COLLEGE OF
THE ROCKIES

Health and Healing 5: Complex Health Challenges/Healing Initiatives – NURS 310
Bachelor of Science in Nursing (BSN) Program

Course Outline

COURSE IMPLEMENTATION DATE:	**September 2009**
OUTLINE EFFECTIVE DATE:	**September 2020**
COURSE OUTLINE REVIEW DATE:	**April 2025**

GENERAL COURSE DESCRIPTION:

This course builds on previous Health and Healing courses, pathophysiology, pharmacology, and nursing practice. Participants have the opportunity to develop and integrate their nursing knowledge and understanding of health and healing in relation to complex episodic and chronic health challenges. This advanced course focuses on current topics and emerging knowledge related to a variety of health care contexts.

Program Information: This is a required course for the third year of the Bachelor of Science in Nursing program. The materials in this course represent a component of a four-year integrated BSN program.

Delivery: This course is delivered face to face.

COTR Credits: 6

Hours for this course: 84 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	42
Seminars / Tutorials	42
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	84

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

Candis Spiers, RN, MN

_____
Signature

APPROVAL SIGNATURES:

Department Head   Acting Dean of Health and Human Services
Sandi Hill   Norma Sherret
E-mail: shill@cotr.bc.ca   E-mail: nsherret@cotr.bc.ca

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Department Head Signature   Dean Signature

EDCO

Valid from: September 2020 – April 2025

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Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

   Prerequisites: Satisfactory completion of Year 2 of the BSN program

   Corequisites: NURS 313 and 315

   Flexible Assessment (FA):

   Credit can be awarded for this course through FA   ☐ Yes   ☑ No

   Transfer Credit: For transfer information within British Columbia, Alberta and other institutions,
                          please visit http://www.cotr.bc.ca/Transfer.

                          Students should also contact an academic advisor at the institution where they
                          want transfer credit.

   Prior Course Number: NURS 314 ⇨⇨ NURS 310
                         Date changed: September 2009

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Arnold, E.C. & Bogg, K.U. (2011). *Interpersonal relationships* (6th ed.). St. Louis, MO: Saunders Elsevier.

Chow, J., Ateah, C.A., Scott, S.B., Ricci, S.S. & Kyle T. (2012). *Canadian maternity and pediatric nursing.* Philadelphia, PA: Lippincott Williams.

Halter, M. (2013): *Varcoli's Canadian psychiatric mental health nursing: A clinical approach.* Editors: Polland, Ray and Haase. Toronto, ON: Elsevier-Saunders.

Jarvis, C., Browne, A.J., Macdonald-Jenkins, J., Luctkar, J., & Flude, M. (2009). *Physical examination and health assessment* (1st Canadian ed.). Toronto, ON: Saunders Elsevier.

Lewis, S.L., Heitkemper, M.M., Ruff Dirksen, S., Barry, M.A., Goldsworthy, S. & Goodridge, D. (2014). *Medical surgical nursing in Canada: Assessment and management of clinical problems* (3rd ed.). St. Louis, MO: Mosby Elsevier.

Ross-Kerr, J.C., Wood, M.J., Astle, B.J., & Duggleby, W. (Eds.). (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON, Canada: Harcourt Canada.

Stanhope, M., Lancaster, J., Jakubes, S. L., & Pike-MacDonald, S. A. (Eds.). (2017). *Community health nursing in Canada* (3rd ed.). Toronto, ON: Elsevier.

OR

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

Potter, P. & Perry, A. (2014). *Clinical nursing skills and techniques* (8th ed.). St. Louis, MO: Mosby Elsevier.

Optional Nursing Textbooks:

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.)*.* Washington: Author.

Zerwekh, J., Gaglione, T., & Miller, C.J. (2011). *Mosby's assessment memory notecards: Visual, mnemonic and memory aids for nurses* (2nd ed.). Philadelphia: Elsevier Mosby.

