



Nursing Care for Clients with Acute and Chronic Health Challenges II

Nursing 3630

Course Professor:

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Nursing Care for Adults with Acute and Chronic Health Conditions II N3630

Class time: Asynchronous Format

(NOTE: In-Person Midterm on Mon. June 10th at 1:00 pm)

Course Location: Asynchronous Online

A: Calendar Description

Changing health needs of clients across the lifespan requires critical thinking, application of individualized care, integration of health assessment, evidence-informed practices, and diverse client support from an interprofessional team. Client safety and client-centered practices using nursing approach form the basis of this course.

***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

The acute care environment is complex, with the level of acuity in clients admitted to the hospital becoming increasingly complex. Clients and families experience many health conditions that result in the need for emergent healthcare, some related to exacerbation of chronic conditions and others related to changing client health status; these health conditions are influenced by social, physical, and biological determinants of health. Building on program concepts and theories, this course provides opportunities for students to focus on client experiences with illness and how to promote health and healing through the exploration of acute, chronic, and complex health challenges. Students will develop an understanding of how acute illness develops, and how nurses can care for and promote the health of clients, utilizing client-centered care. This will enable students to understand a client's experience of acute illness. This understanding includes insights into what can lead to hospitalization, resources available in managing health challenges, how to contribute to interprofessional teams, and develop leadership skills to promote health and social justice.

Course Goals

1. Evaluate nursing interventions based on knowledge of client conditions and optimization of health outcomes.
2. Engage in critical reflective thinking that enhances the application of theory to health promotion and nursing care planning.
3. Apply interprofessional concepts when planning client-centered care for clients with complex health challenges.
4. Analyze and organize information relevant to optimizing health outcomes for clients with complex and emergent health challenges.
5. Identify gaps in health care and social systems that compromise health and continuity of care for clients with complex health challenges.

6. Discuss the ethical and professional components related to care of clients with complex health challenges.
7. Explore how nurses engage in clinical leadership to promote health outcomes and improve health systems.

***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

If you have questions about course content or course assignments, please post them in the Discussions. An **anonymous** whole-class discussion, where you can post questions about the course content, is in Brightspace (Communications → Discussions) labeled ***Course Content Q&A***. Additionally, a whole-class discussion where you can post questions about assignments is in Brightspace (Communications → Discussions) labeled ***Assignments Q&A***. Again, if you have questions about course content or course assignments, please post them in the Discussions. I would also encourage you to read the Discussions, as the answers to questions you might have may be there.

There is no Messaging function in Brightspace. **For individual issues, you will need to send emails to my UWO email address directly (amckeow@uwo.ca).** There is more than one Ashley McKeown on campus, so be sure that you are using the correct email.

If you are sending me an email, please be sure to include your 1) course code (i.e. N3630), section, and student number in the subject line. If you do not include this information in the subject line, I will respond by referring you back to the course communication 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 make all attempts to communicate with me via the Discussions before you send an email.**

Office hours by appointment.

NOTE: Although this is an online asynchronous course. The midterm and final are in-person. The in-person midterm will take place on Mon. June 10th at 1:00 pm. Location TBA. The final exam date and location will be announced with the final exam schedule.

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. These can be found in Brightspace under *Content* → *Course Readings*; then you will be redirected to the Western Libraries access site.

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 (May 6 th – 12 th)	Management of Acute Respiratory Disorders	
Week 2 (May 13 th – 19 th)	Management of Acute Cardiac Conditions	<i>Nurse Achieve Quiz 1</i>
Week 3 (May 20 th – 26 th)	Management of Chronic and Infectious Cardiac Conditions	NOTE: May 20 th is a Holiday
Week 4 (May 27 th – June 2 nd)	Management of Acute Neurological Conditions	Lift and Transfer Module (5%) Due: May 27th at 8:00 am
Week 5 (June 3 rd – 9 th)	Management of Acute and Infectious Neurological Conditions	<i>Nurse Achieve Quiz 2</i>
Week 6 (June 10 th – 16 th)	NO LECTURE CONTENT	IN-PERSON Midterm (35%) Mon. June. 10th at 1:00 pm
Week 7 (June 17 th – 23 rd)	Management of Nephrological and Urological Conditions	
Week 8 (June 24 th – 30 th)	Management of Acute and Chronic Immunological Conditions	
Week 9 (July 1 st – 7 th)	Management of Acute Skeletal and Integument Conditions	NOTE: July 1 st is a Holiday <i>Nurse Achieve Quiz 3</i>
Week 10 (July 8 th – 14 th)	Management of Acute and Chronic Gastrointestinal Conditions	
Week 11 (July 15 th – 21 st)	Interventions for Management Gastrointestinal Disorders	Empathic Journal (10%) Due: July 15th at 08:00 am
Week 12 (July 22 nd – 26 th)	Management of Hepatic and Pancreatic Disorders	<i>Nurse Achieve Quiz 4</i>

F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. Nurse Achieve	10%	See Chart Below
2. Lifts & Transfers Module	5%	May 27 th at 8:00 am
3. In-Person Midterm	35%	IN-PERSON: Mon. June 10 th at 1:00 pm
4. Empathic Journal	10%	July 15 th at 08:00 am
5. Final Exam	40%	IN-PERSON During Exam Period: TBA

1. Nurse Achieve (10% of Course Grade)

Quizzes will take place via Nurse Achieve. Each quiz will have 10 questions. Quizzes will open and close as per the dates below and have a time limit of 45 minutes. Each student will have a maximum of 2 attempts at the quiz and the highest score will be recorded. Students can choose to complete 2 of 4 quizzes for 5% each (10% total). If you complete more than 2 quizzes, your highest 2 quiz grades will be recorded for your course grade.

