting of assignments will be discussed during the first two weeks of the semester.
   • Quiz Module 1   10%
   • Quiz Module 2   10%
   • Quiz Module 3   10%
   • Quiz Module 4   10%
   • Academic Paper   20%
   • Final Exam   40%

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)
(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

| X | Standard Grading System (GPA) |

| | Competency Based Grading System |

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

> There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at http://www.camosun.bc.ca

STUDENT CONDUCT POLICY

> There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
> http://www.camosun.bc.ca/policies/policies.html

A. GRADING SYSTEMS *http://www.camosun.bc.ca/policies/policies.php*

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at http://www.camosun.bc.ca/policies/E-1.5.pdf for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

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