



**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, 2003

Instructors:

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Tutorial Hours:	Tuesday/Thursday 0830-1120 A3 (Liz's group) A308 B3 (Melanie's group) H223 C3 (Colleen's group) G118
Fixed Resource Hours:	Monday 1300-1550
Lab Hours:	L1 – Monday 0830-1120 L2 – Wednesday 0830-1120 L3 – Friday 0830-1120

CALENDAR STATEMENT:

Nursing 394 – Nursing in Context CI *5 (7/10) (second term, 0-6s-3 in 7 weeks)
Continuation of NURS 390 with increasing situational complexity. Prerequisites for Collaborative students: NURS 150, 151, 390, 391, 395). Prerequisites for Post-RPN students: NURS 390 & pre-or corequisite of NURS 391. Prerequisites for Program-1 Post-RN students: NURS 393, 397. Prerequisites for Program-2 Post-RN students: NURS 390, NURS 391.

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

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 remains on care of clients (individuals, families, groups) in institutions and communities experiencing acute and complex variances in health, through the process of CBL.

COURSE OBJECTIVES:

Upon completion of Nursing 394, the nursing student will be able to:

1. Discuss issues related to the delivery of health care in Canada and their implications for registered nurses:
 - poverty
 - elder abuse
 - respite
 - nurse abuse
 - case management
 - resource allocation

- intersectorial collaboration
 - institutionalization
2. Discuss roles and functions of registered nurses in acute and complex settings:
 - delegation
 - decision making
 3. Discuss roles of other health professionals.
 4. Apply concepts and principles of Primary Health Care (PHC) in acute and complex practice settings.
 5. Organize nursing knowledge according to selected models and theories.
 - 5.1 Analyze selected nursing models and theories
 - 5.2 Analyze selected models and theories from other disciplines
 6. 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 and Statistics
 - inferential statistics
 - critiquing
 7. Demonstrate competence with self-directed, context-based, small-group learning:
 - group leading
 - communication
 - group process
 - critical thinking
 - peer support and evaluation
 - self-evaluation
 8. Demonstrates competence in using additional information technology to support scholarly activity.

- 8.1 Critique selected components of research studies and, at a beginning level, appraise applicability of findings for nursing practice.
- 8.2 Analyze the relationship among theory, research, and practice in different nursing contexts.
9. Demonstrate competence in using additional information technology to support scholarly activity.

Required Textbooks

- Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2000). *Medical-surgical nursing: Assessment and management of clinical problems* (5th ed.). Toronto: Mosby.
- 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* (2nd ed.). Philadelphia: Lippincott.
- Smeltzer, S., & Bare, B. G. (2000). *Brunner and Suddarth's textbook of medical-surgical nursing* (9th ed.). Philadelphia: Lippincott.
- Stewart, M. J. (2000). *Community nursing: Promoting Canadian's health* (2nd ed.). Toronto: W. B. Saunders.

Pathophysiology textbook
Pharmacology textbook

Recommended Texts:

Laboratory values textbook
Care Plan 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.

1. Evaluation of tutorial (15%)

Attendance at CBL tutorials/labs 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. Peer evaluation will also be a part of the final evaluation. The tutor will complete an evaluation and the grade will be discussed between the student and the instructor.

Attendance at FRS is highly recommended. Any material covered in FRS is testable.

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%)

A. Outline for Paper – 10%

B. Paper – 90%

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.

Important: You must pick a particular client population with which to relate the concept. For example, pain in children under 10 or spirituality in the palliative client

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 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?
- What does the research say about this concept and client population?

Select **one** of the following concepts or obtain approval of instructor for a concept not listed below:

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 6-10	Week #1	"The Webbs"	Management of cognitive impairment	Lana Curle (tentative)	
Jan 13-17	Week #2	"The Webbs" Start "Carrie and Scott McKenzie"	Assessment CNS Blood administration TPN	Pharmacology Review/APA Review	
Jan 20-24	Week #3	"Carrie and Scott McKenzie" Start "The Jacobs"	Intravenous Therapy	Test #1	Test #1 Paper Outline Due Jan 24
Jan 27, Jan 31	Week #4	"The Jacobs"	Focus Assessment	OSCE practice	
Feb 3-7	Week #5	"The Jacobs" Start "Johnny Worthington"	Lab practice time	Organ Donation	OSCE Testing
Feb 10-14	Week #6	"Johnny Worthington" Start "The Innates"	OSCE testing in lab time	AIDS Prison Nursing (tentative)	Paper Due Feb 10
Feb 17-21	Week #7	"The Innates"	Values Clarification All groups Feb 20		Test #2 Feb 21