

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

**Nursing 2940**

W .99

**COURSE OUTLINE**

**Course Leader:** Wendy McMillan, RN, MN  
Office H231, ext: 2760

**Tutor:** Monique Sedgwick, RN, MN  
Office H228, ext: 2896

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

Continuation of NURS 2900 with increasing situational complexity. Prerequisites: NURS 2900, (NURS 2910 OR NURS 2950).

**COURSE HOURS:**            **Lecture: 0   Seminar: 6   Lab: 3**

**COURSE DESCRIPTION:** The goal of this course is to continue the development of concepts of rehabilitation, restoration and support of clients experiencing chronic and less acute variances in health with increasing situational complexity, through the process of CBL.

**OBJECTIVES:**

1. Discuss issues related to the delivery of health care in Canada and their implications for nurses (palliation, self-help groups/peer groups, mental health, institutionalization, stigmatization, anticipated death, allocation of scarce resources)
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 (openness and receptivity to change)
  - 2.3 apply legal and ethical principles and standards in selected nursing situations (code of ethics, nursing practice standards, treatment decisions, assessment of competence, life sustaining treatment, assisted suicide, personal care decisions for incompetent individuals, research and ethics.)

3. Organize nursing knowledge according to selected nursing models and theories (Orem & King)
4. Apply knowledge of biological, psychosocial, cultural and spiritual dimensions of the human response to persons with chronic and less acute variances in health across the lifespan.
  - 4.1 Physiology (cardiovascular, respiratory genitourinary, immunology)
  - 4.2 Medical Microbiology (antimicrobials, compromised host, lower respiratory infection, urinary infection, opportunistic infection, multisystem infection)
  - 4.3 Apply knowledge of nutrition, pathophysiology and pharmacology
5. Demonstrate effective learning skills in self-directed, context-based, small group learning (i.e. skills in communication, group dynamics, critical thinking)
6. Apply selected qualitative and quantitative published research to nursing scenarios.
7. Demonstrate competence in using additional information technology to support scholarly activity

### Course Evaluation

In order to pass Nursing 2940, students must consistently demonstrate satisfactory performance in Context-based Learning tutorials. (see Criteria for Evaluation of Student Behaviours in CBL) and complete the following requirements:

Item:	Date Due:	Value:
Triple Jump	Jan 21, 2000	20%
Paper	Jan 21, 2000	25%
Exam #1	Jan 31, 2000	20%
Exam #2	Feb 18, 2000	20%
Tutorial		15%
OSCE		Pass/fail

### Requirements for the Paper:

The purpose of this paper is to explore in more depth the concept of support of clients experiencing chronic and less acute variances in health. In a 4 to 6 double spaced, type written page paper:

- define the term "support group"
- choose a support group in existence
- explain the history of the group i.e. why it was established, when and by whom
- outline the group's structure, mandate and function and activities
- described the characteristics of the group members, target audience
- describe the source of funding for the group
- identify the role a nurse may have in relation to the support group

Please note late submissions are subject to a 5% penalty for each working day late.