Corbett, J.V., & Banks, A.D. (2013). *Laboratory tests and diagnostic procedures with nursing diagnoses* (8th ed.). Upper Saddle River, NJ: Pearson. **Or another lab and diagnostics text, E-book or app for your mobile device.**

Please see the instructor's syllabus or check COTR's online text calculator http://www.cotr.bc.ca/bookstore/cotr_web.asp?IDNumber=164 *for a complete list of the currently required textbooks.*

LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- integrate existing and emerging knowledge with application of program concepts as they relate to client situations and the practice setting;
- further develop a process for analyzing and understanding a variety of complex health challenges;
- deepen understanding of the relationship between multiple health challenges, the provision of nursing care and the impact on the client;
- further develop assessment skills and ability to perform more complex practice skills;
- focus on the clients as individuals, families and groups;
- consider community and society as context for health and healing;
- integrate knowledge of collaborative approaches with other members of the interprofessional team when providing care for clients with complex episodic and chronic health challenges;
- critically evaluate complex, unstable, urgent, and emergent situations for delegation, assignment and consultation within the interprofessional health care setting; and
- distinguish the responsibilities and contributions of the Registered Nurse and other health professionals related to the provision of client centered care.

COURSE TOPICS:

Process:

Participants engage in learning activities that are related to the main concepts of this course. They identify their own learning needs related to specialized knowledge in an area of interest (e.g., current health issue, research study, focus of practice, community project). Praxis is enhanced through reading, reflection, class discussion, written work and student independence in inquiry.

CONCEPTS and SUBCONCEPTS:

CLIENT (individuals, families, groups, populations)

- Resilience
- Hardiness
- Pathophysiology
- Emerging knowledge
- Complexity
- Diagnosis

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CONTEXT

Transitions
- Discharge planning
- Assisted living
- Increasing independence (including adaptations in the home)
- Increasing dependence
- Respite
- Multiple contexts of care
- Health care system
- Navigating the health care system
- Transferring clients

Family
Community
Practice Settings
Spirituality
Environment

RELATIONAL PRACTICE

- Supporting families through crisis, loss and increasing dependency
- Selected populations; frail elderly, cognitively challenged (across the lifespan)
- Mental health and addictions
- Providing care across cultural differences
- Violence and abuse-women, elderly, children, intergenerational nature

HEALTH AND HEALING

Primary Health Care
- Prevention
- Restorative

Health
- Health within illness

Suffering
- In situations of multiple system challenges
- Impact of social determinants of health
- Impact on the social determinants of health

Comfort
- Palliation
- Dying and Death
- End of life issues complex trauma
- Multisystem failure
- Chronicity
- Rehabilitation

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Epidemiology
- Epidemics-control, containment
- Web of causation
- Population health

Healing Modalities
- Pharmacology
- Physical therapies
- Radiotherapy
- Dietetics

NURSE

Decision Making
- In emergency and crisis situations
- Multiple contexts of Care
- Health care system
- Navigating the health care system
- Transferring clients

INQUIRY

Teaching and Learning
- Prevention – developing personal skills
- Creating supportive environments for learning
- Teaching self-care
- Evaluation of effectiveness

Information Technology

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Nursing Simulation Demos	30%
Midterm Exam	30%
Final Exam	40%
Total	100%

All written assignments must be completed to achieve a passing grade.

ATTENDANCE AND ASSIGNMENT REQUIREMENTS:

See COTR Nursing Program Admission and Progression Policies.

ADDITIONAL RELEVANT INFORMATION/POLICIES:

1. All learning experiences are mandatory. Students who are unable to attend a scheduled learning event must notify the instructor at the earliest possible opportunity.

2. Absence from learning experiences, for any reason, may preclude the student being able to meet the requirements for that course. Students who have missed 10% or more of their clinical practice experiences will be evaluated for their eligibility to remain in the program. (**Clinical courses only!**)

3. All assignments must be submitted by the due date. A penalty of 10% per calendar day will be deducted for late assignments. Extensions will be considered on an individual basis when legitimate circumstances support the student's request, provided the extension is negotiated 48 hours in advance of the due date.

4. Completion of NURS 310 lab does not connote competency in skills taught. Students must adhere to relevant policies and procedures when completing any skills in their practice area.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	< 60

As per Policy 2.1.6 Admissions & Progression - Nursing Program in the College Procedures Manual, students must meet the minimum grade of 60% in order to be successful in the course.

ACADEMIC POLICIES:

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.