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**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**  
Grande Prairie Regional College  
Grant MacEwan Community College  
Keyano College  
Red Deer College  
University of Alberta

**NURSING 2950**

**COURSE OUTLINE**

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Nursing 295  
Course Outline

**NURS 2950**

**Nursing Practice IV**

\*7 ( 0-3s-28) in 7 weeks (either term)

Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice will occur in homes/community-based settings. Prerequisites: NURS 1940, NURS 1950

**COURSE HOURS:**

Lecture/Seminar: 21

Lab/Clinical: 196

Field Placement

**COURSE DESCRIPTION:**

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with childbearing families. In addition opportunity to participate with support and/or prevention programs/projects for clients of any age in relation to chronic problems will occur. The student will experience nursing practice over a continuous block of time in community-based settings and in homes.

**COURSE OBJECTIVES:**

Upon completion of Nursing 295, the nursing student will be able to:

1. Apply nursing knowledge as well as knowledge from other disciplines (research, models, and theories) related to bio, psycho, socio, and spiritual factors in nursing practice with childbearing families and with clients of any age in relation to chronic variances in health.
2. Demonstrate application of legal and ethical standards in nursing practice settings by: support of colleagues, decision making, incorporating clients' values, beliefs, and rights; lifelong learning within the mandate and the role of the professional association.
3. Demonstrate professional behavior in nursing practice (respect, communication, responsibility, self awareness)

4. Demonstrate an openness and receptivity to change and an attitude of inquiry in nursing practice.
5. Apply concepts related to health promotion, primary prevention, support, restoration, rehabilitation, in selected community based practice settings with clients by:
  - demonstrating safe nursing practice
  - coordinating client care using clinical judgment, critical thinking, and innovation
  - beginning use of mobilization of formal and informal power
  - understanding of diversity and ambiguity.
6. Demonstrate beginning ability to interact with and develop collaborative partnerships with clients, nurses, community members, and members of other disciplines, displaying valuing, caring, compassion and respecting autonomy.
7. Demonstrates competence in selected skills: communication and informatics, assessment (physical, psychological, family, community), psychomotor, and teaching.

#### LEARNING EXPERIENCES:

In order to pass NURS 2950, the student must demonstrate safe, ethical nursing practice, professional behaviors and complete the following experiences and assignments.

#### Nursing Practice

Nursing practice will be evaluated by means of the following:

**1. Learning Plan: Value 10%**

Students will develop a learning plan to guide their nursing practice in NURS 2950.

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 may be used as part of the evidence supporting the learning plan.

a. 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.

b. 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 35%**

This will be accomplished through observation of the student during community based nursing practice. Observations will be made by the instructor and will be supplemented with input from peers, the staff of the agency and the client.

**A written summative evaluation will be completed by the student and instructor.**

**A. Essential:**

Over the 7 weeks students will have a continuous experience in community-based practice which will include:

1. Care of childbearing families
  - a) follow through with a family (low risk) over at least 3-4 weeks.
  - b) follow up home visits (e.g. community health)
  - c) health promotion programs (e.g. prenatal, pregnant teen)
  - d) few days experience on an obstetrical unit: labour and delivery, postpartum
  - e) assessment of mother, newborn, infant, family, community
  - f) development of appropriate psychomotor skills
    - 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.
  - g) participation in community support activities/projects if available
2. Participate with support and/or prevention programs/projects for clients of any age (where possible in relation to chronic problems).
3. Collaborate with clients, family, nurse, community members and members of other disciplines.

**B. Suggested:**

1. Participate with immunization.
2. Participate with other activities within community-based practice.

**3. Family Follow through Assignment**

- a) A written assignment arising from the students' clinical experience with a childbearing family will be completed.

To develop an ethic of care and patient advocacy in current maternity practices, focusing on the woman/family's experience is necessary. Through this assignment, nursing students will be able to apply maternity nursing knowledge to critique the presence of woman/family centred care within current health practices and be able to

recognize patient advocacy needs that nursing care addresses (Giarratano, 1997).

The student will recount their family follow through's birth story. In telling the birth story, the woman's/family's feelings towards events, care received and the meanings attached to these events will be presented. In conjunction, the student's own feelings and meanings attached to the events will be discussed. Finally, a critique using knowledge of the childbearing process within current health care practices and settings will be presented. Situations in which patient advocacy was required or occurred will be presented and discussed in terms of the nursing role and function.

