CAMOSUN COLLEGE
School of Health & Human Services
Department: Baccalaureate of Science in Nursing Program

NURS 232 Nursing Care in Acute and Chronic Illness
Fall 2020

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/nurs.html#nurs232

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: http://camosun.ca/covid19/faq/covid-faqs-students.html

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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

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1. Instructor Information

As there are various instructors for this course – please fill in your individual instructor information below.

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

2. Intended Learning Outcomes

Learners explore foundational concepts informing nursing practice to provide safe, competent, culturally appropriate care in the context of acute and chronic illness across the lifespan. Learners integrate nursing theory related to acute and chronic illness, skills in critical thinking, nursing decision making models, and learning theory. Learners develop expertise in patient-centred care plans for patients and families experiencing health challenges. Learners will integrate knowledge from pathophysiology, pharmacology, and nursing to assess, diagnose, intervene, and evaluate patients across the lifespan. Learners will develop competency caring for patients across the continuum of health, including health promotion, acute and chronic illness management, rehabilitation, and supportive care.

Intended Learning Outcomes:

a) apply nursing and other disciplinary knowledge in the context of acute and chronic illness.
b) apply the nursing process to select acute and chronic illnesses.
c) integrate chronic illness theory into developing care plans for patients across the lifespan.
d) integrate decision-making frameworks and learning theory into developing care plans for patients in the context of acute and chronic illnesses.
e) describe basic principles of pharmacology.
f) describe the rationale for select diagnostics and interpret their findings.
g) demonstrate clinical reasoning skills and specific patient conditions, for the promotion of health and wellbeing.
h) explain the influence of colonization on the increased incidence of Type 2 diabetes and cardiovascular disease among Indigenous peoples.
i) explain the importance of collaboration with other members of the interprofessional team when providing care for clients with chronic and episodic health challenges.
j) describe the responsibilities of the Registered Nurse related to interacting with other health professionals

3. Required Materials

(a) Texts

Hussein, M. El., & Osuji, J. (2020). *Brunner & Suddarth's textbook of Canadian medical-surgical nursing* (4th Cdn ed.). Philadelphia, PA: Wolters Kluwer.

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 Cdn ed.) Toronto, ON: Elsevier.

Potter, P., Perry, A. G., Stockert, P., Hall, A., Astle, B. J., & Duggleby, W. (2019). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier Canada.

Rosenjack Burchum, J.& Rosenthal, L. D. (2019). *Lehne's pharmacology for nursing care* (10th ed.). Canada: Elsevier

(b) Other

You will require an updated diagnostic and drug reference of your choice.

4. Course Content and Schedule

Dates	Topics	Evaluation
Week 1 September 8-12	Introduction Module 1a Module 1b	
Week 2 September 13-19	Module 1c	
Week 3 September 20-26	Module 1d	
Week 4 September 27-October 3	Module 2	Module 1 Quiz: (10%) Monday September 28, 1230-1300

Week 5 October 4-10	Module 2 and begin Module 3	
Week 6 October 11-17 (Thanksgiving October 12)	Finish Module 3	
Week 7 October 18-24	Module 4a Module 4b	
Week 8 October 25-31	Module 4c	Module 2 and Module 3 Quiz: (10%) Monday October 26 1230-1300
Week 9 November 1- 7	Module 4d Module 4e	
Week 10 November 8-14 (Remembrance Day November 11)	Module 5	Module 4 Quiz: (10%) Monday November 9 1230-1300
Week 11 November 15-21	Module 5	
Week 12 November 22-28	Module 6	Module 5 Quiz: (10%) Monday November 23 1230-1300 Case Study Presentation Due: (25%) Monday November 23 at 2359
Week 13 November 29-December 5	Module 7a Module 7b	Reflection: Self and Team Evaluation: (5%) Due Friday December 4 at 2359 Discussion Posts (10%) Due Friday December 4 at 2359
Week 14 December 6-12	Module 7c Review	
Exam Period December 14-22		Final Exam – (20%) Focus on Module 6 and 7

5. Basis of Student Assessment (Weighting)

a) Quiz's   40%
b) Case study assignment   25%
c) Discussion post   10%
d) Reflection   5%
e) Final Exam   20%

6. Grading System

☒   Standard Grading System (GPA)

☐ Competency Based Grading System

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

See required textbooks and resources also refer to readings and resources in course package.

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

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at http://camosun.ca/services

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 college policies.

Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Grading, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawals, Sexual Violence and Misconduct, Standards for Awarding Credentials, Student Ancillary Fees, Student Appeals, and Student Penalties and Fines.

Student Conduct Policy

The Student Conduct Policy provides clear expectations of appropriate academic and non-academic student conduct and establishes processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. It is the student's responsibility to become familiar with the content of this policy.

A. GRADING SYSTEMS
http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf

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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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.