

MAR 29 1999

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

Nursing 1940

Course Outline

Nursing in Context A

Winter 1999

Course Tutors:

Rose-Aline Begalke, RN, MN

Office: H218
Phone: 539-2758

Elizabeth Hood, RN, MN

Office: H216
Phone: 539-2757

Liz Richard, RN, MN (Course Leader)

Office: H215
Phone: 539-2754

Lab Tutor:

Sheila Elliott, RN, MN

Office: H208
Phone: 539-2752

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

A continuation of the study of concepts introduced in NURS 1900 with a focus on teaching and learning principles and increased health assessment and basic nursing skills. Prerequisite: NURS 1900, NURS 1910.

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 1940, 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.
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 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 qualitative and quantitative research in nursing.

7. Demonstrate beginning competence in selected nursing skills (family assessment and family communication skills, client education (groups), assessment of respiratory system, thorax, and cardiovascular system, comprehensive history including symptom analysis and review of systems; assessment of head and neck including otoscopic and ophthalmoscopic exams and lymphatics; breast self-examination and clinical examination of breasts and axilla; testicular self-examination)

REQUIRED RESOURCES

NS 1940 Course Package (Learning Packages, Lab Manual)

Pilliteri, A. (1995). Maternal and child health nursing: Care of the childbearing and childrearing family (2nd ed.). Philadelphia: J. B. Lippincott Co.

Wright, L., & Leahey, M. (1996). Nurses and families: A guide to family assessment and intervention (2nd ed.). Philadelphia: F. A. Davis Company.

* textbooks from NS 1900

RECOMMENDED RESOURCES

Woods, D. (1994). Problem-based learning: How to gain the most from PBL. Hamilton, ON: McMaster University.

REQUIRED LEARNING EXPERIENCES

In Nursing 1940, students will work through four Learning Packages in seven weeks.

Tutorials

Section A3	Liz Richard	Room: A308	M-W-F 1000-1150
Section B3	Liz Hood	Room: D213	M-W-F 1000-1150
Section C3	Rose-Aline Begalke	Room B205	M-W-F 1000-1150

Labs

Section AL1	Monday	H225	1330-1620
Section BL1	Wednesday	H225	1330-1620
Section CL1	Friday	H225	1330-1620

Fixed Resource Sessions

All sections:

Nursing	Nursing faculty	Wednesday 0900-0950	Room: TBA
Anatomy & Physiology	Dr. Sean Irwin (J223)	Tuesday 1100-1230	Room: TBA
Psychology	Dr. Kendell Tang (C427)	Dates and times TBA	

Other Resource people:

Dr. Laurie Nock	Office: C215 for Sociology
Dr. Phil Johnson	Office: J224 for Epidemiology and Injury Prevention

COURSE EVALUATION

To receive credit in this course, students must consistently demonstrate satisfactory performance in Context-based Learning tutorials (see Criteria for Evaluation of Student Behaviours in CBL, p. 5 & 6) and complete all of the requirements listed below:

<u>Assignment:</u>	<u>Due:</u>	<u>Value:</u>
Part A: Annotated Bibliography for Part B	January 22, 1999	10%
Part B: Scholarly Paper: Injury Prevention	Feb. 12, 1999	20%
Triple Jump	Week of Jan. 25-29, 1999	15%
Exam	Feb. 19, 1999	35%
OSCEs	March 2, 1999	20%

ASSIGNMENTS

Part A: Annotated Bibliography

Minimum of 5 references from nursing or allied health literature.
Should include at least one research study as well as opinion articles.

Example of Annotated Bibliography

An annotated bibliography is a brief description or objective summary describing a book or article's contents, scope, treatment or viewpoint.

Include the following:

1. The source, which is written according to APA format, 4th edition
2. One paragraph which describes or summarizes the book/article
3. A brief paragraph indicating the application of this article to the area of interest

Format:

1. APA format, 4th edition
2. Length should be 50-150 words for each annotated bibliography.

Example:

McElheran, H.B., & Harper-Jacques, S.R. (1994). Commendations: A resource intervention for clinical practice. Clinical Nurse Specialist, 8(1), 7-10 & 15.

The authors, Clinical Nurse Specialists working with families, describe theoretical orientation and clinical application of commendations ("statements of special praise that are specific to some aspect of patient and/or family functioning..." p. 7). The importance of regarding the individual, couple, or a family, as a whole system is presented. The perspective and significance of viewing the individual or family not as people with problems but as individuals with resources is discussed. Commendations are described as a means of tapping into these resources and assisting the family to identify and accomplish their own solutions, specific aspects regarding the implementation, content, process and timing of recommendations are reviewed. A case example is used to demonstrate these various aspects.

This is an excellent article for understanding the application and concepts regarding commendations. With the increased focus on health promotion and "empowerment of families" this information describes an important clinical approach to achieve these goals. From the engagement of families to improving the effectiveness of interventions this information is invaluable. It is particularly applicable when working with families with chronic health conditions as it provides a potential means of shifting the clinical focus and perspective of the family and the nurse.

(From C. Sloboda's course outline at the University of Alberta)

Part B: Scholarly Paper: Injury Prevention

Choose one target population from the following list:

- fetus
- infant
- toddler
- school age
- adolescent
- adulthood
- elderly

- A. Identify the most common injuries and the importance of injury prevention in this population. Discuss factors (or health determinants) contributing to increased risk of injury.
- B. Relate population statistics (ie: incidence in target population) to support the need for injury prevention.
- C. Discuss the nursing interventions or strategies to prevent injuries in this population.
- D. The paper is to be 3000-5000 words, double spaced in APA format.