## GUIDELINES

1. Each student will find an expectant family to follow through
2. The student will contact the family, explain the purpose of the assignment and receive written consent for participation by the woman/family. (The purpose of the assignment is to gain insight into the expectant family's experience in becoming a new or expanding family.)
3. The student will make at least 2 visits antenatally, and at least 2 visits postnatally. (Antenatal visits could include any of the following experiences: Physicians appointments, diagnostic procedures, pre-admission clinic, prenatal classes, or a home visit). All postnatal visits will be in the home. The instructor will be given the families phone numbers to contact the client at some time.
4. The student is expected to be available for the labour, delivery and immediate post-partum period once the woman begins her labour. This will require that the student make arrangements to be "on call" (a beeper for \$25.00 is available through Telus for a period of two weeks before and two weeks after the expected date of confinement.) Being on call may also require that the student negotiate with instructors to miss class or clinical on a day when there is a conflict.

## Assignment Requirements

1. An assessment of the family using CFAM
2. A story of a significant incident which occurred during the woman's pregnancy, labour, and delivery, or postpartum experience.
3. A description of the woman's/family's feelings toward the event and the meaning attached to the event
4. A description of your feelings and meanings attached to that particular event.

5. A variety of comparisons of the experiences of the client and yourself to the text or literature
5. Identification of patient advocacy needs and the role of nursing professionals during this event
6. There should be three journal submissions. One for each of antepartum, intrapartum and postpartum.
7. Journal entries should be 1000-1500 typed words.
8. APA format should be used when referencing authors

Giarratano, G.P (1997). Story as text for undergraduate curriculum. Journal of Nursing Education,36, (3), 129-134.

#### 4. Health Promotion Activity

A health promotion/primary prevention activity identified in collaboration with the agency, instructor, and student will be completed. This project could be done as an individual or group. **Value 10%**

#### 5. Newborn Assessment

Evidence of having completed an assessment of the newborn immediately after delivery, and while in hospital and after discharge. Rationale should be provided about what the emphasis of each examination is and what is similar and different about each examination. **Value 10%**

#### Summary of Evaluation:

	Suggested Value
1. Learning Plan	10%
2. Direct Clinical Observation	35%
3. Family Follow Through	35%
4. Health Promotion Activity	10%
4. Newborn Assessment	<u>10%</u>
	100%



**SUGGESTED LABS FOR NURS 2950**

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

**Lab 1: Antepartum**

At the completion of Lab 1, the student will be able to do maternal and fetal assessments:

- A. maternal
  - 1. pre-pregnancy
    - a. GTPAL
  - 2. past obstetrical history
  - 3. screening
    - a. TPR and BP
    - b. glucose
  - 4. abdomen
    - a. fundal height
  - 5. pelvic exam
    - a. position for
- B. fetal
  - 1. position, presentation, and station
    - a. Leopold's maneuver
  - 2. heart rate

**Lab 2: Intrapartum**

At the completion of Lab 2, the student will be able to do maternal and fetal assessments, care for the laboring patient during intrapartum and provide immediate care for the newborn after birth:

- A. assessment
  - 1. uterine contractions
  - 2. fetal heart rate
  - 3. APGAR in newborn
- B. care
  - 1. of laboring and newly delivered client
  - 2. immediate care of newborn
    - a. suctioning
    - b. eyes
    - c. cord



**Lab 3: Postpartum**

At the completion of Lab 3, the student will be able to assess and care for the mother during the postpartum period:

- A. assessment
  - 1. breasts
  - 2. fundus
  - 3. lochia
  - 4. mental status
- B. care
  - 1. teach
    - a. breast feeding
      - position
      - latch
      - swallowing
      - frequency
      - pumping
      - resources for assistance
    - b. bottle feeding
      - position
      - frequency
      - amount
      - types of formula
      - preparation
      - swallowing
    - c. physical care of self
      - perineal care
      - nipples
      - diet
      - rest
      - exercise
      - sexuality
      - family planning

**Lab 4: Newborn Assessment and Care; Assessment of Infant and Toddler**

At the completion of Lab 4, the student will be able to assess the newborn and provide appropriate care. In addition, assessment of the infant will be addressed.

- A. assessment
  - 1. newborn
    - head to toe

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- 2.
  - reflexes
  - infant
    - head to toe
    - consider differences from adult
    - safety
- B. care of the newborn
  - bath
  - diapering
  - wrapping
  - holding
  - dressing
  - feeding
  - burping

**Lab # 5**

Immunization and Public Health Nursing

Objectives for this lab will be given during orientation.