

Week 1: Review of Foundational Concepts

Overview

In this module we will review topics that are foundational to this course: acute and chronic diseases, clinical decision making and diagnostics. Each week we will apply these concepts to evolving clinical scenarios. Reflecting on your previous experience, think about diagnostics that are commonly used in your practice and how deviations from the normal lab values may be associated with various acute or chronic conditions.

We will review clinical decision-making models and begin to apply them. Consider how clinical decision making has been used in your practice and how this will shift when working as a registered nurse caring for patients with evolving and unpredictable outcomes.

Due to the holiday, there will be no lab this week and all learning activities will be completed online. To get to know everyone and to understand your learning needs, this week you will need to complete a "Getting to Know You" survey and book a one on one, online meeting with your instructor.

Learning Outcomes

Learners will:

- Review characteristics of acute and chronic conditions across the lifespan.
- Describe a collaborative approach to management of acute and chronic disease in a variety of settings.
- Relate the findings of select diagnostic tests to pathophysiological mechanisms of acute and chronic health challenges and identify appropriate nursing actions.
- Identify the registered nurse's role and responsibilities related to clinical decision making.
- Examine concepts related to clinical decision making in preparation for integration into weekly evolving case studies.
- Identify areas of strength and areas for further learning related to the course content

In Preparation for Class

Getting to Know You (you will only be able to do this once you have access to D2L)

This week you will need to complete a "Getting to Know You" Survey on D2L. The purpose of this survey is to better understand your needs as a learner and the experience that you bring to this course. Before completing this survey, you will need to briefly review the course content areas on D2L to understand the topics and skills we will be reviewing.

Once you have completed this survey, sign up for a time to meet one-on-one with your instructor.

- In the N252 D2L page, click on "zoom" on the main toolbar
- it will bring you to a new page - click on "appointments" (it is next to the blue "zoom" text)
- Select "one on One meetings"
- Choose a time that works for you!

Acute and Chronic Disease

Pilla, L. (2022). Caring for the child with a chronic illness and at the end of life. In L. Keenan-Lindsay, C. A. Sams, & C. O'Connor (Eds.), *Perry's maternal child nursing care in Canada (3rd ed., pp. 991-1023)*. Elsevier.

- pp. 991-999: Including the Child with a Chronic or Complex Condition
- p. 999: Table 41-1: Assessment of Factors Affecting Family Adjustment
- pp. 1003-1004: Table 41-2: Developmental Effects of Chronic Illness or Complex Conditions on Children

Clinical Decision Making

Tyerman, J. (2023). Introduction to medical-surgical nursing practice in Canada. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems (5th ed., pp. 2-19)*. Elsevier.

- p. 10: Critical Thinking
- p. 12-16: The Nursing Process

Lapum, J. L., Hughes, St-Amant, O., Nielson, L. S., Pemasani, M., & Creer, R. (2024). Chapter 1: Introduction to health assessment. In J. L. Lapum & M. Hughes (Eds.), *Introduction to health assessment for the nursing professional (2024)*. Toronto Metropolitan University.
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/>

- Chapter 1: Priorities of Care
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/chapter/priorities-of-care/>

Laboratory and Diagnostic Tests

For the purposes of this course, you will not be required to memorize normal ranges for laboratory test results. You are expected to understand when a diagnostic or laboratory test may be indicated and the clinical significance of results. In this week's readings, you will start with reviewing some basic lab tests and in subsequent weeks we will look at others that are relevant to the topic being reviewed.

Tyerman, J. (2023). Fluid, electrolyte, and acid-base imbalances. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems (5th ed., pp. 343-372)*. Elsevier.

- p. 348-355: start at Age-Related Considerations stop at Calcium Imbalances

Ibrahim, S. (2023). Appendix: Laboratory values. In J. Tyerman, S. L. Cobbett, M. M. Harding, J. Kwong, D. Roberts, D. Hagler, & C. Reinisch (Eds.), *Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems (5th ed., pp. 1817-1831)*. Elsevier.

- Review any laboratory values that you are not familiar with in the chart below.

