



SEP 25 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 3900**

**COURSE OUTLINE**

Course Leader: Sheila Elliott, RN, MN  
Office: H208, phone: 539-2752

Tutor: Elizabeth Hood, RN, MSN  
Office: H216, phone: 539-2757

Lab Tutor: Melanie Kotowich, RN, BN, CNP(C)  
Office: H214, phone: 539-2761

**CALENDAR STATEMENT: Nursing in Context C**  
\*5 (0-6s-3) in 7 weeks

Within the context of primary health care, the focus is on restoration, rehabilitation, and support of clients experiencing more acute variances in health. Discussion related to health promotion and disease prevention continues. Advanced health assessment and nursing skills will be introduced. Prerequisites for Collaborative students: NURS 291, 294, 295. Prerequisites or corequisites for Post-RPN students: NURS 291.

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

**Goal:** 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 care of clients (individuals, family, groups) in institutions and community experiencing acute and complex 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 (nurses' strike, transferability, resource allocation, gender issues, reproductive issues, personal directives, organ procurement, ethical decision making re: life support).
2. Discuss roles and functions of professional nurses in acute and complex settings.
3. Apply concepts and principles of PHC in acute and complex practice situations using formal guidelines (conceptual).
4. Organize nursing knowledge according to selected models and theories.
  - 4.1 Begin to analyze selected nursing models and theories (Roy, Parse).
  - 4.2 Begin to analyze selected models and theories from other disciplines (stress, loss, change theory, coping theory, lifestyle change theory).
5. Begin to analyze knowledge related to bio-psycho-social-cultural-spiritual dimensions of the human response to acute and complex variances in health.
  - 5.1 Political Science (role of government, law, rights, power)
  - 5.2 Philosophy (distributive justice, human rights, epistemology)
  - 5.3 Research & Statistics (conceptual phase)
6. Demonstrate effective learning skills in self-directed, context-based, small-group learning (skills in communication, group dynamics, critical thinking).
7. Demonstrates evidence-based nursing
  - 7.1 Critiques selected components of research studies and at a beginning level, appraises applicability of findings for nursing practice.
  - 7.2 Analyses the relationship among theory, research, and practice in different nursing contexts.
8. Demonstrate competence in using additional information technology to support scholarly activity.

**Textbooks Required:**

Haber, J., McMahon, A.L., Price-Hoskins, P., Sideleau, G.F. (1997). Comprehensive Psychiatric nursing (5<sup>th</sup> ed.). St. Louis: Mosby.

Ross Kerr, J., & MacPhail, J. (1996). Canadian Nursing: Issues and perspectives (3<sup>rd</sup> ed.) St. Louis, MI: Mosby.

Smeltzer, S., & Bare, B.G. (1996). Brunner and Suddarth's textbook of medical-surgical nursing (8<sup>th</sup> ed.). Philadelphia, PA: Lippincott.

Pilletteri, A. (1995). Maternal and child health nursing: Care of the childbearing and childrearing family (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott.

**Recommended:**

Pathophysiology textbook

Pharmacology textbook

Other references as needed

### CLASS SCHEDULE

Date	Week	Learning Package	Lab	Fixed Resource Sessions	Evaluation Process
Sept. 6-8		Nursing Organizations 3.1.5	Orientation to Labs in NS 3900	Unions, Professional Associations & Interest Groups Bridget Faherty Liz Hood Melanie Kotowich	
Sept. 11-15	Week 1	Nursing Organizations 3.1.5	Assessment fluids & electrolytes I.V. therapy		
Sept. 18-22	Week 2	Courtney 3.1.1	Complex wounds	Burns Melanie Kotowich	
Sept. 25-29	Week 3	Jennifer 3.1.2	NG insertion & Ostomy care	Living with Bowel Disease TBA	Triple Jump
Oct. 2-6	Week 4	Doris 3.1.3	CV assessment, Codes, Procedures Review of cardiac enzymes	General Q & A - Sheila & Liz	
Oct.9-13	Week 5	Doris 3.1.3	ABG's, ECG's, JVP's	Roy's Theory - Monique Sedgwick Parse's Theory - Sheila Elliott	
Oct.16-20	Week6	Cindy O. 3.1.4	Suicide & Mental health assessment	Suicide assessment & prevention Barb Campbell	Paper due Oct. 18
Oct. 23-27	Week7		Review and practice - October 24		OSCEs Oct. 25 Exam Oct. 27

## Course Evaluation

Evaluation of Tutorial	15%
Triple Jump	15%
Paper	30%
Exam	40%
OSCEs	Pass/Fail

It is expected that ALL assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of 5% for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper scored at 75% would receive an adjusted grade of 70% if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

### 1. Evaluation of Tutorial (15 marks)

Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course. By the end of the course the student must **consistently** demonstrate appropriate behaviours in order to pass. (See Appendix for Grading Guide for Evaluation of Students in Tutorial). Students are expected to complete a written self-evaluation at the completion of the course, the instructor will complete an evaluation and the grade will be discussed between the tutor and student.

### 2. Triple Jump (15 marks)

See Appendix for Nursing 3900/3940 Triple Jump Marking Guide.

### 3. Term Paper (30 marks)

Each student will write a scholarly paper describing, discussing and analyzing a health care trend\* or issue\*\* related to professional nursing practice.

\*\*Trend -"a general direction and tendency (esp. of events, fashion, or opinion, etc...)" The Concise Oxford Dictionary of Current English, 8th Edition, 1990.

\*\*Issue -"a point in question or a matter that is in dispute, the decision of which is special or of public importance; a point at which a matter is ready for discussion." from LaSor & Elliott (1977). Issues in Canadian nursing, Scarborough, ON: Prentice-Hall.

Suggested topics for this paper are listed below. If a student wants to choose a topic not listed, they are advised to discuss the chosen topic with their tutor to confirm it's appropriateness.

Suggested topics:

- Specialization in nursing
- Nursing unions
- Ethical issues
- Graduate education
- Professional regulatory bodies
- Image of nursing
- Legislation relative to nursing
- Professional boundaries
- Legal issues
- Nursing research
- International nursing
- Nurse abuse
- Organization and financing of health care
- Quality of nurse's worklife

The paper should include:

- definition/description of the issue; discussion/explanation of the trend
- history and/or evolution of the issue/trend (if applicable)
- current factors influencing the issue/trend
- implications for nurses/nursing, clients or the health care system

APA format is required. Papers will be approximately 8-10 pages, exclusive of title page and references.

### 4. Exam (40 marks)

The exam will consist of multiple choice and short answer questions and will include all scenarios and material covered in labs.

5. **OSCEs (Pass/Fail)**

- OSCEs will be graded as either pass or fail
- to achieve a passing grade, all identified essential/critical components of the skill must be demonstrated
- students must pass OSCEs to obtain credit in the course.
- If unsuccessful on first test, opportunity for two retests within the next 5 days can be given. Students will be given remedial work as identified by instructor and student, based on learning needs.
- before booking for a retest, students must show they have completed the remedial assignment.