



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Nursing**  
**Baccalaureate of Science in Nursing Program**  
**NURS 332 – Nursing Care for complex Health**  
**Challenges Across the Lifespan**  
**Fall 2019**

## **COURSE OUTLINE**

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**The calendar description is available on the web @**

<http://camosun.ca/learn/calendar/current/web/nurs.html#NURS332>

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*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.*

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### **1. Instructor Information**

- (a) Instructor \_\_\_\_\_
- (b) Office hours \_\_\_\_\_
- (c) Location \_\_\_\_\_
- (d) Phone \_\_\_\_\_ **Alternative:** \_\_\_\_\_
- (e) E-mail \_\_\_\_\_
- (f) Website \_\_\_\_\_

### **2. Course Description and Intended Learning Outcomes**

*Course Description:*

Learners will develop knowledge regarding complex health challenges in the area of maternal health, urgent and emergent situations, 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; engage in person-centered Interprofessional contexts; and facilitating the preservation of personhood in the midst of crisis.

*Intended Learning Outcomes:*

- a) Apply the nursing process, clinical reasoning, and utilize leadership skills to patients of all ages experiencing diverse complex, unstable, urgent, and emergent health challenges.
- b) Critically evaluate complex, unstable, urgent, and emergent situations for delegation and consultation in the interprofessional health care setting.
- c) Develop strategies to preserve personhood in the context of complex health challenges.
- d) Evaluate the health care setting using Quality and Safety Education for Nurses (QSEN) competencies to advocate and negotiate safe care in the context of crisis and complexity.
- e) Recognize culturally competent care for 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.

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- g) Integrate pharmacological knowledge in the context of diverse complex health challenges.
- h) Use pertinent vocabulary, medications, and laboratory values related to complex health challenges in the health care setting.
- i) Integrate knowledge of colonization with Indigenous people's experience of acute illness.
- j) Integrate knowledge of collaborative approaches with other members of the interprofessional team when providing care for clients with complex episodic and chronic health challenges.
- k) Distinguish the responsibilities and contributions of the registered nurse and other health professionals related to the provision of client centered care.
- l) Plan culturally safe care to individuals and families who are experiencing complex, unstable, urgent, and emergent health challenges.

### **3. Required Materials**

(Austin, W., Kunyk, D., Peternej-Taylor, C.A., & Boyd, M. A. (2019). *Psychiatric & mental health nursing for Canadian practice* (4th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.

Lilley, L.L., Rainforth Collins, S., Snyder, J. S., & Swart, B. (2017). *Pharmacology for Canadian Health care practice* (3rd Cdn ed.). Toronto, ON: Elsevier.

Paul, P., Day, R., & Williams, B. (Eds.). (2016). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (3rd ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins.

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D., Keenan-Lindsay, L., & Sams, C. A. (2017). *Maternal child nursing care in Canada* (2nd ed.). Toronto, ON: Elsevier.

### **4. Course Content and Schedule**

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

This course is taught by several teachers who possess specialty knowledge, using a team teaching approach. Modules are taught in a rotating manner throughout the 14 weeks.

#### **Module Descriptions**

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 Hepatic Disorders*

Part 2: *Caring for Patients Experiencing Life-threatening Complications of Type I Diabetes*

Part 3: *Pain and Symptom Management in Palliative and End-of-Life Care (PEOLC)*

Module 3: Nursing Care of a Person and Family Experiencing a Complex Psychiatric Disorder

Part 1: *Caring for Clients Experiencing Anger and Aggression*

Part 2: *Caring for Clients with Anxiety Disorders*

Part 3: *Caring for Clients with Personality Disorders*

Module 4: Nursing Care of Patients and Families Who Experience Physical Trauma and/or Shock

Part 1: *Part One: Mode of Injury, Potential Issues and Prioritization*

Part 2: *Part Two: Caring for Patients with Traumatic Injuries Following Resuscitation and/or Critical Care*

Part 3: *Caring for Patients and Families Experiencing Shock*

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## 5. Basis of Student Assessment (Weighting)

*(Should be directly linked to learning outcomes.)*

- (a) Assignment: One academic paper or creative assignment worth 20% of your final grade. See D2L for details.
  
- (b) Quizzes: Four quizzes written at the end of each module, worth 10% each for a total of 40% of the final grade.
  
- (c) Exams: One final exam, written during exam week worth 40% of your final grade.

## 6. Grading System <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

- Standard Grading System (GPA)
  
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Pagana, K.D., & Pagana, T.J. (2014). Mosby's manual of diagnostic and laboratory tests (1<sup>st</sup> Cdn ed.). St. Louis: Mosby Elsevier.

Or a diagnostic and laboratory test textbook of the learner's choice.

## 8. College Supports, Services and Policies



### **Immediate, Urgent, or Emergency Support**

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### **Learning Support and College Services for Students**

(see Student Services Section of our [website](#) for more detailed information)

Camosun offers a variety of health and academic support services, including counselling, dental, [Centre for Accessible Learning \(CAL\)](#), help center, learning skills, sexual violence support & education, library, and writing center.

### **College Policies**

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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**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 website.

A. GRADING SYSTEMS [E-1.5 GRADING POLICY](#)

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 section F of the [Grading Policy](#) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : 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.

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IP	<i>In progress:</i> 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	<i>Compulsory Withdrawal:</i> 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.