

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

**Nursing 1940**

**Course Outline**

**Nursing in Context A**

**Winter 2000**

**Course Tutors:**

Rose-Aline Begalke, RN, MN -	Office: H218 Phone: 539-2758
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**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 embryo, fetus, school-aged child 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 relationship among theory, nursing research and nursing practice.
7. Demonstrate beginning competence in selected nursing skills:

## REQUIRED RESOURCES

NS 1940 Course Package (Learning packages, lab manual)

Chabner, Davi-Ellen (1999). Medical Terminology: A Short Course (2<sup>nd</sup> ed.) Philadelphia: W.B. Saunders Co.

Pilliteri, A. (2000). Maternal and child health nursing: Care of the childbearing and childrearing family (3<sup>rd</sup> ed.). Philadelphia: J. B. Lippincott Co.

Smeltzer, S.C. & Bare, B.G.(2000). Brunner & Suddarth's Textbook of Medical-surgical Nursing (9<sup>th</sup> ed.) Philadelphia: J.B. Lippincott Co.

### Resource for Annotated Bibliography Assignment (On Reserve)

Alpen, M. (1992) Family needs: An annotated bibliography. Critical Care Nursing, 12 (2), 32-50.

\*Textbooks from NS 1900

## RECOMMENDED RESOURCES

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

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. Attendance is an expectation for all tutorial sessions.

Laboratory Experiences: students will participate each week in laboratory sessions related to the learning packages. Attendance is an expectation for all lab sessions.

### Tutorials

Section A3	RoseAline Begalke	Room: H223	M-W-F 1000-1150
Section B3	Dorothy Eiserman	Room: A308	M-W-F 1000-1150
Section C3	Sharon Peterson	Room: PO-D	M-W-F 1000-1150

### Labs

Section L1	Monday	H225	1:00 - 3:50
Section L2	Wednesday	H225	1:00 - 3:50

### Fixed Resource Sessions

All sections: Nursing	Nursing Faculty	Wednesday 0900-0950	Rm: C300
Anatomy & Physiology	Dr. Sean Irwin (J223)	Monday 08:30-09:50 Tuesday 1300-1420	Rm: J130 Rm: J227
Psychology	Dr. Kendal Tang (C427)	Friday 12:30 - 15:30	Rm: TBA
Sociology	Dr. Laurie Nock (C215)	Tuesday 08:30-9:50	Rm: TBA
Other Resource people: Dr. Phil Johnson	Office: J224 for Epidemiology and injury prevention		

### **COURSE EVALUATION (site specific)**

**To receive credit in this course, students must :**

- a) demonstrate satisfactory performance in Context-based Learning tutorial (see Criteria for Evaluation of Student behaviors in CBL, p.8 & 9)**
- b) demonstrate consistently satisfactory performance in Labs related to the learning packages.**
- c) pass the exam (50%)**
- d) complete the following requirements:**

<u>Assignment</u>	<u>Due:</u>	<u>Value:</u>
Participation in Tutorials		15%
Part A: Annotated Bibliography for Part B	January 21, 2000	10%
Part B: Scholarly Paper: Injury Prevention	Feb 11, 2000	20%
Triple Jump	Week of Jan 24-28, 2000	20%
Exam	Feb 18, 2000	35%
OSCEs	March 1, 2000	Pass
Numerical calculations		Pass
Medical terminology exercises		Pass

### Schedule for NS1940

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DATE	WEEK	LEARNING PACKAGE	FIXED RESOURCE	LAB	EVALUATION PROCESS
Jan 4-7	Week 1	L.P.1.1.1" We're Expecting	Orientation E306		
Jan 10 - 14	Week 2	L.P. 1.1.1 We're Expecting	Evidence-based practice	#1 Family Interviewing	
Jan 17 - 21	Week 3	L.P. 1.1.2 Mark Hofer	Cultural Assessment	#2 Prenatal Assessment & Client Education	Annotated Bib due Jan. 21
Jan 24 - 28	Week 4	L.P. 1.1.2 Mark Hofer	The Betty Neuman model	#3 Respiratory Assessment	Triple Jump
Jan 31-Feb. 4	Week 5	L.P. 1.1.3 Misty	STDs	#4 Assessment of Head & Neck	Evaluation of students in Tutorial
Feb 7 - 11	Week 6	L.P. 1.1.3 Misty LP1.1.4 Melanie	Family Violence	#5 History taking & Cardiovascular Assessment	Scholarly Paper due Feb. 11
Feb 14-18	Week 7	L.P. 1.1.4 Melanie	Pharmacology? Cancer?	#6 Assessment of Breast & Axilla	Exam Feb. 18.
Feb. 19-27	READING	WEEK	READING	WEEK	
Feb 28-Mar.3					OSCE Mar.1

## 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 of view point.

Include the following:

1. The source, which is written according to APA format, 4<sup>th</sup> 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:

- APA format, 4<sup>th</sup> edition
- 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 of this article 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 intervention, 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 or Illness Prevention**

Choose one target population from the following list:

- fetus
- school aged child
- young adult
- middle-aged adult

- A. 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.
- B. Relate population statistics (ie. Incidence in target population) to support the need for injury or illness prevention.
- C. Discuss the nursing interventions or strategies to prevent injuries or illness in this population.
- D. The paper is to be 1500-2000 words, double spaced in APA format.

**Assignment of Final Course Grade:**

Throughout the course, assignments and exams are marked and recorded as raw scores according to the percentage weight assigned to each. At the end of term all scores are totaled for a term summary mark in the course (any fractional values are rounded to the nearest full mark).

The FINAL COURSE GRADE is based on a combination of absolute academic achievement ( an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks, achieved in the class). Due attention is paid to the descriptions of the various grade points according to the University of Alberta calendar. See below.

Excellent	(90-100)	9	Outstanding
	(80-89)	8	Excellent
Good	(72-79)	7	Very Good
	(65-71)	6	Good
Satisfactory	(57-64)	5	Satisfactory
	(50-57)	4	Pass
Fail	(45-49)	3	Unsatisfactory
	(26-44)	2	Unsatisfactory
	((0-25)	1	Unsatisfactory

**\*\*Please note:**

**\*\*Triple Jump** refers to an evaluation method, which uses a scenario that allows for the assessment of student knowledge, problem-solving, self-directed learning abilities and critical thinking skills.

The **focus** of the triple jump in **Nursing 194** is the **importance of the topic researched for nursing practice**. Use of resources and references are evaluated under the information search skills.

**\*\*OSCE** - stands for **Objective Standardized Clinical Evaluation**. This evaluation method allows for the assessment of student psychomotor skill development. Psychomotor skill development is an essential part of nursing practice. **Students who do not achieve 70% or higher must do remedial work in the lab and demonstrate ability to successfully perform the failed skill before the end of the academic** students unsuccessful in achieving their OSCE by this time must make an appointment to review their progress in the nursing program with the Associate Dean of the Undergraduate Program.

**\*\*Additional Note: Numerical Calculations**

All students, beginning in year one, are responsible for working on numerical calculation skills related to the administration of medications. **Students must pass a numerical calculation exam with 85% in years 2, 3, and 4 prior to giving medications in the clinical setting.**

(Please note a clinical failure may occur if students are unable to administer medications for an entire clinical posting). A **practice** numerical calculation exam will be written in each term of the first year to prepare students for the actual exams held in second year. Students may use a calculator in their numerical calculation exam. The mark on these exams **IS NOT** calculated into the course mark.