



Nursing Care for Clients with Acute and Chronic Health Challenges

Nursing 2630

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Nursing Care for Adults with Acute and Chronic Health Conditions I N2630

A: Calendar Description

The complexity of health issues requires students to utilize multiple sources of information to understand how these conditions impact the individual, family, and society. Using clinical reasoning, focusing on the integration of assessment students develop knowledge and skill in client-centered care planning for optimal health outcomes.

Prerequisite(s): *Enrolment is limited to students in the Western the Compressed Time Frame BScN Program.*

Extra Information: *3 lecture hours*

Course weight: *0.50*

B: Expanded description

Increasingly people throughout the world are living with multiple health conditions that influence changes in aspects of their lives and impact quality of life. The nursing role includes understanding how these health challenges manifest and what treatment options are available to manage and mitigate the impact. In this course, students utilize knowledge from multiple sources to determine appropriate nursing interventions to support a client-centered approach to care.

Course Goals

1. Take responsibility for integrating evidence-based practice to regularly complete client assessments and care.
2. Determine how nurses use multiple sources of information, i.e., assessments, diagnostics, client information, etc., to plan and execute care.
3. Recognize that clients use a variety of sources of information that will impact their health literacy.
4. Give examples of the use of clinical reasoning and critical thinking in collaboration with clients to support optimal health outcomes.
5. Describe the nursing role to promote individualized care considering the beliefs, values, and traditions of clients.
6. Examine the impact of nursing practice and interprofessional roles on clients and family care.

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019) Addressed in the Course

Clinician – 1.1, 1.3, 1.4, 1.5, 1.7, 1.11, 1.12, 1.16, 1.21, 1.22 & 1.26

Professional – 2.2, 2.3, 2.5, 2.7, 2.8 & 2.9

Collaborator – 4.1, 4.3, 4.4 & 4.5

Leader – 6.6, 6.7, 6.9 & 6.10

Advocate – 7.1, 7.11 & 7.14

Educator – 8.3

Scholar – 9.1, 9.2, 9.3, 9.4, 9.5, 9.7 & 9.8

C: Course Communication & Course Process

When communicating with me via email, I will do my best to respond within 48 hours during weekdays; during weekends, please expect a response the following week. **Please use the *Messages* section of OWL for all communications related to this course. If emergent, select the button “Send a copy of this message to recipients’ email address(es)”**

Please, **DO NOT** send emails to my UWO email address.

This course will follow a weekly process. Lectures will occur Wednesdays from 1:30 to 4:30 pm. On Thursdays at 11:55 pm, the content for the upcoming week will be released on the Owl site under *Course Content*. Weekly course *Announcements* will be released on Sundays at 8:00 am, reviewing upcoming content and deadlines in the course.

An **anonymous** whole-class discussion where you can post questions about the course is located in the *Forum* tab labeled *Course Content Q&A*. Office hours by appointment.

D: Course Readings and Materials

Required Course Textbook

Hussein, M. E., & Osuji, J. (2020). *Brunner and Suddarth’s Canadian textbook of medical-surgical nursing* (4th ed.). Wolters Kluwer.

NOTE: The e-book version is available at the [UWO Bookstore](#). I have requested the maximum number of readings for free through Western libraries, and these will be linked to our course content via the “Course Readings” tab.

Recommended

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7th ed., revised). American Psychological Associations

E: Weekly Schedule

Week (Lecture Date)	Topic of Focus	Important Dates
Week 1 (Jan. 10 th)	Management of Homeostasis and Metabolic Regulation	
Week 2 (Jan. 17 th)	Management of Hemodynamic Regulatory Mechanisms	
Week 3 (Jan 24 th)	Management of Pathological Changes of the Hematological System	
Week 4 (Jan. 31 st)	Management of Common Infectious Respiratory Disorders	Case Part A (10%) Due: Feb. 2nd at 11:55 pm
Week 5 (Feb. 7 th)	Management of Common Chronic Respiratory Disorders	
Week 6 (Feb. 14 th)	Midterm (30%) During Lecture Time	
Reading Week (Feb. 18th to 23rd) – NO CLASS		
Week 7 (Feb. 28 th)	Use of Interventions and Supports for Clients with Respiratory Disorders	Aesthetic Reflection Assignment (10%) ***Due: Feb. 26th at 8:00 am***
Week 8 (Mar. 6 th)	NO CLASS IPE Event Mon. March 4th	IPE Reflection (10%) – Mar. 8th at 11:55 p.m.
Week 9 (Mar. 13 th)	Management of Perioperative Clients	
Week 10 (Mar. 20 th)	Management of Common Chronic Cardiac Conditions	Case Part B (10%) Due: Mar. 22nd at 11:55 pm
Week 11 (Mar. 27 th)	Management of Acute Cardiac Conditions	
Week 12 (Apr. 3 rd)	Management of Common Endocrine Disorders	

