



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

**NURSING 2900**

*Fall 1999*

**Course Outline**

Course Leader: Monique Sedgwick, RN, MN  
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Tutor: Sheila Elliott, RN, MN  
Office H208, ext. 2752

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

Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills will be introduced. Prerequisite: NS 1940, 1950.

**COURSE HOURS:** LECTURE: 0 SEMINAR: 6 LAB: 3

**COURSE DESCRIPTION:**

The goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to acute care of individuals within families and support of clients in the community experiencing chronic and less acute variances in health, through the process of CBL.

**COURSE OBJECTIVES:**

- 1 Discuss issues related to the delivery of health care in Canada and their implications for nurses (multidisciplinary collaboration, principles of the implementation of the Canada Health Act, privatization, continuity of care, midwifery, choices and options for care, chronicity, illness, pain management, loss).
  - 1.1 Discuss reproductive technologies, ethics of screening and testing, individual versus public good, politics of health care delivery, everyday ethics, inter-cultural ethics.
  - 1.2 Discuss political ethics and reproductive issues, political action, representation and political power.
- 2 Discuss roles and functions of professional nurses in restoration, rehabilitation and support.
  - 2.1 apply knowledge of caring relationships and therapeutic communication
  - 2.2 demonstrate professional attitudes and values (interdisciplinary collaboration, partnering with clients, receptivity to change)
  - 2.3 apply legal and ethical principles and standards in selected nursing situations (code of ethics, nursing practice standards)
- 3 Organize nursing knowledge according to selected models and theories
  - 3.1 nursing models and related frameworks (Watson, Rubin, Calgary Family Intervention Model)
  - 3.2 models and theories from other disciplines (lifestyle change and change, stress, coping, loss, grief, chronic illness, death and dying).
- 4 Discuss the impact of biological, psychological, spiritual, sociological, cultural factors on the human response with chronic and less acute variations in health across the lifespan.
  - 4.1 Physiology [Apply the knowledge from the disciplines of: musculoskeletal, endocrine, reproductive, cardiovascular, neurovascular, gastrointestinal]
  - 4.2 Anatomy
  - 4.3 Medical Microbiology [bacteria, viruses, and fungi, gastrointestinal infection, blood infection, CNS infection, post-op infection, immunization (toxoids, vaccines), post-partum infections]
  - 4.4 Apply knowledge of nutrition, pathophysiology and pharmacology
- 5 Apply knowledge of growth and development of the newborn/infant/childbearing family
- 6 Demonstrate effective learning skills in self-directed, context-based, small group learning (skills in communication, group dynamics, critical thinking).
- 7 Apply selected published research to nursing scenarios.
- 8 Demonstrate competence in using additional information technology to support scholarly

activity.

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### CRITERIA FOR EVALUATION OF STUDENT BEHAVIORS 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 behavior
2. verbal and non-verbal behaviors are not rude, arrogant or patronizing
3. allows others to 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 behavior is consistent with tone and content of verbal communication
12. verbal or non-verbal behavior 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 of 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 behavior

#### **Critical Thinking**

1. Selects key factors from own information to facilitate discussion
2. Presents content that is related to objectives
3. Uses a decision-making process
4. Demonstrates creativity
5. Provides appropriate references (current, relevant)
6. Promotes deeper understanding of the subject by reflecting on and raising relevant points
7. Differentiates between opinions and facts
8. Identifies assumptions, myths and differing points of view in a non-judgmental manner
9. Demonstrates ability to ask relevant questions
10. Draws appropriate inferences and conclusions
11. Uses relevant questions to achieve greater depth of understanding of own content and that of others

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

Approved: May 1998.