



JUN 06 2001

UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

Revised: June 2000

Nursing 1940

Course Outline

Nursing in Context A1

FACULTY:

	Office	Phone	e-mail
Dorothy Eiserman, RN, PhD, Course Leader	H202	539-2756	eiserman@gprc.ab.ca
Rose-Aline Begalke, RN, MN	H2201	539-2784	rabbvern@telusplanet.net
Rose Stangl, RN, BN	H226	539-2891	rstangl@gprc.ab.ca

TUTORIAL:

	Instructor	Days	Times	Location
Section A3	Dorothy Eiserman	MWF	1000-1150	B206
Section B3	Rose Stangl	MWF	1000-1150	A308
Section C3	Rose-Aline Begalke	MWF	1000-1150	PO-A

CALENDAR STATEMENT: *5 (0-6s-3) in 7 weeks.

A continuation of the study of concepts introduced in NURS 190 with a focus on teaching and learning principles and increased health assessment and basic nursing skills

Prerequisites: NURS 190, 191.

COURSE HOURS: Lecture: 0 Seminar: 6 Lab: 3

COURSE DESCRIPTION:

The goal of this course is to further develop the student's knowledge of health promotion and disease and injury prevention, professional nursing, and human response across the lifespan through the process of Context-based Learning.

COURSE OBJECTIVES:

Upon completion of Nursing 194, the nursing student will be able to:

1. Discuss principles of health promotion and disease and injury prevention in community settings (i.e. levels of prevention and measures of health).
2. Describe and demonstrate professional attributes in health promotion and disease and injury prevention (i.e., communication, professional attitudes).
3. Discuss two nursing models of health promotion. (McGill & Neuman)
4. Apply knowledge of bio-psycho-socio-cultural- and spiritual dimensions of the human response to persons with stable variations in health across the lifespan.
 - 4.1 Apply knowledge of growth and development of the embryo, fetus, adolescent, young adult, and middle-aged adult.
 - 4.2 Apply select knowledge from the disciplines of Physiology, Psychology, Sociology, Medical Microbiology, Anatomy, Pharmacotherapeutics, and Pathophysiology.
5. Demonstrate effective learning skills in self-directed, context-based, small group learning (i.e., skills in group dynamics, communication, critical thinking, and identify, seek out, and effectively use various learning resources).
6. Describe the relevance of research to nursing practice and identify credible research articles.

- 7 Demonstrate beginning competence in selected nursing skills: family assessment (structural tools- genogram, ecomap, attachment diagrams), client education (application of teaching principles to groups/families; assessment of the thorax (respiratory and cardiovascular); assessment of lymphatics; assessment of the head and neck, assessment of female breast and axilla (clinical and breast self exam), assessment of female genitalia); and testicular self-examination

REQUIRED RESOURCES:

Bickley, L.S. (1999). Bate's guide to physical examination and history taking (7th ed.). Philadelphia, PA: Lippincott.

Chabner, D.V. (1999). Medical terminology: A short course (2nd ed.). Philadelphia, PA: Lippincott.

Eiserman, D. (2000). Nursing 1940 course materials. Grande Prairie, AB: GPRC.

Osis, M. (1996). Dosage calculations in SI Units (3rd ed.). Toronto, ON: Mosby.

Pillitteri, A. (2000). Maternal and child health nursing: Care of the childbearing and childrearing family (3rd ed.). Philadelphia, PA: Lippincott.

Smeltzer, S.C. and Bare, B.G. (2000). Brunner & Suddarth's textbook of medical-surgical nursing (9th ed.). Philadelphia, PA: Lippincott.

Stewart, M.J. (Ed.). (2000). Community nursing: Promoting Canadian's health (2nd ed.). Toronto, ON: W.B. Saunders.

Wright, L.M. and Leahey, M. (2000). Nurses and families: A guide to family assessment and intervention (3rd ed.). Philadelphia, PA: F.A. Davis.

RECOMMENDED RESOURCES:

A selection of resources available for each scenario will be provided by your tutor. **To assist you begin your investigations for the first scenario, We're Expecting, the selection is attached in Appendix A.**

REQUIRED LEARNING EXPERIENCES:

Tutorial: Context Based Learning (CBL) tutorials are considered required learning experiences and marks are allotted for attendance and performance in tutorials. Criteria for determining the marks allotted are found on pages 10-11.

Laboratory: Learning experiences in the nursing laboratory are considered required learning experiences. Theoretical content covered in the labs will be tested in the examination. Skills will be tested by an OSCE. Details are discussed below.