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Unfolding Case Study <ul style="list-style-type: none"> Part A – Interpreting Assessment Data Part B – Responding as a Nurse 	20% Part A = 10% Part B = 10%	Part A Opens: Mon. Jan. 29 th at 8:00 am Due: Sun. Feb. 2nd at 11:55 pm Part B Opens: Mon. Mar. 18 th at 8:00 am Due: Sun. Mar. 22nd at 11:55 pm
2. Aesthetic Reflection Assignment	10%	Due: ***Due: Mon. Feb. 26th at 8:00 am***
3. Interprofessional Education (IPE) Assignment	10%	Due: March 8th at 11:55 p.m.
4. Midterm	30%	During Class on Wed. Feb. 14th
5. Final Exam	30%	During Exam Period: TBA

1. Unfolding Case Studies (20% of Course Grade)

There are two parts of this unfolding case study, each worth 10%, for a total value of 20% of the course mark.

The Unfolding Case Study will be completed through Owl Test & Quizzes.

Assignment	Opening Date	Due Date
Part A	Mon. Jan. 29 th at 8:00 am	Fri. Feb. 2 nd at 11:55 pm
Part B	Mon. Mar. 18 th at 8:00 am	Fri. Mar. 22 nd at 11:55 pm

During a Case Study week, the assignment will become available on Owl *Tests & Quizzes* on Monday at 8:00 am and is due by Friday at 11:55 pm. You will have seven days to discuss each question with your colleagues to determine the correct answer(s). **I encourage you to talk to your peers** about your rationale for selecting each of your answers. **For questions that are short answers, you and your peers can have the same answer.** Research evidence has found that collaborative testing approaches promote retention of course content; my goal as your instructor is to improve your memory of this content for professional practice. Additionally, I hope this approach improves positive relationships between students and reduces test anxiety. The Case Studies are submitted individually; thus, if you don't agree with your peers' answers, you still retain control over your individual grade. However, you are encouraged to work on this assignment with a self-selected group of your peers.

2. Aesthetic Reflection Assignment (10% of Course Grade)

This assignment will provide an opportunity to reflect on the lived experience of acute illness. Nursing requires a commitment to inquiry and emotional intelligence to cultivate caring therapeutic relationships (Nguyen, et al., 2016). Aesthetics in nursing is the shared lived experience between the nurse and the person being nursed as revealed through artistic expressions illuminating representations of being whole. You will be given a selection of client experiences to choose to reflect upon. Please only reflect on **one** client experience. Your chosen client experience will act as a point of departure for this assignment.

This assignment includes three parts: (1) Artistic Creation; (2) Micro-Reflection; and (3) Self-Assessment

The assignment will be worth 10% of your course grade. Further instruction on the three components of this assignment and links to the client experiences will be included in the detailed assignment instructions found on OWL. NOTE: The course instructor reserves the right to adjust self-assigned grades following evaluation of submitted work. This assignment is NOT an evaluation of your artistic merits; it is an exercise in engaging with clients as humans.

