

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES**

**NURS 3230 A – Health, Illness and Healing (Acute)  
Course Outline – Fall 2012**

**COURSE INSTRUCTOR**

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**COURSE DESCRIPTION**

This course focuses on the experiences of individuals and families with increasingly complex acute and chronic health challenges across the lifespan.

*Contact hours per week:* 3-0-0

*Pre-requisite:* Completion of Year 2 requirements

*Co-requisites:* NURS 4530

**COURSE OUTCOMES**

The specific outcomes of the course are to:

1. Continue to develop skills as self-directed learners;
2. Examine nursing practice in an urban and rural acute care setting to develop a greater understanding of the inter-relationship between nursing practice and theory;
3. Continue to develop an understanding of the relationship between evidence and the delivery of nursing care;
4. Identify the assets of individuals, families and communities and how nurses can further enhance such assets;
5. Examine selected disease processes as they impact individuals and families.

**CLASS SCHEDULE - (Q=Quiz)**

**Day of week:** Tuesday

**Time:** 1215-1455

**Location:** M1035

Date	Topic	Information
September 11	<b>"Come on in; we've go a lot to learn"</b> : Orientation and Introduction: Frameworks for Care / Pharmacology Review	
September 18	<b>"The missing pieces of the puzzle"</b> Fluids and Electrolytes / Acid-Base Balance	
September 25	<b>"Just a spoon full of sugar"</b> : Diabetes and Dyslipidemia	Q
October 2	<b>"Suffocation: A dreadful way to live, and die"</b> : Chronic Respiratory	Q
October 9	<b>"Waterworks"</b> Renal Failure (Acute and Chronic)	Q
October 16	<b>"To dress or not to dress"</b> : Wound Assessment and Management	Q
October 23	<b>"The stroke of midnight"</b> : Cerebrovascular Accidents (CVA)	Q
October 30	<b>"Not so mellow yellow"</b> : Liver and Pancreatic Conditions	Q
November 6	<b>"The tired ticker"</b> : Cardiac Function Guest Lecturer: Jennifer Penner (Heart Function Clinic)	
November 13	<b>"In honor of those who fight"</b> : Oncology and Palliative Care	Q
November 20	<b>"Ageism, am I doing it?"</b> Seniors health and Chronic Illness	Q
November 27	<b>"Tough bugs"</b> Infectious Conditions	Q
December 4	<b>"Pulling it all together"</b>	Q Cardiac Function

**Typical Week:**

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Assets posting and rationale due Monday evening	Class Day			Asset/Rationale responses due	

**RELATED AND USEFUL RESOURCES****Current textbooks:**

- Lewis, S.M. Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., & Bucher, L. (2010). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (2<sup>nd</sup> Canadian ed.). (M.A. Barry, S. Goldsworthy, & D. Goodridge, Canadian Eds.). Toronto: Elsevier Science Canada.
- Fundamentals of Nursing, lab values guide, drug reference guide and American Psychological Association Manual (6<sup>th</sup> edition).

**Online:**

- Online Learning Modules on Moodle. <https://moodle.uleth.ca/>
- Discussion forums may be locked 2 weeks after each class

**SYSTEM REQUIREMENTS**

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they can check <http://moodleanswers.com/> to see if the answer to their problem is already posted online, or they can contact [crdc.support@uleth.ca](mailto:crdc.support@uleth.ca). If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403.329.2490.

**FOSTERING A POSITIVE LEARNING ENVIRONMENT**

Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To create and sustain this environment, please:

- Turn your cell phone/smartphone off or set it to vibrate. Do not take calls or send/receive text messages during class;
- Arrive to class/return from breaks on time and stay the entire class. If you are late, please remove your coat and organize your laptop/note-taking materials before entering the classroom and take the nearest seat available to avoid disruption. If you miss a class, you are responsible for the material covered, announcements, or materials distributed. Please negotiate with one of your group members to obtain the material you missed;
- Use laptops for note-taking. Do not check emails, watch movies, or access social networking sites (such as Facebook) during class;
- Once class has started, please remain in the room unless there is an emergency. A break will occur part way through the class to allow you to attend to personal matters;
- Demonstrate courtesy to your classmates by limiting cross talking during lecture and group discussions. Listen fully to your classmates and avoid interrupting when they are speaking. Cross talking will be addressed swiftly by the instructor.

**GENERAL GUIDELINES FOR ASSIGNMENTS**

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2012/2013 Calendar, p. 80).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written

assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Please see section on Late Papers/Assignments below.

**Refer to Part 4:** Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

## LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of class on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER at least 48 hours in advance of the scheduled due date, at the instructor's discretion.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor. If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

**Refer to Part 4:** Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

## COURSE ASSIGNMENTS AND EVALUATION

### 1. Literature discussion (35% for the term) – Final submission due last week of classes.

This assignment will involve the gathering of evidence and a rationale pertaining to the topic of the week. The purpose of this assignment is to promote and enhance student's ability to effectively and appropriately engage in an evidence-informed approach to practice

Participating in asynchronous discussions is a considerable requirement of this course. Regular and in-depth participation is required to do well this course and to maximize the benefit of the learning environment.

