



Faculty: Health & Human Services
Department: Bachelor of Science in Nursing (BSN)

Course Title: Health and Healing V: Complex Health Challenges/Healing Initiatives

Course Code: NURS 300

Semester, Year, Section: Semester 5, 2021, N01

Course Start Date: Fall 2021

COURSE INFORMATION

This course builds on Health and Healing III and IV and Health Sciences III and IV and provides opportunities for participants to build on their nursing knowledge and understanding of health and healing in relation to complex episodic and chronic health challenges. This advanced course will focus on current topics and emerging knowledge related to a variety of health care contexts.

Course Details

- **Hours/Week:** 3 hours
- **Credits:** 3
- **Course Duration:** September 10 to December 10, 2021
- **Time:** Fridays 1300- 1600 hours
- **Location:** Building 210 Room 275
- **Online Location:** <https://learn.viu.ca>
- **Prerequisites:** Nurs 275

Instructor Details

- **Name:** Brenda Lane
- **Email:** brenda.lane@viu.ca
- **Office Location:** Nanaimo, building 210 room 337
- **Phone:** 250-753-3245 local 4146
- **Office Hours:** Fridays 1130-1250 and by appointment

Program Learning Outcomes

Upon successful completion of the BSN Program, graduates will be able to:

1. Engage in the profession and discipline of nursing by utilizing a foundation of caring, health, and healing, and by integrating and applying the art and science of nursing within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical nursing care in all contexts and practice environments.
3. Make safe and competent nursing decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional nursing practice and through partnerships with others influence health care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of the VIU BSN program have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens and leaders in their communities, society and the world:

<https://ciel.viu.ca/sites/default/files/overviewofviugraduateattributes.pdf>

Course Learning Outcomes

By the end of this course, the learner will be able to:

1. Integrate pathophysiological processes with clinical manifestations, collaborative interventions, and complications of episodic and chronic health challenges evidenced by application and critical judgement examination questions, case studies, concept maps, care plans, and large group discussions.
2. Develop primary, secondary, and tertiary prevention patient teaching plans related to risk factors, diagnostic tests/procedures, collaborative interventions, and complications of episodic and chronic health challenges evidenced by application and critical analysis questions in case studies, concept maps, care plans, and examinations.

Complex Health Challenges in Nursing 300 will include:

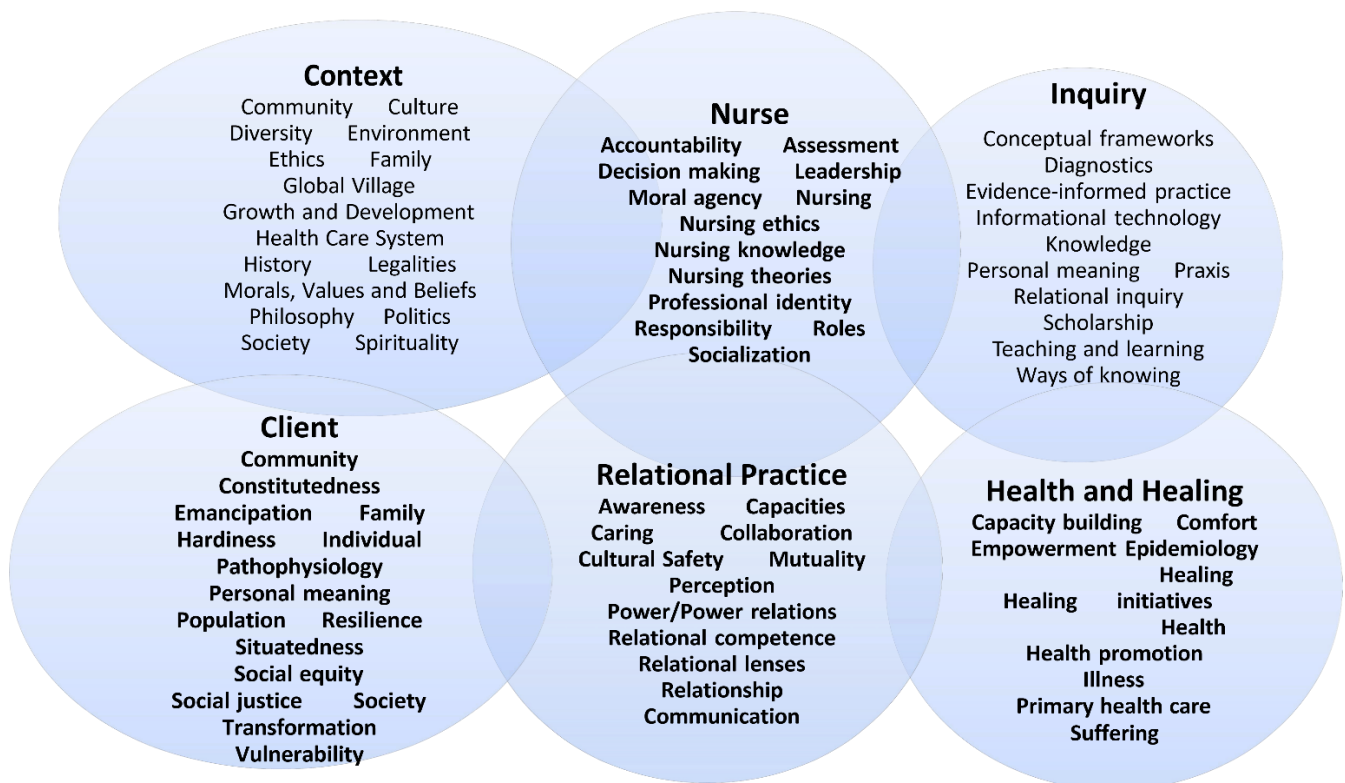
- *Bariatric considerations*
- *Biliary Dysfunction: Cholecystitis, Pancreatitis*
- *Hepatic and Renal Dysfunction*
- *Burn Injury, ARDS*
- *Shock*

