

**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
Nursing in Context A1

Course Outline

Winter 1998

Course Tutors:

Sheila Elliott RN, MN
Wendy McMillan RN, MN, CNM
Liz Richard RN, MN

musculo-skeletal, endocrine, cancer, and mitosis.

- 4.2.2 Psychology:** growth and development (physical, cognitive, social/emotional), personality development (Freud, Maslow, Rogers), psychological disorders (DSM 1V) and therapies, motivation, emotions, intelligence, language development, stress, and illness.
- 4.2.3 Sociology:** deviance and crime, gender and violence, violence/abuse, division of labour, sources of social change, structure of work, stereotyping, parenthood, marriage and other family forms, roles of fathers, socialization, adolescence, dysfunctional families, and education.
- 4.2.4 Medical Microbiology:** STDs, obstetrical infections including TORCH, teratogens.
- *4.2.5 Philosophy:** ethical issues; reproduction issues; rights of fetus, rights of the mother; theories and decision-making; epistemology; informed consent; just allocation of resources; confidentiality; individual autonomy, and research ethics.
- *4.2.6 Political Science:** feminism and gender politics, reproductive issues (midwives, home birthing), political action, representation and political power, aboriginal politics gender and child care responsibilities, feminization of poverty and child poverty, prostitution, and violence against women.

****Philosophy and Political Science content to be tested in Years 3 and 4 of the CBL nursing program.**

- 4.2.7 Anatomy:** changes during pregnancy and birth, brain, autonomic nervous system, ears, eyes, nose, throat, bladder and urethra, reproductive system (review), breasts, lymphatic system, and male reproductive and system (testes).

- 4.2.8 Pathophysiology:** deviations related to pregnancy: ectopic, congenital abnormalities, teratogenic, spontaneous abortion; choking: adults and children; stress; STDs; injuries to: ears, eyes, nose, throat; neoplasms; and treatment for cancer.
(**this content will be tested with the nursing content)
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 (screening measures related to pregnancy; screening tools to assess child development; assessment of nervous system including cranial nerves, motor system, coordination, reflexes, and sensory 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; and family communication skills).

Grading System:

Scores from each assignment will be converted at the end of the term into a 9 point grading system.

9 Point Grading System:

<u>Stanine</u>	<u>Percentage</u>	<u>Description</u>
9	90-100%	
8	80-89%	Excellent
7	72-79%	
6	65-71%	Good
5	57-64%	
4	50-57%	Pass
3	45-49%	Fall
2	26-44%	
1	0-25%	

Attendance:

Attendance and participation is required of all students in seminars (tutorials) and labs. It is recommended that students attend all fixed resource sessions.

Absences:

A significant number of absences may jeopardize the student's ability to consistently demonstrate satisfactory performance in Context-based Learning tutorials. Students are asked to discuss the absence with the Tutor to determine the most appropriate way to make up missed tutorials and labs.

Assignments:

Assignments are to be submitted as scheduled in the course unless an extension has been granted by the tutor.

All term papers are to be submitted in appropriate format for scholarly work using A.P.A.

Late assignments will be deducted 5% per day.

Changes to Course Outline:

Changes to course outline will be made with the mutual consent of the course Tutors and students involved.

REQUIRED RESOURCES:

NS 1940 Course Pack: Learning Packages 1.2.1 to 1.2.5

Pillitteri, 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,

It is strongly recommended that students consult journals, textbooks, dictionaries, web sites, and databases. A personal references library is useful.

Nursing Tutors

A3	Sheila Elliott	Office: H202	Phone: 539-2756
B3	Liz Richard	Office: H215	Phone: 539-2754
C3	Wendy McMillan	Office: H231	Phone: 539-2760

Resource People

<u>Discipline</u>	<u>Resource Person</u>	<u>Office</u>
Anatomy & Physiology	Paul Lemay	J 224
Medical Microbiology	Dr. Sean Irwin	J 223
Psychology	Dr. Kendel Tang	C 427
Sociology	Dr. Vince Salvo	E 308

Required Learning Experiences:

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

Tutorials, Labs and Fixed Resource Sessions

Tutorials

Section A3	Monday, Wednesday, Friday	1000-1200	H223
Section B3	Monday, Wednesday, Friday	1000-1200	A308
Section C3	Monday, Wednesday, Friday	1000-1200	B303

Students will work in small groups guided by a Tutor, with the focus on addressing potential health care issues and/or solving clinical problems through the use of scenarios/case studies. The scenarios are about real people and/or health issues and provide the starting point for student learning. Tutorial groups meet three (3) times per week for two (2) hour sessions.

Labs

Section AL1	Thursday	1330-1630	H225
Section BL1	Thursday	0900-1200	H225
Section CL1	Tuesday	1330-1630	H225

A three (3) hour lab practice session, guided by a Tutor, is scheduled each week for a small group of students. Labs are experiential in nature, therefore students are expected to come to lab prepared for hands-on learning. Lab content includes: prenatal assessment, ethical decision-making, developmental screening in children, health assessment of the neurological system, otoscopic and ophthalmoscopic examination, breast and testicular self examination, family communication skills (circularity, hypothesizing, neutrality).