#### Posting one

- Each week, students will gather and post (in Moodle) two evidence-based “**assets**”. An asset can be a piece of peer reviewed literature, professional literature, relevant media, or grey literature that offers insight or understanding of the topic of the week. Postings will be due the day before each class period. Your assets can be included with the posting as an attachment, persistent link, or web URL.
- A scholarly rationale for the assets inclusion will be posted that outlines the main message of the asset and the reasons and implications of the student's choice to a larger context. Use your critical thinking and develop your ideas. Pose questions and aim to stimulate discussion.
- Following class each student will come back to the discussion forum at least 1 additional time/s (one is the minimum expectation) to evaluate and give feedback on another group member's assets and rationale. The evaluation and feedback should be of a constructive and collegial nature. The idea is to encourage your group member, ask intelligent questions and promote scholarly conversation. Feel free to respond to your colleagues responses and to start an interesting conversation.

- Formal midterm feedback will be given to give an indication of performance up to midpoint.
- Discussion threads may be locked 1-2 weeks following each class.

*Assessment criteria for discussion participation:*

1. Timeliness and consistency of contributions (as above). Postings are within the time frame specified in the syllabus. No grammatical or spelling errors. Postings have substance yet are concise. (20%)
2. In the rationale each week there is evidence of deep reflection upon assets. Course materials and academic literature is **cited**. Clear evidence of critically examining issues raised by the discussions in class and online. Actively and consistently discusses the strengths and limitations of any materials and resources brought into the discussion. Clear links between weekly topics and readings; demonstrates understanding of linked sources where applicable. Logical development of ideas, arguments and conclusions. (40%)
3. Responds to **at least one colleague per week**. Responds to peers' and instructor's questions. Proactively promotes learning of the class as a whole. Considerable and consistent engagement with other students' ideas, opinions, and viewpoints. Responses to peers are professional, affirming, and questioning and aim to extend the thinking of peers. Overall comments highly respectful of others and offers constructive feedback to others. Proactively promotes learning of the group as a whole. (40%)



***Netiquette Rules for the Discussion Forums - Etiquette of the Internet***

- **Confidentiality:** Know that what is said in class stays in class.
- **Respect:** Respect others' opinions. We often learn when we hear an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons are for 😊).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.

2. **Individual Quizzes (35%) – See course schedule for dates-** There will be a short multiple-choice quiz in 10 of the classes and the individual quiz grade will be based on the the 10 quiz scores. Each quiz will test the knowledge that students should be bringing forward from previous nursing courses. It is recommended that students review the basic pharmacology, physiology, pathology, relevant practice guidelines and critical lab work related to the topic and case(s) assigned for the week.
  - a. **Each quiz will be worth approximately 3.5 % for the course.**
  - b. **Quizzes will be graded in class as a review**
3. **Group Quizzes (30%) – See course schedule for dates-** There will be a short multiple-choice group quiz in the 10 classes that also have an individual quiz. The final group quiz grade will be based on the 10 group quiz scores. Similar to the individual quizzes, the group quiz will test the knowledge students are bringing forward from previous courses and will relate to the topic and case(s) assigned for the week. These group quiz questions will focus on synthesis of nursing knowledge and application of collaborative critical thinking and clinical decision-making. Groups can draw on any clinical resources that they have brought with them (texts, articles etc.) except other carbon-based life forms that do not belong to the group.
  - a. **Each quiz will be worth approximately 3.0 % for the course.**
  - b. **Quizzes will be graded in class as a review**

## GRADING

The grading system is consistent with that established in the Faculty of Health Sciences effective May 1, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

## PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## ATTENDANCE POLICY

### Purpose:

**Attendance at all nursing theory classes is an expectation of the nursing program.** Multiple absences may jeopardize a student's development of the knowledge-base required for competent professional nursing practice and successful completion of course requirements. As adult learners, students are ultimately responsible for their own learning; however, it is also recognized that repeated absences may have a negative impact on collaborative learning experiences.

### Policy Statements:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is the student's responsibility to notify their instructor/professor and student group members of their absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. Students are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan may be initiated by an instructor/professor for any student with repeated absences. A Theory Enhancement Plan is designed to support student success in meeting theory course requirements and outcomes.

## **Student Athletics Participation and Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESAs Governance Committees**

**Athletic Team Participation:** The NESAs BN programs acknowledge that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team who anticipate absence from theory or practice course related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required practice hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.

**CNSA Conference Attendance:** Official student delegates, and other nursing students who wish to attend the Canadian Nursing Students Association (CNSA) conference may be granted permission to attend the conference during course time as long as participation in these activities will not adversely affect achievement of course objectives. Permission to attend conferences will be granted for any student who is in good standing with the BN programs, and has no Enhancement Plans currently in effect.

**Refer to the 2012/2013 NESAs BN Programs Student Handbook for further information.**

## LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing CRNE exams.

## ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\* two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## REFERENCES

2012/13 NESA BN Programs Student Handbook  
2012/13 University of Lethbridge Academic Calendar  
Faculty of Health Sciences Guidelines for Course Syllabus Preparation