Medical Terminology: Students need to know medical terminology to effectively investigate materials and prepare materials for the CBL scenarios and to learn the anatomy, physiology, and medical microbiology necessary to pursue professional nursing practice.

To continue your ongoing learning in the area of medical terminology, you are required to complete Chapters 3 and 4 of the text (Chabner, 1999) by February 16, 2001. A practice exam will be available to be written during a laboratory learning experiences (to be negotiated between the students and the instructor).

A final examination will be scheduled as part of the OSCE. Mastery of 80% is required to receive a "Pass" on the test. A pass on the examination is required to receive credit for the course Nursing 1940.

Pharmacology Mathematical Calculations: the ability to perform mathematical calculations when administering medications and perform other nursing measures is essential. To assist students refresh your memories and upgrade necessary math skills, you are required to complete Modules 3 and 4 by February 16, 2001.

An examination will be scheduled as part of the OSCE. Mastery of 80% is required to receive a "Pass" on the test. A pass on the examination is required to receive credit for the course Nursing 1940.

Family/Home Visiting: This experience continues from Nursing 1900 and Nursing 1910. the purpose for the visits is to begin to rely on your own knowledge, skills, abilities, and judgments related to clients in the community. The "focus of [your] observations, questions, and exploration with each individual family is to develop an understanding of the uniqueness of each family's situation and, in consultation with them, to identify appropriate goals, to try out different approaches, and to revise plans as the situation evolves" (Gros and Ezer, 197, 222).

Students will discuss their visits each week in the laboratory setting and continue to keep a reflective journal. The journal will be handed in to an assigned tutor weekly for feedback. **This component of Year I will again be evaluated and receive a grade in Nursing 1950.** The grade will include a family assessment, reflections in your journal, and participation and contribution to the group discussions related to the family/home visits.

Gros, C. and Ezer, H. (1977). Promoting inquiry and nurse-client collaborations: A unique approach to teaching and learning. In L.N. Gottlieb and H. Ezer, (Eds). Perspective on health, family, learning & collaborative nursing: A collection of writings on the McGill model of nursing. Montreal: McGill University

OPTIONAL LEARNING EXPERIENCES:

Fixed Resource Sessions:

Fixed resource sessions are presentations given by a number of content experts to assist students obtain the knowledge required for CBL tutorials and assignments. Attendance at these sessions is not required, although it is highly recommended as the content covered by the experts is tested on assignments and the examination.

COURSE EVALUATION:

1. Scholarly Paper:

Choose one target population from the following list:

- Fetus
- School aged child
- Young adult
- Middle-aged adult

Identify the most common injuries or illnesses and the importance of prevention in this population. Discuss factors (or health determinants) contributing to increased risk of injury or illness.

Relate the population statistics (for example, incidence in the target population) to support the need for injury or illness prevention.

Discuss the nursing interventions or strategies to prevent injuries or illness in this population.

This paper is to be 1500-2000 words, typed, double spaced, and in APA format. The marking guide is attached in Appendix B.

Value: 20 % of Final Grade.

Due Date: Monday February 9, 2001 at 1300 hours.

2. Triple Jump:

A triple jump is an experiential evaluation experience used to evaluate student knowledge, self-directed learning abilities, and critical thinking skills. A scenario is provided to students, a period of time is allowed for brainstorming and identification of one critical issue to be investigated. The tutor will observe and assess the group process during this time period. A second period of time is provided in which students go out of the classroom and research the critical issue they have identified. A third time period involves students returning to the

classroom, being given a question to be answered based upon the information students acquired during the period of research. The total time allotted is 3 hours. Criteria for this exercise will be provided a day before the exercise takes place.

Value: 20 % of Final Grade

Date: Will occur Friday January 19, 2001. The times and places will vary. These will be posted January 12, 2000.

3. Evaluation of Student Behaviour in Tutorial:

The criteria for this evaluation are listed on **page XXXX** of this course outline. The strategies for determining how these criteria will be used during the seven weeks of tutorial in Nursing 1940 will be determined by the members of the group and their tutor. A variety of strategies may be used. The strategy for the final evaluation at the completion of Nursing 1940 is determined by the tutors, according to the format approved by the faculty of the Department of Nursing Education. Students and faculty will each complete a final evaluation. A meeting between the tutor and the student will be arranged and the final mark will be arrived at after a discussion of the criteria used by each to arrive at the conclusions each one reached. A copy of the format is attached in Appendix C.