LABORATORY TESTS

Hematology

LABORATORY TESTS		
Red Blood Cells (RBC)	Platelets (Plts)	Hematocrit (Hct)
Hemoglobin (Hgb)	White Blood Cells (WBC)	Differential (Diff)
Chemistry		
Sodium (Na)		
Potassium (K+)		
Renal Function		
Creatinine	Estimated Glomerular Filtration Rate (eGFR)	
Coagulation		
Partial Thromboplastin Time (PTT)	Prothrombin Time and International Normalized Ratio (PT/INR)	
Liver Function		
Aspartate aminotransferase (AST)	Alanine aminotransferase (ALT)	

Week 2: Equity and Diversity in Practice: Inclusive Health Assessment

Overview

Nurses care for patients who have diverse backgrounds and experiences. Every patient views their health from a unique lens that affects how they engage with the healthcare system, healthcare providers, and treatment options. It is the responsibility of the nurse to develop professional practice rooted in anti-racism, anti-oppression and inclusivity. This week we will begin to look at what it means to practice an inclusive assessment that reflects this type of approach.

In lab this week we will take some time for introductions and to reflect on the readings. We will also review vital signs within a pediatric context and complete an orientation to our lab and simulation facilities.

It is expected that you will review the lab expectations and rules. When attending lab, you are expected to wear a scrub top and closed toe shoes. You may wear pants of your choosing.

Learning Outcomes

Learners will:

- Explain regulatory expectations related to cultural safety, cultural humility, and anti-racism for registered nursing practice.
- Apply concepts related to inclusive health assessment, including cultural safety, cultural humility, and anti-racism, across the lifespan.
- Practice measurement of vital signs across the lifespan.
- Apply principles of clinical decision-making to an evolving clinical scenario and develop a plan of care with consideration of relevant assessment findings, pathophysiology, laboratory and diagnostic results and documentation.
- Familiarize yourself with the lab setting, equipment, simulation labs, and expectations for the upcoming semester.

In Preparation for Class

Explore the BCCNM RN practice standard regarding Indigenous cultural safety, cultural humility, and anti-racism.

Consider how the core concepts and principles of this standard should inform the foundation of your daily practice.

- British Columbia College of Nurses and Midwives. (2023). *Indigenous cultural safety, cultural humility, and anti-racism*.
<https://www.bccnm.ca/rn/PracticeStandards/Pages/CulturalSafetyHumility.aspx>

Explore concepts related to inclusive health assessment

Bailey, A., St-Amant, O., Ziegler, E., Nielsen, S. L., Savicevic, N., Petrie, P., Accettola, E., Pemasani, M., Andrew, A., Creer, R., Hughes, M. & Lapum, J. (2024). Chapter 2: Inclusive approaches to health assessment. In J. L. Lapum & M. Hughes (Eds.), *Introduction to health assessment for the nursing*

professional (2024). Toronto Metropolitan University.
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/>

- Chapter 2 (read all): Inclusive Approaches to Health Assessment
<https://pressbooks.library.torontomu.ca/assessmentnursingmain/part/chapter-2/>

Dordunoo, D. (2020). Race is not pathological but racism is. *Revista Baiana de Enfermagem*, 34, 1-7.
<https://doi.org/10.18471/rbe.v34.34990>

- Access article here <https://periodicos.ufba.br/index.php/enfermagem/article/view/34990>

EQUIP Health Care. (2021). Principles of trauma and violence informed care (TVIC).
<https://equiphealthcare.ca/files/2021/05/GTV-EQUIP-Tool-TVIC-Spring2021.pdf>

- Read summary on p. 4

Review of Vital Signs

Metersky, K., Fetzter, S. (2025). Vital signs. In S. L. Cobbett, A. G. Perry, P. A. Potter, W. R. Ostendorf, & N. Laplante. (Eds.), *Canadian clinical nursing skills and techniques* (2nd ed., pp. 110-159). Elsevier.
pp. 113-114 Box 7.4 Advantages and Limitations of Selected Temperature Measurement Sites
p. 122 Special Considerations: Pediatric and Gerontological
p. 130: Unexpected Outcomes and Special Considerations: Pediatric and Gerontological
p. 135: Unexpected Outcomes and Special Considerations: Pediatric and Gerontological
p. 139-140: Unexpected Outcomes and Special Considerations: Pediatric and Gerontological
p. 142: Box 7.8: Common Mistakes in Blood Pressure Measurement
p. 148-149: Unexpected Outcomes and Special Considerations: Pediatric and Gerontological

Child Health BC. (2019). BC PEWS vitals signs reference card.
https://www.childhealthbc.ca/bc_pews/vital_signs/lanyard_card

This card includes normal ranges of vital signs by age and information related to intake and output based on weight for pediatric patients. You do not need to memorize the information on this card. We will be using this as a point of reference throughout the semester.