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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 3900

COURSE OUTLINE

Fall 2002

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CALENDAR STATEMENT:

Nursing 3900: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. Pre- or co-requisites for Post-RPN students: NURS 291.

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 care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health, through the process of CBL.

Course Objectives:

Upon completion of Nursing 3900, the nursing students will be able to:

1. Discuss issues related to the delivery of health care in Canada and their implications for nurses:
 - Registered nurse 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:
 - delegation
 - decision making
3. Apply concepts and principles of Primary Health Care (PHC) in acute and complex practice situations using formal guidelines.
4. Discuss roles of other health professionals.
5. Organize nursing knowledge according to selected models and theories.
 - 5.1 Begin to analyze selected nursing models and theories

- 5.2 Begin to analyze selected models and theories from other disciplines.
- 6. Begin to analyze knowledge related to biological, psychological, sociological, cultural, and spiritual dimensions of the human response to acute and complex variances in health.
 - 6.1 Political Science:
 - role of government, law, rights, power
 - 6.2 Philosophy:
 - distributive justice
 - human rights
 - epistemology
 - 6.3 Research & Statistics:
 - conceptual phase
- 7. Demonstrate competence with self-directed, context-based, small-group learning:
 - communication
 - group dynamics
 - critical thinking
 - peer support and evaluation
 - self evaluation
 - group leading
- 8. Demonstrates evidence-based nursing
 - 8.1 Critiques selected components of research studies and at a beginning level, appraises applicability of findings for nursing practice.
 - 8.2 Analyses the relationship among theory, research, and practice in different nursing contexts.
- 9. Demonstrate competence in using additional information technology to support scholarly activity.

NS 3900 Core Concept Map and Working Definitions for Core Concept Map (2002)

NURS 390

	Thomas	Jennifer Hardy	Doris Mary Lawrence	Cindy O.	Nursing Organizations
	Boy (5 YO), preschool, with extensive burns	Adult (39 YO) middle aged female experiencing body image change, IBD	Adult female with cardiac disease and arrest, I.A and rehabilitation	Adolescent female with mental illness – Bipolar & eating disorder	Annual meeting of nursing association
FOCUS BOX	Family-centred care Care of the child with extensive burns Care of hospitalized child	Inflammatory Bowel Disease (IBD) Colectomy Ileostomy	Myocardial Infarction (MI): onset of symptoms to rehab Cardiac rehabilitation	Mental Health Crisis intervention; Individual and family Community mental health services Suicide risk assessment & prevention Nursing care – Bipolar Disorder	Role & responsibilities of local, provincial, national, and international nursing organizations
CLIENT Individual	Preschool aged child (5 YO) Child with developmental delays Self Image	Middle aged female (39 YO) Body Image Sexuality	Elderly female (69 YO) Life threatening illness Sexuality	Adolescent female (15 YO) Self esteem	
Family	Family as unit of care	Common law relationships	Context, divorced Children returning	As client in crisis	
Group / Aggregates	Stigma of disfigurement		MI survivors	Stigma/stereotype mental illness	
Community					
HEALTH Health Determinants	*Selected	*Selected	*Selected	*Selected Biology & genetic endowment	*Selected
Health Promotion	Farm safety Public awareness Education	Healthy body image Sexuality	Lifestyle	Suicide prevention Eating disorder	
Epidemiology	Descriptive Epi: - Burns - Farm accidents Levels of Prevention: - Primary: education, public awareness campaigns - Tertiary: focus on emergency care and burn management	Descriptive Epi: - IBD Levels of Prevention: - Tertiary	Descriptive Epi: - CAD, MI, cardiac arrest, angioplasty, CABG Levels of Prevention: - Primary: education, denial/minimizing symptoms; education re: gender differences - Secondary: - BP, fitness testing, lipid monitoring, BMI, body fat testing - Tertiary: CABG, Medic Alert	Descriptive Epi: - Bipolar Disorder, eating disorder, suicide, adolescent adjustment reaction Levels of Prevention: - Primary: education, re: suicide prevention; crisis lines - Secondary: - screening suicide risk & depression - Tertiary: crisis intervention	
Common Life Experiences	*Selected	Chronic/acute illness	Fear/anxiety Denial	*Selected Crisis/coping	
Alterations in Health	Burns Fluid shift / electrolytes Wounds/healing Infection Debridement Grafting	IBD: - Crohn's - Ulcerative Colitis Herpes Zoster	CAD MI Cardiogenic shock Situational depression CHF	Differential diagnosis: - Bipolar Disorder - Eating disorder - Suicidal ideation - Adolescent adjustment reaction Depression	

*Selected: those appropriate to the scenario - see working definitions.