Lab Schedule

Week 1			Teambuilding
Week 2	Jan. 12-16	Lab #1	Prenatal Assessment
Week 3	Jan. 19-23	Lab #2	Ethical Decision-making
Week 4	Jan. 26-30	Lab #3	Developmental Screening
Week 5	Feb. 2-6	Lab #4	Neurological Assessment
Week 6	Feb. 9-13	Lab #5	Otoscopic & Ophthalmoscopic exam
Week 7	Feb. 16-20	Lab #6	BSE, TSE, family interviewing

Fixed Resource Sessions

All Sections	Sociology	Monday	1300-1400	TBA
	Psychology	M-F	1440-1530	TBA
	A & P	Tuesday	1000-1100	J130
	Med Micro	Tuesday	1100-1200	J130
	Nursing	Wednesday	0900-1000	B302

These one (1) to three (3) hour sessions are scheduled once per week and facilitate student access to experts or resources. All disciplines may participate in these sessions. Some fixed resource sessions are pre-planned to accommodate concepts that are less easily understood and to introduce students to the Resource People. Students are encouraged to request topics or sessions based on their identified learning needs arising from the scenarios.

COURSE EVALUATION:

Students must consistently demonstrate satisfactory performance in Context-based Learning tutorials (see Criteria for Evaluation of Student Behaviours in CBL, p. 11 & 12) and complete the requirements listed below:

<u>ITEM</u>		<u>DUE</u>	<u>VALUE</u>
Assignment:			
Part A:	Annotated bibliography for Part B	Jan. 22, 1998	10%
Part B:	Scholarly Paper: Injury Prevention	Feb. 13, 1998	20%
Triple Jump		Week of Jan. 26-30	15%
Exam #1		February 20, 1998	35%
OSCEs		March 3, 1998	<u>20 %</u> 100%
Exams	Percentages allotted to exams refers to the percentage toward the grade in Nursing 1940. Support disciplines will designate the percentage toward the final grade in each of their courses that is achieved by each examination or other testing procedure.		
OSCEs	(Objective Structured Clinical Examinations): are used to assess clinical skills.		
Triple Jump	The Triple Jump is an evaluative procedure used to assess the student's knowledge, self-directed learning abilities, problem-solving abilities and critical thinking skills.		

Annotated Bibliography

Part A:

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 the 4th edition of APA
- 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, N.G. & 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).

Scholarly Paper: Injury Prevention

Part B: 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 for injury.
- B. Relate population statistics (ie: incidence in target population) to support the need for injury prevention.
- C. Discuss nursing interventions or strategies to prevent injuries in this population.
- D. The paper is to be 3000-5000 words, double-spaced in APA format.

CRITERIA FOR EVALUATION OF STUDENT BEHAVIOURS IN CBL

Students are advised to keep notes on a weekly basis to assist in evaluating participation in CBL. A formative self-evaluation at midpoint in the course and a summative self-evaluation at the end of the course will be completed and submitted to the tutor. The tutor will complete written feedback at the midterm and final points in the course. The tutor will consider input from the individual and peers to arrive at the final grade. Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course. In order to demonstrate satisfactory performance in CBL tutorials, the student must consistently meet the following criteria:

Respect

1. listens, and indicates so with appropriate verbal and non-verbal behaviour
2. verbal and non-verbal behaviours are not rude, arrogant or patronizing
3. allows others too express opinions and gives information without "putting anyone down"
4. differentiates value of information from value of the person
5. acknowledges other's contributions
6. does not interrupt inappropriately
7. participates in discussion of differences in moral values
8. apologizes when late or gives reason for being so

Communication Skills

1. speaks directly to group members
2. uses words that group members understand
3. presents clearly
4. uses open-ended questions appropriately
5. uses non-judgmental questions
6. identifies misunderstanding between self and others or among other group members
7. attempts to resolve misunderstanding
8. tests own assumptions about group members
9. accepts and discusses emotional issues
10. able to express own emotional state in appropriate situations
11. non-verbal behaviour is consistent with tone and content of verbal communication
12. verbal or non-verbal behaviour indicates that statements have been understood
13. recognizes and responds to other's non-verbal communication

Responsibility

1. is punctual
2. completes assigned tasks
3. presents relevant information
4. identifies irrelevant or excessive information
5. takes initiative or otherwise helps to maintain group dynamics
6. takes initiative or otherwise helps to define group goals
7. advances discussion by responding to or expanding on relevant issues
8. identifies own emotional or physical state when relevant to own functioning or group dynamics
9. accepts priority of tutorial time over other activities
10. identifies lack of honesty in self or others that interferes with group dynamics or attainment of group goals
11. describes strengths and weaknesses of group members in a supportive manner
12. gives prior notice of intended absence
13. negotiates alternatives if unable to complete assigned tasks

Self Awareness and Self-evaluation

1. acknowledges own difficulty in understanding
2. acknowledges own lack of appropriate knowledge
3. acknowledges own discomfort in discussing or dealing with a particular issue
4. identifies own strengths and weaknesses
5. identifies means to correct deficiencies or weaknesses
6. responds to fair negative evaluative comments without becoming defensive or blaming others
7. responds to fair negative evaluative comment with reasonable proposals for change in behaviour

Adapted from 1992 Professional Behaviours Working Group, Faculty of Health Sciences, McMaster University

Approved: June 30, 1997.