

NURS 332 Person-Centered Care in Crisis & Complexity
Fall 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/nurs.html#nurs332>

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.*

1. Instructor Information

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

(a) **Instructor** Teresa Evangelou

Monday 1130- 1215

Thursday 11-1300

(b) **Office hours** Other times available upon email request

(c) **Location** email then into a collaborate or teams call

(d) **Phone** 250-370-4271 **Alternative:**

(e) **E-mail** evangelout@camosun.bc.ca

(f) **Website** www.camosun.ca

2. Intended Learning Outcomes

Learners will develop knowledge regarding complex health challenges in the area of maternal health; urgent, emergent, and trauma related situations; complex medical and psychiatric conditions, and across the lifespan. Learners will acquire skills in clinical reasoning; priority setting in unstable, urgent, emergent; and trauma related situations; managing and leading care in complex patient

presentations and situations; engaging in person-centered, interprofessional collaboration and facilitating the preservation of personhood in the midst of crisis.

Upon successful completion of this course a student will be able to:

- a) apply the nursing process, clinical reasoning, and 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.
- 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 peoples' 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.). Wolters Kluwer/Lippincott, Williams, & Wilkins.

Paul, P., Day, R., & Williams, B. (Eds.). (2016). *Brunner & Suddarth's Canadian textbook of medical- surgical nursing* (3rd ed.). 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.). Elsevier.

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

4. Course Content and Schedule

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*

Refer to D2L site for individual sections rotation of course content.

5. Basis of Student Assessment (Weighting)

- (a) Quizzes: Four quizzes written at the end of each module, worth 15% each for a total of 60% of the final grade.
- (b) Exams: One final exam, written during exam week worth 40% of your final grade.

6. Grading System

- 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* (1st 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>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf) 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	<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.
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.
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