- *Multiple Trauma, DIC*
- *Organ Transplant and Donation*

Ends-In-View

This course will provide participants with opportunities to integrate existing and emerging knowledge, and application of program concepts as they relate to client situations and the practice setting. The participants will further develop a process for analyzing and understanding a variety of complex health challenges. The participants will deepen their understanding of the relationship between multiple health challenges, the provision of nursing care, and the impact on the client. In addition learners will have the opportunity to further develop their assessment skills and ability to perform more complex practice skills. The focus will be on the client as individual, family, and groups. The community and society will be considered as context for health and healing.

CURRICULUM CORE CONCEPTS AND SUB-CONCEPTS



Nurs 300 Course Concepts

CLIENT

Hardiness

Pathophysiology

Resilience

Vulnerability

CONTEXT

Community

Environment

Family

Spirituality

Transitions and Change

HEALTH AND HEALING

Comfort

Epidemiology

Healing Modalities

Health

Primary Health Care

Suffering

INQUIRY

Teaching and Learning

NURSE

Decision Making

RELATIONAL PRACTICE

Relational Competence

Teaching and Learning Strategies/Process

Participants engage in learning activities that are related to the main concepts of this course. Praxis is enhanced through reading, reflection, class discussion, written work, and student independence in inquiry. This course has resources available on VIU Learn. It is expected that you will read the course material prior to class to enhance your learning and integration during class activities. The Evolve website from Elsevier offers great self-assessment quizzes, case studies for your praxis. **Some of this course will be blended.** Blended classes will be identified on the Course Schedule. For these classes you will engage in an online environment by watching two videos and posting a thoughtful discussion reflection on VIU Learn for your clinical group.

Students are responsible for understanding not only the pathophysiology of the health challenges studied in this course, but also the interrelatedness of pharmacology, laboratory values, diagnostic studies, and nursing/collaborative interventions (physical, emotional, psychosocial, and medical). Course readings will be used to augment textbook knowledge and journal articles will be made available through VIU Learn and are available via the VIU Library.

Student Workload

Students are expected to complete pre-readings prior to attending class. We will use 'VIULearn' as a course management or 'Course Supplement' tool to enhance NURS 300 with the posting of lecture material, important course announcements, additional resources, and schedule changes. Marks will be posted via GradeBook on via VIU Learn. There will also be times when not all required material will be covered in class. Students are expected to regularly access the course website (<https://learn.viu.ca>).

ASSESSMENT AND EVALUATION COMPONENTS

Evaluation

Evaluation May Be Based On:

- Examinations
- Concept maps / Patient Care Plans
- Blended learning

Please Note:

- Students must notify the teacher 24 hours in advance in writing if they are unable to attend a scheduled exam. When exams are missed for health or other unexpected urgent matters the student must apply to the teacher for permission to write the examination at an alternate time.

Evaluation Item	Details	Due Date	Percentage of Final Grade	
Quiz	55 minutes on-line	Oct. 1	15%	
Mid-Term Examination (Cumulative)	105 minutes on-line No class following exam	Oct. 29	30%	
Blended videos with postings, and Module	Renal video	2%	Oct. 29	15%
	Burn video	5%	Oct. 29	
	Sepsis Module with certificate submitted	8%	Nov. 19	
Final Examination (Cumulative)	During exam period 150 minutes on-line	Dec. 13 to Dec. 22	40%	
TOTAL			100%	

Study Framework

Ask yourself the following questions for each health challenge:

1. What are the risk factors for developing the health challenge?
2. What is the underlying pathophysiology?
3. What are the clinical manifestations?
4. What are the diagnostic tests/procedures?
5. What are the common complications associated with the health challenge?
6. What are the collaborative interventions (medical, nursing, physio, etc.)?
7. What is the related pharmacology?
8. What is the teaching required (diet, pharmacology, surgical, procedures, etc.)? Also, link in prevention teaching (primary, secondary, or tertiary).
9. What are relevant healing concepts (vulnerability, resilience, hardiness, etc.)?

