



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

**NURSING 1950
COURSE OUTLINE**

Winter 2000

Course tutors:

Sharon Peterson RN MEd

office H201

Phone: 539-2784

Dorothy Eiserman RN PhD

office H202

Phone: 539-2756

Sheila Elliott RN MN

office H208

Phone: 539-2752

Liz Richard RN MN

office H215

Phone: 539-2754

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NURSING 1950**Course Outline**

Nursing 1950 - Nursing Practice II *6(0-3s-24c) in 7 weeks.

Nursing practice includes health status assessment of clients and appropriate health promotion and disease prevention interventions. Practice occurs in settings where clients live or in community agencies (non-acute) where services to clients are offered. Pre-requisites: NURS 190, NURS 191.

COURSE HOURS:**Lecture/Seminar: 21****Lab/Clinical: 168****Field Placement:****COURSE DESCRIPTION:**

This course will provide opportunities for students to participate in health promotion and primary (disease/injury) prevention activities with clients across the lifespan in selected community settings. Nursing practice will include selected assessment of individuals in the context of family and the assessment of their community, and opportunities to participate in activities of daily living with clients which will occur in various settings. Communication skills and establishing helping relationships will continue to be emphasized.

COURSE OBJECTIVES:

Upon completion of Nursing 1950, the nursing student will be able to:

1. Apply the principles of primary health care, concepts of health promotion and appropriate levels of primary prevention to persons in the community.
2. Assess the social, cultural, political and economic factors of the environment specific to the agency or family/individual.
3. Explore with the client their pattern of dealing with ambiguity and diversity.
4. Identify ambiguity and diversity in practice settings.
5. Demonstrate professional behavior in nursing practice: respect, communication, responsibility, self awareness.
6. Demonstrate beginning application of legal and ethical standards in selected nursing situations: prepares for clinical practice, maintains confidentiality, uses informed consent, practices according to policies and procedures of clinical agencies.
7. Display the establishment of helping relationships with clients.
8. Demonstrate personal responsibility for learning; demonstrate strategies to address identified strengths and weaknesses.

9. Apply concept of measurement and complete beginning level descriptive analysis of data related to a specific area of health promotion.
10. Describe application of a specific model/theory in a situation involving health promotion/primary prevention.
11. Apply critical thinking strategies to examine health promotion and primary prevention activities by demonstrating critical thinking, including creative and reflective thinking.
12. Utilize knowledge about bio-psycho-socio-spiritual factors in interacting with healthy individuals and families across the lifespan.
13. Develop cooperative relationships with colleagues, clients, community members, and community agencies; valuing, caring behaviours, participation, choice, and control.
14. Identify various types of employment opportunities for nurses in community settings.
15. Demonstrate competence in selected skills: communication, assessment (physical, psychological, family, community), psychomotor, teaching.

Attendance:

Attendance and participation is expected of all students in all seminars and labs. Absence from clinical experience of more than 2 days may jeopardize successful completion of the course requirements.

Students are expected to be punctual during their clinical experience in the agency.

Absences:

Students are asked to discuss the absence with the tutor to determine the most appropriate way to make up missed seminar, labs and clinical days. If you must be absent from a scheduled activity in the clinical agency the student must contact the agency directly and also inform the tutor.

Professional Dress:

Students are expected to abide by the dress code of the particular agency. It is expected all students will wear a Grande Prairie Regional College name tag.

Late Assignments:

The late assignment policy applies as outlined in the *Student Handbook*.

Course Hours:

Orientation	10 hours
Community agency	80 hours
Extended Care	48 hours
Labs	12 hours
Community assessment & home visits	<u>18 hours</u>
	168 hours

REQUIRED LEARNING EXPERIENCES AND EVALUATION:

In order to pass NURS 1950 students must demonstrate safe, ethical nursing practice, professional behavior and complete the following experiences and assignments.

