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

*Revised: June 2000*

**Nursing 3940**  
**COURSE OUTLINE**  
**Winter, 2001**

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Tutorial Hours:	Monday and Wednesdays 1000 – 1250 Liz's group B208 Melanie's group A213
Fixed Resource Hours:	Friday 1000 – 1250 B304
Lab Hours:	L1 – Tuesday 0830-1120 L2 – Wednesday 1430-1720

**CALENDAR STATEMENT: \*5(fil10) (winter, 0-6s-3 in 7 weeks)**

Continuation of NURS 3900 with increasing situational complexity. Prerequisites for Collaborative students: NURS 3900 & (NURS 3910 or NURS 3950). Prerequisites for Program-1 Post-RN students: NURS 3930, NURS 3960. Prerequisites for Program-2 Post-RN students: NURS 3900, NURS 3910.

**COURSE HOURS:            Lecture: 0    Seminar: 6    Lab: 3 (in 7 weeks)**

**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 remains on care of clients (individuals, families, groups) in institutions and communities 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 (poverty, elder abuse, respite, nurse abuse, case management, resource allocation, intersectorial collaboration, institutionalization).
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 settings.
4. Organize nursing knowledge according to selected models and theories.
  - 4.1 Analyses selected nursing models and theories (McGill, Roy, Watson, Parse).
  - 4.2 Analyses selected models and theories from other disciplines (Population Health Model, program development models).
5. Analyses 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 (inferential statistics, critiquing)
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. Demonstrates competence in using additional information technology to support scholarly activity.

### Required Textbooks

Millar, H., & Millar, M. (1999). Sick buildings and sick schools. Vancouver, BC: NICO Environmental Health Strategies. (available from Kathy W.)

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

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

Stewart, M. J. (1999). Community nursing: Promoting Canadian's health. Toronto: W. B. Saunders.

Pathophysiology textbook

Pharmacology textbook

### Course Evaluation

Evaluation of tutorial	15%
Test #1	20%
Test #2	25%
Paper	40%
OSCEs	Pass/fail

### Assignment Policy

All assignments are to be passed in at the time and place they are due. Extensions on assignments 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 1600h and must be verified (stamped with date and time) by nursing office personnel.

#### I. Evaluation of tutorial (15%)

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 the following behaviours in order to pass (see appendix for grading guide for students in tutorial). Students are expected to complete a written self-evaluation at the completion of the course. The tutor will complete an evaluation and the grade will be discussed between the student and the teacher.

2. **Test #1 (20%) and Test #2 (25%)**

The tests will consist of multiple choice and short answer questions and will include material from the seminar discussion of scenarios and covered in labs. The content for the exams will be discussed prior to the test date.

3. **Term Paper (40%)**

The term paper is intended to offer the opportunity to explore a particular concept seen in nursing practice in more depth. Students will select one of the concepts listed below and review and synthesize literature related to the chosen concept. Nursing assessments and interventions related to the chosen concept should be included. Articles related to "concept analysis" and "review of the literature" may be especially helpful with this assignment.

Length – 12-15 double spaced pages in APA format

Some of the questions to be answered in the paper:

- What is the definition of the concept?
- Is there agreement among authors of the definition?
- Are there related concepts? What are they?
- How is the concept explained in the literature and what population(s) of clients might experience issues related to this concept?
- How is this concept related to health and/or illness?
- What assessments should the nurse make to determine whether the client is experiencing issues related to this concept? Are there any tools in the literature to assist nurses with this assessment?
- What nursing interventions are indicated for clients experiencing issues related to this concept?

Select **one** of the following concepts:

Loss/grief	control/power	trust
Stress/coping	hope/hopelessness	symptom management
Uncertainty	caring	attachment
Spirituality	chronicity	presence
Stigma	dyspnea	hardiness/resiliency
Empowerment	quality of life	
Pain	self-efficacy/self-esteem	

4. **OSCEs** (pass/fail)

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

**Class Schedule 3940**

Date	Week	Learning Package	Labs	Fixed Resource	Evaluation
Jan 1-7	Week #1	3.2.1 "The Webbs"	Intro to labs (all)	Lana Curle (tentative)	
Jan 8-14	Week #2	3.2.1 "The Webbs"	Managment of cognitive impairment	HOPE Melanie K.	
Jan 15-21	Week #3	3.2.2 "Matt Boychuk"	Assessment CNS Blood administration TPN	Pharmacology Liz and Melanie	
Jan 22-28	Week #4	3.2.2 "Matt Boychuk"	Intravenous Therapy		Test #1
Jan 29-Feb 4	Week #5	3.2.3 "Johnny Worthington"	Focus Assessment	High Risk Obstetrics (tentative)	
Feb 5-11	Week #6	3.2.4 "The Jacobs"	Tuesday - Review (all) Wednesday - OSCE (all)	AIDS Prison Nursing (tentative)	CSCE
Feb 12-18	Week #7	3.2.4 "The Jacobs" 3.2.5 "The Inmates"	Values Clarification		Paper Due
Feb 20-24	Week #8	3.2.5 "The Inmates"			Test #2