

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

**NURS 3230 A – Health, Illness and Healing 5 (Acute)
Course Outline – January 2015**

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.

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)

Date	Topic	Information
Jan 8	Orientation and Introduction: Frameworks for Acute care	
Jan 15	Pharmacology Review /Fluids and Electrolytes / Acid-Base Balance	Q - SQ
Jan 22	Angina and cardiac arrest	Q - SQ
Jan 29	Diabetes and Dyslipidemia	Q - SQ
Feb 5	Oncology/Palliative care	Q - SQ
Feb 12	Chronic respiratory	Q - SQ Guest presenter
	Reading break	
Feb 26	Liver and pancreas	Q - SQ
Mar 5	Cerebrovascular Accidents (CVA)	Q - SQ
Mar 12	Renal Failure (Acute and Chronic)	Q - SQ
Mar 19	Wound Assessment and Management	Q - SQ Simulation
Mar 26	Shock	Q - SQ
Apr 2	Heart failure	SQ Guest presenter
Apr 9	Infectious conditions	Q

RELATED AND USEFUL RESOURCES

Current textbooks: A nursing fundamentals, a medical/surgical text, lab values guide, and drug reference guide, American Psychological Association Manual (6th edition).

Online:

- Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>
- Discussion forums may be locked 1-2 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. 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/Blackberry 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.

COURSE ASSIGNMENTS AND EVALUATION

1. Unit quizzes (30%)

There will be a short individual quiz at the beginning of 10 of the classes. It will test the knowledge that students should be bringing forward from N250 and will be a preparation for the class. It is recommended that students review the basic pharmacology, physiology, pathology and critical lab work related to the topic of the previous week. Primary quiz content will be from the current Med/Surg textbook, the chapters associated with each class will be posted on Moodle. Question material and format may also be taken from the NCLEX exam prep guide as well. The purpose of this assignment is to prepare students for class.

- a. Quizzes will be graded and reviewed in class directly
- b. Make up quizzes may be permitted at the discretion of the instructor, but only under the following circumstances:
 - The student has informed the instructor of his/her absence prior to the start of class
 - The student and instructor have come to a mutual agreement of the make-up
 - The quiz is taken within one week of the missed class

2. Clinical resource assignment (40%) – this assignment will involve the production of a clinical resource to aid your acute care practice. It will involve:

- Identification of an area of clinical knowledge growth and synthesis (eg - Treatments, pharmacology, Rural considerations, physiology, pathology, theoretical knowledge or important nursing care)
- Researching the evidence pertaining to the topic
- Production of a creatively organized and compact resource that synthesizes a broad and current knowledge of the topic. (eg - concept map, decision tool, cheat sheet, care pathway, etc.)

Final submission will include:

- Title page (APA)
- 1-2 page Introduction and rationale for your topic and approach (References not mandatory in this section)
- Clinical resource document (Attached however is convenient)(With numbered references)
- Reference page (Modified APA as discussed in class)

Primary grading criteria will involve creativity, synthesis of knowledge and rationale for your approach. See grading sheet later in course outline.

It is strongly suggested that you review your topic with your instructor. The topic for this assignment has a high degree of individuality. We can help you with approach or to clarify your ideas.

- 3. Weekly Nursing Skills Self-study Module and Quizzes (30%) – See course schedule for dates.** Theoretical material related to a relevant nursing practice skill will be posted on Moodle each week. Students will independently review these posted materials and complete an associated online Moodle quiz (generally 10 questions) to facilitate the acquisition of knowledge competencies related to the implementation of nursing skills in their practice. The skills quiz will be posted on Monday each week and students should complete this quiz before midnight on Sunday night.

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 2014/2015 Calendar, p78).

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 in advance of the scheduled due date.

A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, 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.

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/Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESA Governance Committees

1. Athletic Team Participation: The NESA 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.
2. CNSA Conference Attendance: Official student delegates, and other nursing students who wish to attend the (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 within the BN programs, and has no Enhancement Plan currently in effect.

Process

- a. Students must complete the "CNSA Conference Delegate/Attendee Application Form", (available from: <http://www.uleth.ca/healthsciences/cnsa>) and forward the form to the Nursing Academic Advisor (students attending U of L) or to the Program Chair (students attending Lethbridge College) at least 4 weeks in advance of the event. This is to confirm "good standing" within the program and that there are no "Enhancement Plans" in effect.
- b. The student must discuss the absence with instructors whose classes will be missed as soon as possible in advance of the event, and provide evidence of good standing in the program (signed

form). Instructors will discuss the implications of the absence with the student, and outline the expectations for:

- i. completing required course work, and
 - ii. how the learning from the conference will be shared with student colleagues.
- c. The student should retain a copy of the completed/signed form for his/her own records. The original form will be retained in the office of the Program Chair (students attending LC at time of application), or the office of the Academic Advisor on the University campus (for students attending U of L at the time of application).

