

SEP 11 2000

**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

COURSE OUTLINE

Course Leader: Monique Sedgwick, RN, MN
Office H228, ext. 2896

Course Tutor: Wendy McMillan, RN, MN
Office H231, ext. 2760

Lab Tutors: Liz Richard, RN, MN
Office H215, ext. 2754

Monique Sedgwick, RN, MN

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

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. Prerequisites: NURS 1940, NURS 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.

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.

COURSE EVALUATION

In order to pass Nursing 2900 (i.e. receive a stanine of 4) it is recommended that all of the following assignments be completed. Failure to complete and submit an assignment will result in receiving a mark of zero for that particular assignment. Please refer to the attachment which provides an explanation of the nine point system used for grading.

*****In order to receive a passing grade (stanine of 4) in the course, OSCEs must be passed (criterion for a passing grade for each OSCE is individualized. Please ask the lab tutor for grading criterion). Students who fail their OSCE will be granted five academic days and**

have up to three attempts to complete and pass the OSCE.

Item	Value
Assignment #1: Triple Jump scheduled: Sept. 20	25%
Assignment #2: Paper due: Oct. 18	30%
Tutorial	15%
Final exam: scheduled Oct. 27	30%

OSCE (pass/fail)

Oct. 16 & 26
OSCEs which will be tested are chosen by the lab instructors.

Written Paper (30%)

Students are to write a 1500-2000 word scholarly paper according to APA format. The due date for the paper is for 1600 hrs, Oct 18, 1999.

Purpose: The student will gain a greater understanding of Watson's theory, *Nursing: The philosophy and science of caring*

Activity:

- Discuss the origin and development of the Watson's theory.
- Describe and analyze the four metaparadigm concepts of the model.
- Discuss how this model can be applied to an area of nursing practice as described in the course description, referring to at least three research articles to support the discussion.

Marking Guide:

1. Origin and development of the model.....4%
2. Description and analysis of the four metaparadigm.....12%
 - person
 - health
 - environment
 - nursing
3. Application of the model to nursing area.....12%
 - discussion of the application of the model to an area of nursing practice
 - description of the effect of the use of the model has had on the area of nursing practice

implications the use of the model has for nursing practice

4. Use of APA format.....2%

Final Exam (30%)

The final exam will be comprised of multiple choice, short and long answer questions. Questions will arise from math calculations (modules 5, 6, & 7 need to be completed by the time of examination), pharmacology, medication terminology, pathology, lab, general nursing and information presented during Nursing Fixed Resources. The exam is scheduled for Oct. 27, 0830-1120.

Triple Jump (25%)

The focus of the learning issue is any topic deemed a **priority** for nursing practice; that is, interacting with clients with chronic, less acute and short term variations in health. Students will engage in individual brainstorming and will be asked to identify a critical question to research. It should be noted that scenarios for the triple jump may contain new disease processes/ pathology. The triple jump worksheet with instructions will be given at the time of writing.

Tutorial Evaluation (15%)

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 (see attached forms: **criteria for evaluation of student behaviours in CBL Tutorial**, and **student self-evaluation tutorial**). For each student the tutor will complete a written summative evaluation at the end of 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. Please note the tools may be revised at a later date. Should there be changes made to these tools the instructor will notify the student.