3. Interprofessional Education Experience (10% of Course Grade)

Interprofessional Education “occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010, p. 7). Meaningful Interprofessional Education experiences lead to effective

Interprofessional Collaborative practice relationships, where numerous health professionals from various occupations work together with clients, families, and communities to provide quality care (WHO, 2010). In practice, Registered Nurses collaborate with other health professionals to harness a collective of knowledge, skills, and perspectives of all team members to provide the best possible client care. The purpose of this interprofessional educational opportunity is to prepare you for meaningful contributions and partnerships with allied health professionals in a professional practice context. On **Monday, March 4th (TIME TBA - afternoon)**, you will participate in a synchronous event involving students from other health professions, like social work, speech-language pathology, and physiotherapy, just to name a few. In exploring case studies with your allied professional peers, you will begin to reflect on your way-of-being as an interprofessional team member and learn about other interprofessional team member roles.

Following the event, you will need to complete an assignment. The details of this will be shared as soon as this information is known.

NOTE: Participation in this event replaces lecture content for this week. As such, there is no scheduled lecture on Wednesday, March 6th.

4. Midterm (30% of Course Grade)

There are two non-cumulative exams in this course, the midterm and the final. The midterm exam will occur in class on **Wednesday, February 14th** during our regular scheduled class time. The exam will be a mixture of approximately 60 multiple-choice questions, focusing on higher-order thinking and clinical judgment. This exam will cover Week 1 to Week 5 of course content. If you require accommodation, please arrange this in advance.

5. Final Exam

The final exam will occur in the scheduled exam period. Date and time TBA. The exam will be a mixture of approximately 60 multiple-choice questions, focusing on higher-order thinking and clinical judgment. This test will cover the remaining five weeks of course content after the midterm. Although the exams are non-cumulative, you will require an understanding of the first half of course content, as the concepts build on earlier understandings in the course.

G: Inclusivity

I am dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, I aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all whom deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). **This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may**

be uncomfortable or even painful. I ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.

As your instructor, I am committed to supporting you in navigating this course content. I am not perfect and may falter myself but will do my best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out to me.

H: Policies

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed:

Requires login with UWO username and password:

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

I: Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

J: Use of Electronic Devices & Recording

During Lectures: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

K: Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold

academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

L: Academic Integrity Policy/Plagiarism

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledged by using quotation marks, where appropriate, and APA 7th Ed. referencing. Failure to do so is unethical and is plagiarism.

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. *You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to them. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted.* Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality; you are responsible for acting on the report generated.

M: Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support: <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/>).

N: Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

O: Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

P: Accessibility, Accommodation, Mental Health, and Support Services at Western

Technical Support: For OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

New to Online Learning? Check out the following link for a variety of to support online learning from Western StudentExperience: <https://www.uwo.ca/se/digital/>

Academic Support and Accommodation Services: Check out these services that support academic success. I encourage all students to engage in the writing supports available to them at Western. http://academicsupport.uwo.ca/accessible_education/index.html

Physical Health, Wellness Education and Mental Health: Connect with Student Health Services at Western here: <https://www.uwo.ca/health/Physical%20Health/index.html>

Indigenous Student Center staff and Elders are available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

View Westerns *Anti-Racism Working Group Report* here: <https://president.uwo.ca/anti-racism/>

Q: Academic Consideration & Late Work Policy

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with your academic advisor, Michelle Wagler (mwagler@uwo.ca) at your earliest opportunity.

Your academic advisor will work with you to determine the need for academic considerations. Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

For assignments in **this course ONLY**, you may have a **zero penalty 48-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Sunday, March 10th at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Tuesday, March 12th at 11:55 pm. **You are not required to email your course instructor (in this course) for a delayed submission of less than 48-hours.** If you submit your work within 48-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 48-hours. If unforeseen circumstances last **beyond 48-hours** and you have not consulted with your academic advisor for academic consideration, upon submission of the assignment **a late penalty will be applied to the date of ORIGINAL deadline.** For example, if the assignment is due on Sunday, March 10th at 11:55 pm and you submit your work 3-days late without an academic consideration from your academic advisor, you will have 15% of your grade deducted from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero).

This policy does NOT apply to the Midterm or Final Exams.

This policy applies to the unfolding case study, aesthetic reflection, and IPE Day Assignment

R: Land Acknowledgement

I am facilitating the lecture for this course in what is now known as the City of London. I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. I acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada. I accept that as a Registered Nurse and employee of a public institution, I have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through my teaching, research, and community service.