3. NESAs Governance Committees: We believe that it strengthens our program to bring student perspectives to NESAs governance committees. Whenever possible, meeting dates and times for the meetings of these committees will be set when the student member(s) has no classroom or practice commitments. Unfortunately, some meetings may have to be scheduled for those times, forcing the students to choose between attending the meeting or attending class or practice. It is expected that students who choose to miss theory or practice time in order to attend a NESAs committee meeting will have made advance arrangements with the course instructor affected.

Refer to the 2014/2015 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 Accommodated Learning Centre at 403-329-2766, <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. After registering with the Accommodated Learning 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.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

REFERENCES

2014/15 NESAs BN Programs Student Handbook
2014/15 University of Lethbridge Academic Calendar
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

Clinical Resource Marking Guide

Student:

	F	D Minimal Pass	C Satisfactory	B Good	A Excellent
Organization for resource /40 0.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Organization approach is awkward and difficult to decipher <input type="checkbox"/> Resource lacks practice relevance <input type="checkbox"/> Organization demonstrates poor integration of educational/ organizational theory <input type="checkbox"/> Organization reflects compartmentalization of knowledge.	<input type="checkbox"/> Organization approach is awkward at times but can be perceived <input type="checkbox"/> Resource is readable but misses practice area realities. <input type="checkbox"/> Organization demonstrates marginal integration of educational/ organizational theory <input type="checkbox"/> Organization demonstrates some connections between knowledge and action. Most information is separate.	<input type="checkbox"/> Organization approach for the resource has both a quality and simplicity <input type="checkbox"/> Resource has a strong link to practice realities <input type="checkbox"/> Organization demonstrates good integration of educational/ organizational theory <input type="checkbox"/> Organizational tools demonstrates good connections between knowledge and action	<input type="checkbox"/> Organizational approach is exceptional and multi layered <input type="checkbox"/> Resource is profound in its link to practice realities <input type="checkbox"/> Organization demonstrates exceptional integration of educational/ organizational theory <input type="checkbox"/> Organization utilizes tools and approaches demonstrating a synthesis of knowledge and action
Evidence and rationale /40 0.0	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Construction Incorporates a barely adequate range of references of inconsistent quality. <input type="checkbox"/> Supportive evidence is minimal or from limited sources <input type="checkbox"/> Rationale barely adequate <input type="checkbox"/> Quality of substantive content barely adequate	<input type="checkbox"/> Construction incorporates a decent range and quality of scholarly resources, perhaps from a limited range of databases <input type="checkbox"/> Evidence has either depth or breadth but with gaps or omissions <input type="checkbox"/> Rationale adequate but unexceptional <input type="checkbox"/> Quality of substantive content adequate but with superficial areas	<input type="checkbox"/> Construction incorporates a broad range of quality scholarly resources <input type="checkbox"/> Evidence demonstrates both depth and breadth <input type="checkbox"/> Rationale strong but could be improved <input type="checkbox"/> Quality of substantive content strong but not representative of excellence	<input type="checkbox"/> Construction incorporates an exceptionally broad range of significant scholarly references <input type="checkbox"/> Exceptional integration of multiple layers of evidence <input type="checkbox"/> Rationale strongly argues for the purpose and approach for the resource <input type="checkbox"/> Quality and depth of substantive content exceptional
Quality of production /20 0.0	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Production represents marginal quality <input type="checkbox"/> Resource is large and unlikely to be used <input type="checkbox"/> Minimal creativity demonstrated	<input type="checkbox"/> Production quality improving but with notable gaps <input type="checkbox"/> Resource is portable but lacks usability <input type="checkbox"/> Adequate creativity demonstrated	<input type="checkbox"/> Production quality solid and consistent <input type="checkbox"/> Resource is portable and shows definite usability <input type="checkbox"/> Strong creativity demonstrated	<input type="checkbox"/> Production quality is exemplary <input type="checkbox"/> Resource is portable and brilliant in its usability <input type="checkbox"/> Exceptional creativity demonstrated
0.0 /100	Grade will be computed to be worth 30% for the term				

COMMENTS

Organization –

-

Evidence –

-

Quality –

-