Quiz 1	Acute Respiratory and Cardiac	Open: May 13 th at 0800 Close: May 20 th at 0800
Quiz 2	Chronic and Infectious Cardiac & Neurological	Open: June 3 rd at 0800 Close: June 10 at 0800
Quiz 3	Nephrological, Urological, Immunological, Skeletal and Integument	Open: July 1 st at 0800 Close: July 8 th at 0800
Quiz 4	Gastrointestinal, Hepatic, Pancreatic	Open: July 19 th 0800 Close: July 26 th at 0800

Further instructions available on the *Nurse Achieve* will be shared in the Announcements in Brightspace.

2. Lifts and Transfers Module (5% of Course Grade)

Due: May 27th at 0800hrs

The goal of this learning activity is to prepare you to lift and transfer clients in your upcoming clinical placement **safely**. This specific module was selected because it contains information about policies related to Ontario's Long-Term Care contexts. Complete all activities in the Lifts and Transfers Module found at: <https://learn.clri-ltc.ca/courses/lifts-and-transfers/>

Create an account with your @uwo.ca email address in the learning system prior to certificate completion. Submit the PDF certificate OR screenshot of the completion slide if you are having

issues downloading the certificate to the *Assignments* tab. You will receive full marks for the submission of the certificate OR screenshot. **This assignment is a completion grade.**

3. IN-PERSON Midterm (35% of Course Grade)

There are two exams in this course, the midterm and the final. The midterm exam will occur **IN PERSON** on **Monday, June 10th at 1:00 – 3:30 pm.** The midterm exam will be approximately 70 multiple-choice questions that focus on critical thinking and clinical judgment. The midterm exam will cover Week 1 to Week 5 of course content. If you require accommodation, please arrange this in advance.

4. Empathic Journal OR Verbal Storytelling (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). Storytelling in nursing provides an opportunity for students to reflect on their practice, explore empathy for client's lived experiences, connect with the affective domain, and process their professional development (Timpani, Sweet, & Sivertsen, 2022). Students will choose a client experience to reflect upon. Then, you will have the choice to submit a minimum 2-page written journal entry OR a minimum 5-minute audio recording of storytelling, **from the perspective of the client exploring their lived experience.** You will be placing yourself in the shoes of the client and telling the story from their perspective, role-playing yourself as the client.

Please reflect on an experience of caring for a client during clinical placement this term (You may also choose to reflect on a client experience you have encountered at another time in your life or a personal client experience if you do not encounter a clinical interaction that stimulates your reflective practice.) Your chosen client experience will act as a point of departure for this assignment. Based on the selected experience, you will write a journal entry OR record an audio story from the client's perspective (first-person as if you are patient) and then complete a self-assessment rubric and Qualtrics survey link. This assignment is a self-assessed grade of your submitted work. Please submit your Empathetic Journal in a Word.doc or Verbal Storytelling as an mp3 or hyperlink, along with the completed assignment rubric, to the *Assignments* tab. More detailed instructions about assignment expectations will be shared within the *Resources* of the course site.

*Please note: your final submission and self-assessment grade will be reviewed by the course instructor to determine your final grade on this assignment. **The course instructor reserves the right to assign a grade that is different from your self-assessment based on the assignment review.***

References

- Nguyen, M., Miranda, J., Lapum, J. & Donald, F. (2016). Arts-based learning: A new approach to nursing education using andragogy. *Journal of Nursing Education*, 55(7), 407-410. doi: 10.3928/01484834-20160615-10
- Timpani, S., Sweet, L. & Sivertsen, N. (2022) A narrative inquiry of storytelling: a learning strategy for nursing students to reflect on their interactions with patients. *Reflective Practice*, 23(2), 232-245, doi: 10.1080/14623943.2021.2013191

5. IN PERSON Final Exam (35% of Course Grade)

The final exam will occur in the scheduled exam period. Date and time TBA. The exam consists of approximately 70 multiple-choice questions that focus on critical thinking and clinical judgment. This test will cover the remaining six weeks of course content. Although the exam is non-cumulative, **you will require an understanding of the first half of the course content, as the concepts build on earlier understandings in the course and prior nursing courses.** If you require accommodation, please arrange this in advance.

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 of 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: Engagement

Students are expected to demonstrate professional responsibility through regular engagement with, 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, preceptors, and faculty. Students are expected to organize their schedules such that **weekly preparation** for lecture content is completed, and asynchronous lectures are reviewed, with consistency.

J: Netiquette

Netiquette is about establishing a code of behavioural etiquette for communicating online in this course.

General Guidelines

- Be respectful of other's opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgments.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: "Would I say this out loud in class?" If not, don't write it.
- Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Contact.

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, and 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

You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s). Please reference the course communication strategy discussed above.

O. 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

Brightspace Onboarding: For learning about Brightspace:

<https://brightspacehelp.uwo.ca/student/navigating-owl-brightspace.html>

Technical Support: For Brightspace 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 Western's *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 (**Lifts & Transfers and Empathetic Journal ONLY**) in **this course ONLY**, you may have a **zero penalty 72-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Mon, June 17th at 8:00 am, should you determine you require academic consideration, your new assignment deadline would be Thurs, June 20th at 8:00 am. **DO NOT email your course instructor (in this course) for a delayed submission of less than 72-hours.** If you submit your work within 72-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 72-hours. If unforeseen circumstances last **beyond 72-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 Mon, June 17th at 8:00 am and you submit your work 4-days late without an academic consideration from your academic advisor, you will have 20% 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 Nurse Achieve Quizzes, Midterm or Final Exams.

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.