A. COMMUNITY EXPERIENCE:

The following tools will assist in the evaluation process:

1. **Learning Plan** **Value: 20%**

Students will develop a learning plan to guide their nursing practice in NURS 1950.

Learning plans enable students to combine learning objectives for the course with their own learning objectives and to consider their particular learning style.

A learning plan is the agreement between the student and the tutor specifying what the student intends to learn, how this will be accomplished, the time frame for meeting the objectives and the methods by which achievement of the objectives will be measured.

The learning plan is a working document that is to be used by the student and the tutor to select learning opportunities that will assist the student to meet the objectives, and to contribute to both formative and summative evaluation. Use of the learning plan involves ongoing sharing of expectations between the student and the tutor.

The learning plan is intended to:

- provide the student with an opportunity to individualize learning within the framework of the objectives for the course;
- allow students to determine learning objectives in view of their own perception of their strengths and areas for improvement;
- identify strategies for meeting the objectives;
- identify evaluation strategies.

The student will provide evidence to support how the goals outlined in the learning plan have been met. The **Reflective Journal** and **Field Notes** are used as part of the evidence supporting the learning plan.

Field Notes

Field Notes provide a description of the students' clinical activities. Details such as the amount of time the students spent in the activity, where the activity was completed, and what specifically was done are to be included.

Reflective Journal

Components of this will include:

1. Reflection on the impact of clinical experience on personal and professional growth.
2. Analysis of the extent to which learning experiences have contributed to achievement of course objectives.
3. Personal reflections to assist in the development, revision and support of the learning plan.
4. Identification of an issue that has arisen in the clinical setting or group, and examination of that issue in terms of objective observations, feelings and values clarification.

2. Direct Clinical Observation**Value: 25%**

This will be accomplished through feedback received from the preceptor, seminar participation, written work and clinical practice (using the Direct Clinical Observation Guide).

A written evaluation will be completed by the student and tutor.

Essential

Over five weeks students will have an experience in the community where services to clients are offered.

The experience will include:

1. Nursing practice with individuals across the lifespan, in the context of family.
 - a) Assessing the client: health history
general inspection
physical assessment - thorax, cardiovascular, head / neck
 - b) Providing nursing care using the McGill nursing model
 - participates in ADL

- students will have completed labs for selected skills prior to performing skills in practice (see labs)
 - students will demonstrate competence with skills specific to their clinical environment as needed.
- c) Documenting (beginning charting)
 - d) Discussing and engaging in health promotion and primary prevention activities with the client.
 - e) Demonstrating competence in communication skills in the establishment, maintenance and termination of a nurse client relationship.
 - f) * Planning and implementing home visits
 - assessing family structure: ecomap (including attachments), genogram
 - assessing family development: stages, tasks, role of each family
 - assessing home environment
 - assessing community (windshield survey)

* It is anticipated that students will spend several hours per week in activities related to this experience (preparation, meeting and debriefing with instructor, doing visits, and documenting).

2. Participating in activities of the community agencies
 - a) Regular scheduled time spent in agency.
 - b) Developing knowledge of the agency
 - its services
 - the environment
 - the community related to the agency
 - how staff are involved in meeting agency goals
 - c) Describing how PHC principles are met within the agency
 - d) Assessing clients
 - stages of development
 - needs for health promotion and primary prevention
 - e) Engaging in health promotion activities
 - f) Developing a cooperative relationship with colleagues, clients, community members and community agencies.

3. Assignments

Total Value: 30%

#1. Family assessment

Value: 15%

Students will select a family contacted through the agency (where possible) and establish a professional relationship over 5 weeks. This activity will involve a minimum of 3 visits. An instructor may accompany a student on one home visit.

Students will;

- a) conduct a family assessment including structural and developmental components,

- b) complete a family genogram and ecomap,
- c) demonstrate knowledge of systems theory and developmental theory.
- d) identify and plan with the client/family a health promotion activity. A description of the activity will be included in the report of the assessment. Format for the report is attached.