Engage with your reading and studying:

- Attempt to make distinctions between health challenges (different types of shock); how is one concept different from the other concepts (liver failure vs. renal failure)
- Look for relationships (ie. hyperkalemia with acidosis)
- Minimize distractions

VIU Grade Scale: University, Career/Technical, Adult Basic Education Programs

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	Satisfactory – Passing Grade for BSN Program
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing Work Unsatisfactory performance or failure to meet course requirements
CR	N/A	0.00	Course Passed Requirements completed, but not calculated in GPA

All papers submitted for a grade are to be typed in APA (American Psychological Association) format, 6th edition, with a cover page and, as appropriate, a reference page.

In order to apply credit for any course towards the requirements of the BSN degree, the nursing student must achieve a minimum grade of “C” in that course. In addition, all BSN students must maintain a minimum grade point average of 2.33 (“C+”) for each academic year, and must pass each nursing practicum. The grade point average is calculated on nursing courses including PHIL 331, BIOL 156, BIOL 157, and upper nursing elective courses taken within that academic year.

Individuals students are required to retain copies of all work submitted for a grade.

No credit will be given for this course unless the learning activities and end of semester ends-in-view for clinical are completed to the mutual satisfaction of learner and teacher.

All papers/assignments are **due by 1600hrs (unless otherwise specified in the course outline) on the designated date.**

All assignments which are submitted late without permission will be subject to 5% deduction for every working day the assignment is overdue. The 5% deduction commences on the due date if the assignment is not submitted by 1600hrs (or at the specified time on the course outline). If the assignment is not received within seven working days after the due date it may be designated a failing grade (as per VIU policy).

LEARNING MATERIALS

Required

Lewis, S.L., et al. (2019). *Medical-Surgical Nursing in Canada: Assessment and Management of Clinical Problems (4th Canadian ed.)*. Toronto, Ontario: Elsevier Canada.

Lilley, L.L., Harrington, S., Snyder, J.S. (2017). *Pharmacology for Canadian Health Care Practice (3rd Canadian ed.)*. Toronto, Ontario: Elsevier Canada.

- Journal articles – Required articles are available through VIU Learn management system
- Anatomy/Physiology
- Laboratory values
- Diagnostic tests
- Medical Dictionary

Resources May Include

- Videos
- Case studies
- Notes from previous courses such as Health Sciences/Biology and Healing courses
- Guest speakers

COURSE SCHEDULE [See Reading Schedule separately on VIU Learn]

POLICIES AND PROCEDURES

As the BSN Program is a professional program and you are being prepared to enter the discipline of nursing which is a self-regulated profession, professional behavior is expected at all times in the classroom, lab/Learning Centre, and practicum placements. Students are expected to self-evaluate and ensure they are:

- Meeting the BC College of Nursing Professionals (BCCNP) Requisite Skills and Abilities https://www.bccnp.ca/becoming_a_nurse/Documents/RN_requisite_skills_abilities_464.pdf
- Fit to practice as per BCCNP: “Maintains own physical, mental, and emotional fitness to practice” <https://www.bccnp.ca/Standards/RPN/resources/topics/Pages/fitness.aspx>
- Adhering to the Canadian Nurses’ Association Code of Ethics <https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>

Failure to meet any of the above standards may result in the student being removed from the BSN Program.

In addition to the above, students are expected to adhere to all VIU HHS policies including those of the Faculty of HHS and the BSN program. VIU policies can be found on the VIU web page and BSN policies can be found on the HHS D2L site (i.e. attendance, plagiarism, misconduct, etc.) and the BSN Student Handbook.

Students are responsible for being aware of all BSN standards and guidelines found on the BSN D2L site at <https://d2l.viu.ca/>.

VIU's Accessibility Services provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course but are not yet registered with Accessibility Services, please contact them at accessibilityservices@viu.ca or visit them in BLDG 200 (2nd floor). If you are already registered with DAS, please provide me with your accommodation letter, either in person during my office hours, or by email.

Students are expected to be available during the entire final examination period. Refer to the Examination Schedule in the VIU Calendar for particular guidelines, directions and expectations.