NURS 390

	Thomas	Jennifer Hardy	Doris Mary Lawrence	Cindy O.	Nursing Organizations
Primary Health Care	Equitable distribution Cost of burn treatment Appropriate technology	All	Equitable distribution: accessibility Appropriate technology (related to gender)	All	
NURSING Discipline	Roy: Introduction CFAM Nursing research	Roy Nursing research	Roy Nursing research	Parse Nursing research	Historical aspects of professional nursing
Profession			Personal Directives Act	Review Mental Health Act	<p>Criteria for a profession</p> <ul style="list-style-type: none"> • Education <ul style="list-style-type: none"> o Baccalaureate entry o Continuing competence • Services to society <ul style="list-style-type: none"> o Nursing practice standards o Code of Ethics • Autonomy: <ul style="list-style-type: none"> o Licensure & registration • Organizations <ul style="list-style-type: none"> o Professional (AARN, CNA, ICN) o Educational (CAUSN, ANEA, NEPAB) o Union (UNA, NFNU) o Special interest groups <p>Issues</p> <ul style="list-style-type: none"> • Changing scope of practice • Balancing labour supply & demand • Health Professions Act • Political activism (Initiative 301) • Healthy Nurses / Healthy Workplaces • Casualization • Fiscal restraints: staff mix ratios • Nursing as a point of entry for health care • Student registration with professional organizations
Practice	Roles: Collaborator – multi-disciplinary team Settings: Pediatric ICU, Burn Unit, Pediatrics, OPD, Medivac Care of clients with severe burns Care of the family in crisis – hospital Care of the hospitalized child Developmentally appropriate care	Roles: consultant – ETN Settings: Acute care Care of client with IBD Perioperative care after bowel surgery	Roles: Settings: CCU, ICU, cardiac stepdown unit, rehab Care of the client following MI	Roles: Settings: Acute psychiatry, mobile crisis intervention team, community Care of the client with: <ul style="list-style-type: none"> - Bipolar disorder - Eating disorder - Suicidal ideation - Adolescent adjustment reaction 	
Research & Statistics	Research Problem Literature Review Theoretical / Conceptual	Descriptive Research Designs: a) Qualitative i. Phenomenology	Descriptive Research Designs (continued): a) Quantitative i. Experimental	Population & Sampling a) Probability & non-probability methods b) Identifying	Descriptive statistics a) Levels of measurement b) Measures of central

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NURS 390

	Thomas	Jennifer Hardy	Doris Mary Lawrence	Cindy O.	Nursing Organizations
Research & Statistics (continued)	framework Research questions & hypotheses (variables)	i. Ethnography ii. Grounded theory iii. Action research b) Historical Rigour in qualitative research	ii. Non-experimental - Descriptive - Correlational iii. Control in quantitative studies (threats to internal & external validity)	appropriate methods for designs	tendency (mean, mode, median) c) Measures of variability (range, percentile rank, standard deviation, standard scores)
PHARMACOLOGY	Empirics Analgesics in children Anti-infectives Antibiotics Antifungals Anaesthetic agents	Immunosuppressants Anti-inflammatories Fluid & electrolyte replacement Total parenteral nutrition (TPN) Antidiarrheals Antivirals	Vasodilators Antiarrhythmics Cardioglycosides Thrombolytics Beta adrenergic blockers Calcium channel blockers Antiplatelets	Mood stabilizers Tricyclic antidepressants MAO inhibitors Other antidepressants	
CULTURE					
SUGGESTED LABS	Complex wounds & dressings Assessment of preschool child	Ostomy care & Nasogastric (NG) tube insert TPN Blood transfusion	ECG interpretation JVP assessment Code Blue Review Cardiovascular assessment	Mental Health Crisis Inpatient Risk assessment: suicide Nurse/client safety: restraints	

Support Courses	Thomas	Jennifer Hardy	Doris Mary Lawrence	Cindy O.	Organizations in Nursing
	Boy (5 YO), preschool, with extensive burns	Adult (29 YO) middle aged female experiencing body image change, IBD	Adult female with cardiac disease and arrest, Tx and rehabilitation	Adolescent female with mental illness - Bipolar & eating disorder	Annual meeting of nursing association
ANATOMY	Fluid/ electrolyte	Autoimmune	CV		
PHYSIOLOGY	Fluid/ electrolyte	Autoimmune	CV		
PSYCHOLOGY		Infertility	Affective / mood	Suicide	
SOCIOLOGY		Infertility	Affective / mood	Suicide	
MMID	Wound infection		Infectious diseases (affecting women)		
PHILOSOPHY		Reproductive issues	Distributive justice	Suicide	
POLITICAL SCIENCE	Roles of government	Reproductive issues	Gender issues	Mental Health Act	

*Selected: those appropriate to the scenario - see working definitions.