****A consent from the participants in the family interview is necessary prior to the interview. The attached consent form must be handed in with the assignment.

Suggested references:

Friedman, M. (1998). Family nursing: research, theory & practice, (4th ed.). Toronto: Prentice Hall.

Wright, L. & Leahey, M. (1994). Nurses and families: a guide to family assessment and intervention, (2nd ed.), Philadelphia: FA Davis Co.

#2. Community assessment

Value: 15%

The purpose of this assignment is to gain an appreciation for the factors that influence the health of a specific community.

Students may work individually or in groups of 2 or 3 to develop the activity.

An assessment form for the report is attached.

Suggested references:

Clark, M. J., (1999). Nursing in the community: dimensions of community health nursing, (3rd ed.), Toronto: Prentice Hall Inc.

Anderson, E. T., & McFarlane, J. M. (1996). Community as partner: theory & practice in nursing, New York: Lippincott.

B. EXTENDED CARE EXPERIENCE:

Value: 25%

Students will spend 6 days in an extended care facility with a clinical tutor providing basic care and assisting clients with activities of daily living. Students will have an opportunity to practice previously learned psychomotor skills, including physical assessment techniques.

The extended care experience will be evaluated using the DCO (direct clinical observation) guide. A written evaluation will be completed by the student and instructor.

Summary of Evaluation	Value
A. COMMUNITY EXPERIENCE	
1. Learning plan	20%
2. DCO	25%
3. Assignments	
Community assessment	15%
Family assessment	<u>15%</u>
	75%
B. EXTENDED CARE EXPERIENCE	
1. DCO	25%

LABS

Utilizing previously learned knowledge, the student will make appropriate assessments for each psychomotor skill.

Lab 1: Comfort and Hygiene

At the completion of Lab 1 the student will be able to:

1. Assist with hygiene for adults and children:
 - i. Bathing (bed, tub, shower)
 - ii. Skin care
 - iii. Care of mouth, teeth, and dentures
 - iv. Cleanse eyes
 - v. Wash hair
 - vi. Incontinence management
2. Provide comfort measures:
 - i. Positioning, body alignment and turning
 - ii. Range of motion exercises
 - iii. Provision of privacy
 - iv. Bedmaking - occupied/unoccupied
 - v. Care of hearing aid, & eye glasses
3. Assist with dressing and grooming:
 - i. Dressing in gown, personal clothing, socks, and shoes
 - ii. Hair brushing
 - iii. Shaving
 - iv. Selection of appropriate clothing.
4. Assess situations for safety and identify risks: children, adults/elderly adults.

Lab 2: Assist with Feeding and Nutrition

At the completion of Lab 2 the student will be able to

1. Assist adult with oral feeding of solids or puree foods.
2. Assist client to drink from cup or with a straw.
3. Assess the client for choking and take appropriate action.

Lab 3: Ambulate and Transfer and Use of Equipment

At the end of Lab 3 the student will be able to

1. Transfer client from
 - i. Bed to chair
 - ii. Chair to standing
 - iii. Bed to stretcher.

2. Assist client to walk, stand, sit:
 - i. Use walking devices - canes, walkers
 - ii. Use of toilet.

3. Manipulate and operate equipment including:
 - i. Stretcher
 - ii. Wheelchair
 - iii. Bed.
 - iv. Protective devices - side rails, tub supports

4. Transport client via:
 - i. Bed
 - ii. Stretcher
 - iii. Wheelchair

5. Use patient lifts, e.g. Hoyer, Mediman.

Lab 4: Environmental Precautions

At the end of Lab 4, the student will be able to

1. Demonstrate fire prevention control procedures in various settings including:
 - i. Fire drills
 - ii. Fire extinguishers
 - iii. Evacuation procedures

2. Exhibit awareness of hazardous substance control procedures (WHMIS).

3. Demonstrate local emergency call procedures.