

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College  
Grant MacEwan Community College  
Keyano College  
Red Deer College  
University of Alberta

W.O.O

**Nursing 3940**

**COURSE OUTLINE**

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

**Lab Tutor:** Teresa Bilou, RN, BScN  
Office: H227, phone: 539-2805

**CALENDAR STATEMENT: Nursing in Context C1**

\*5(f10) (winter, 0-6s-3 in 7 weeks)

Continuation of NURS 390 with increasing situational complexity. Prerequisites for Collaborative students: NURS 390 & (NURS 391 or NURS 395). Prerequisites for Post-RPN students: NURS 390 & Pre or corequisite of NURS 391. Prerequisites for Program-1 Post-RN students: NURS 393, NURS 397. Prerequisites for Program-2 Post-RN students: NURS 390, NURS 391.

**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 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 Begins to analyze selected nursing models and theories (Roy, Parse).
  - 4.2 Begins to analyze selected models and theories from other disciplines (program development models).
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 (inferential statistics, critiquing)
6. Demonstrate effective learning skills in self-directed, context-based, small-group learning (skills in communication, group dynamics, critical thinking).
7. Do a comparative analysis of selected published research using formal guidelines (empirical and interpretive phases).
8. Demonstrates competence in using additional information technology to support scholarly activity.

### Textbooks Required

Millar, H., & Millar, M. (1999). Sick Buildings and Sick Schools. Vancouver, BC: NICO Environmental Health Strategies. (available from K. Weber).

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

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

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

Pathophysiology textbook  
Pharmacology textbook  
Other references as needed

**CLASS SCHEDULE**

<b>Date</b>	<b>Week</b>	<b>Learning Package</b>	<b>Lab</b>	<b>Fixed Resource Sessions</b>	<b>Evaluation Process</b>
Jan. 3-7	Week 1	3.2.1 Webbs	No labs	Lana Curle	
Jan. 10-14	Week 2	3.2.1 Webbs 3.2.2 Matt B.	#1 Mgmt. Of cognitively impaired		
Jan. 17-21	Week 3	3.2.2 Matt B. 3.2.3 Johnny W.	#2 CNS, Blood/TPN, Central lines	Sharon Peterson	
Jan. 24-28	Week 4	3.2.3 Johnny W.	#6 Physical assessment		Jan. 28 Test #1
Jan. 31- Feb. 4	Week 5	3.2.5 Inmates	#6 Physical assessment	Pat Leithead	Feb. 4 Paper due OSCE #1
Feb. 7-11	Week 6	3.2.5 Inmates 3.2.4 Jacobs	#5 Values clarification	Monique Sedgwick	
Feb. 14-18	Week 7	3.2.4 Jacobs	Feb. 15 Review Feb. 17 OSCE #2		Feb. 17 OSCE #2 Feb. 18 Final Exam
Feb. 21-25		<b>READING</b>	<b>WEEK</b>		

## Course Evaluation

Evaluation of Tutorial	15%
Test #1	20%
Test #2	25%
Paper	40%
OSCEs	Pass/Fail

It is expected the 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 %)

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 Evaluation of 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 tutor and the student.

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

The exams will consist of multiple choice and short answer questions and will include material from the seminar discussion of scenarios and covered in labs. Test #1 will cover content from LP 3.2.1 and LP 3.2.2. Test #2 will cover content from LP 3.2.3, LP 3.2.4 and LP 3.2.5

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

This 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 selected 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.

The paper should be 8-10 pages excluding title page and references. APA format is required.

Some of the issues/questions you might want to include in your paper are:  
What is the definition of the concept? Is there agreement among authors on a single definition?

Are there related concepts? What are they?

Explain the concept and identify what population(s) of clients might experience this concept? What are some examples?

How is this concept related to health and/or illness?

What assessments should the nurse make to determine whether the client is experiencing this concept?

What nursing interventions are indicated for clients experiencing this concept?

Select **one** of the following concepts:

loss/grief	control/power
stress/coping	hope/hopelessness
uncertainty	caring
change theory	chronicity/chronic illness
spirituality	dyspnea
stigma	quality of life
empowerment	transition
pain	self-efficacy
attachment	presence
trust	collaboration

### 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.