Value: 15% of Final Grade.

Date: By appointment with the Tutor during the week of February 20-23, 2001.

4. Examination:

This examination will be a combination of multiple choice and short answer questions testing the theoretical content covered in the scenarios, laboratory experiences, and fixed resource sessions. Medical terminology content will be used when asking a number of the questions. Three hours will be provided for writing this examination.

Value: 45% of Final Grade.

Date: During the week of February 19-23, 2001. The date, time, and place to be announced.

FAILURE TO COMPLETE ANY COURSE EVALUATION STRATEGIES 1-3 WILL RESULT IN A GRADE OF 0 FOR THAT EVALUATION STRATEGY.

5. OSCE

This objective examination of clinical skills is designed to ensure competence of skills learned in the laboratory setting. Each student will be expected to perform selected skills, according to criteria provided, at a competency level of 80%. The possible skills to be tested, the criteria, and the times and places of the testing will be provided to students by February 9, 2001.

Value: Pass/Fail. A student MUST attain a mastery of 80% to pass the OSCE. It is required a student pass the OSCE to pass the course, Nursing 1940.

Students have three opportunities to take this examination of clinical skills. If mastery is not attained on the first opportunity, the student must negotiate with the examiner to repeat the examination within five (5) class days. If a third opportunity for examination is required, the student must arrange remedial work prior to further testing. The third examination must occur within five (5) class days of the second examination. The student will not be allowed to proceed to the next course (Nursing 1950) until she/he has attained mastery for the OSCE.

NOTE: The Medical Terminology and Pharmacology Mathematical Calculations examinations are part of this OSCE and the criteria outlined above apply.

NINE POINT GRADING SYSTEM

Grande Prairie Regional College using a nine point grading system to report final grades. All marks for course assignments will be determined in percentages to one decimal point. Percentages will be totaled for the final grade out of 100%. This total will then be converted to the nine point scale as below:

<u>9 - Point Grade</u>	<u>Percentage Equivalent</u>	<u>Designation</u>
9	90 - 100	Excellent
8	80 - 89	
7	72 - 79	
6	65 - 71	Good
5	57 - 64	
4	50 - 56	Pass
3	45 - 49	Fail
2	26 - 44	
1	0 - 25	

LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission may be granted in case of illness or extenuating circumstances. Extensions must be negotiated with the instructor prior to the required submission time and date. A new date and time will be specified and will then become the required time and date.
- **A penalty will be imposed for all late assignments and course evaluation strategies. Five percent (5%) per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a scholarly paper, valued at 25% of the final grade, and handed in one class day late, will be valued at 23.75% of the final grade. Therefore the instructor will assign the paper mark out of 23.75 and a perfect paper would only attain a mark of 23.75.

Schedule for NS1940

Winter 2001

DATE	WEEK	LEARNING PACKAGE	FIXED RESOURCE	LAB	EVALUATION PROCESS
Jan 2 - 5	Week 1	L.P. 1.1.1" We're Expecting	Orientation 0900-0950 A212		
Jan 8 - 12	Week 2	L.P. 1.2.1 We're Expecting	What's Involved in Pre-natal classes	#1 Prenatal Assessment & History Taking	
Jan 15 - 19	Week 3	L.P. 1.2.2 Mark Hofer,	Cultural Assessment	#2 Family Interviewing & Assessment	Triple Jump January 19 Times Vary
Jan 22 - 26	Week 4	L.P. 1.2.2 Mark Hofer	The Betty Neuman model	#3 Respiratory Assessment	
Jan 29 - Feb 2	Week 5	L.P. 1.2.3 Misty	STDs	#4 Assessment of Head & Neck	
Feb 5 - 9	Week 6	L.P. 1.1.3 Misty.	Family Violence	#5 History taking & Cardiovascular Assessment	Scholarly Paper due Feb. 9, 2001 at 1300 hours.
Feb 12 - 16	Week 7	L.P. 1.1.4 Melanie	Will be organizes as per student request	#6 Assessment of Breast & Axilla	Medical Terminology Practice Exam. Date, Time TBA
Feb. 19 - 23 Feb 19 is Family Day holiday.	Exams Nursing, Micro A & P	OSCE's Schedule TBA	Tutorial Evals by Appointment	Start Orientation for 1950	Exams, etc, Day Time, Place TBA
Feb 26 - Mar 2	Winter	Break	Winter	Break	