Academic Integrity is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one’s knowledge and learning, and open and accurate acknowledgement in one’s academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one’s own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

Academic Misconduct involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details may be obtained from the instructor, department chair, or program coordinator.

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

Standards of Behaviour: Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.
- The policy includes, but is not limited to, the following acts:
 - Endangering the safety of any individual
 - Violence or threats of violence
 - Personal harassment
 - Disruption of the learning and work environment

- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behavior** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>

LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Accessibility Services: Students requiring academic accommodation are encouraged to contact Accessibility Services in Building 200 as soon as possible. (<https://services.viu.ca/disability-access-services/exam-accommodations>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Student Services: <https://connect.viu.ca/new-students/services-student-success>
- Writing Centre (<https://services.viu.ca/writing-centre>)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students are expected to adhere to all VIU policies including those of the BSN program. BSN policies can be found on the BSN VIU Learn site at <https://d2l.viu.ca/> and in the BSN Student Handbook <https://learn.viu.ca/d2l/le/content/29534/viewContent/1311838/View>

SOCIAL MEDIA USE

DIGITAL TECHNOLOGY AS A LEARNING TOOL

Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using social media such as Facebook, Twitter or Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this policy will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until you are provided with a media break.

Interim Guidance for the Use of Social Media in the VIU-BSN Program (April 2019)

1. Do not share any client information on social media. Leaving out details is not sufficient to protect client confidentiality. Any communication about an Island Health patient/client must be done only via a secure Island Health network and via an encrypted device. Island Health has much more robust firewalls in place and it is their information they are obligated to protect.

- Via email: Faculty must use their VIHA email to communicate with students to their VIHA email address. This includes any information about patients/clients (assignments, student research, etc.).
- Via cellphone: please do not communicate any patient/client information via your or the student's private cell phone.

2. Facebook or other social media (Twitter, Facebook Messenger, Snapchat etc.) must be considered a 'public domain' even if access is restricted. Thus, any communication via social media in your capacity as a BSN faculty member, or for students in their capacity as BSN students, must meet confidentiality requirements of VIU and their practice agencies, always be professional, and adhere to the BCCNP Professional Practice Standards.

3. Maintaining boundaries: As a nurse, you are responsible for setting and maintaining appropriate boundaries. Keep your personal and professional lives separate.

4. Photos of clients/patients/family members etc. must not be posted on social media. This includes photos taken during international field schools (unless explicit, written permission has been obtained).

Some excellent resources:

BCCNP: Social Media:

https://www.bccnp.ca/Standards/all_nurses/resources/social_media/Pages/social_media_considerations.aspx

Canadian Nurses' Protective Society: Social Media: Mitigating Risk: https://www.cnps.ca/upload-files/pdf_english/social_media.pdf

National Council State Board of Nurses: A Nurse's Guide to the Use of Social Media:

https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf;

https://www.ncsbn.org/NCSBN_SocialMedia.pdf

These materials represent a component of a four-year integrated BSN program jointly developed and held by the participating institutions in the Collaboration for Academic Education in Nursing (CAEN) to April 30, 2015.

Bachelor of Science in Nursing Program

Student course feedback: Theory

Part A: Structure and student engagement					
1) The course was organized in a manner that has helped me to understand concepts outlined in the course outline.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
2) The course assignments contributed to my knowledge of the course material and understanding of the subject, hence achieving course learning outcomes.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
3) The course environment invited discussion and sharing of ideas.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
4) As a result, from learning in this course, my knowledge has evolved.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
5) The evaluation process is clearly stated in the course outline.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
6) Compared to other courses, the workload in this course is reasonable.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
Part B: Course outcomes (course specific)					
1) I have met the following course learning outcomes: Integrate pathophysiological processes with clinical manifestations, collaborative interventions, and complications of episodic and chronic health challenges evidenced by application and critical judgement examination questions, case studies, concept maps, care plans, and large group discussions.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
2) I have met the following course learning outcomes: Develop primary, secondary, and tertiary prevention patient teaching plans related to risk factors, diagnostic tests/procedures, collaborative interventions, and complications of	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

episodic and chronic health challenges evidenced by application and critical analysis questions in case studies, concept maps, care plans, and examinations.					
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Part C: VIU Graduate attributes

1) This course added to my literacies that are essential for nurses' work.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
2) This course helped me develop intellectual and practical skills that are essential for the discipline of Nursing.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
3) This course enhanced my sense of civic engagement as a nursing student.	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neutral <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>

Part D: Open ended questions.

1. What is the most important thing that you have learned in this course?

2. What has helped you learn best in this course?

3. What suggestions do you have that would improve your learning experience in this course?

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Any additional information that faculty would like to gather for improving their course material.