



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

OCT 15 1998

Nursing 1900: Nursing in Context A

Course Outline

Fall of 1998

Adapted for Grande Prairie Regional College

Nursing Program

**Nursing 1900 Nursing in Context A
Course Outline - Fall 1998**

Course Description: This course provides an introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation will be introduced. Health assessment and basic nursing skills will be introduced.

Course Hours: *7 (0-6s-4) in 10 weeks,
6 hours seminar(tutorial), 3 hours lab, 4 hours fixed resource session per week X 10 weeks.

<u>Tutors</u>	<u>Office</u>	<u>Phone</u>	<u>Group</u>
Chris Beran	H228	539-2896	C2
Rose-Aline Begalke	H218	539-2758	B2
Sharon Peterson	H201	539-2784	A2

Resource Persons:

<u>Discipline</u>	<u>Resource Person</u>	<u>Office</u>	<u>Phone</u>
Anatomy & Physiology	Dr. Sean Irwin	J 223	539-2860
Medical Microbiology	"	"	"
Psychology	Dr. Kendel Tang	C 427	539-2867
Sociology	Dr. Laurie Nock	C 215	539-2830

Potential Resource People

Political Science	Dr. Scott McAlpine	C 312	539-2982
Philosophy	John Langenbach	C 401	539-2992

Course Objectives:

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be integrated throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

Upon completion of Nursing 1900, the nursing student will be able to:

1. Discuss organization of health care in Canada (i.e., health care delivery systems, ideologies, primary health care model, health promotion, disease and injury prevention, health determinants).
2. Discuss roles and functions of professional nurses in health promotion and disease and injury prevention (i.e., communication, professional attitudes and values, legal and ethical responsibilities).
3. Discuss methods of organizing knowledge for nursing (i.e., nursing models and theories).
4. Recognize the impact of biological, psychological, spiritual, sociological, cultural factors on the human response.
 - 4.1 Apply knowledge of growth and development of toddler/preschooler, school age, young and older adult.
 - 4.2 Apply knowledge from the disciplines of:
 - 4.2.1 Physiology: respiratory, central nervous system, gastrointestinal system, age related changes, stress, special senses and joints.
 - 4.2.2 Psychology: history of psychology; research and statistics; brain, nervous system and behaviour; growth and development (physical, cognitive, social/emotional), sensation and perception, consciousness and sleep, stress, memory, special senses, classic and operant conditioning, ethnicity, and gender.
 - 4.2.3 Sociology: modern family forms, role of family in socialization, relationship of family to health care, relationship of education to life change, family situation and health, stigma, deviance, drugs, marginalization, peer group culture, inequality, ethnicity, aging, culture, gender and sports, and violence/abuse.
 - 4.2.4 Medical Microbiology: compromised host, host defences, normal flora, classification of organisms, aging and the immune system, infections and the elderly, communicable diseases, infection (upper and lower respiratory system, lower gastrointestinal system), and infection control.

- 4.2.5 **Philosophy:** health, values clarification, cultural relativism, ethical issues, confidentiality, informed consent (including minors), professional ethics, research ethics, obligation to assist, legal role in emergencies, just allocation of resources, and competence.
- 4.2.6 **Political Science:** feminism and gender politics; politics and health care delivery, allocation of scarce resources, evolution of the health care policy, sexual division of labour, government policies related to child care, aging, reproductive, issues, persons with disabilities, interest groups, health and all levels of government, government intervention, equality, and globalization.
- 4.2.7 **Anatomy:** cell, reproductive systems, integumentary system, respiratory system, ears, nose, throat, eyes, gastrointestinal system, nervous system (central and peripheral, spinal cord, brain), tissue types, skeletal muscles, genitourinary, heart and blood vessels, joints, and surface anatomy of the body.
- 4.2.8 **Pharmacotherapeutics:** classification of drugs, 5 rights for administering medications, medications for asthma, medications (laxatives, hypnotics, analgesics, H₂ antagonists), and polypharmacy
- 4.2.9 **Pathophysiology:** allergy, sensitivity, anaphylaxis, cerebral palsy, dyslexia, asthma, cystic fibrosis and genetics.
5. Demonstrate effective learning skills in self-directed, context-based, small group learning (i.e., skills in group dynamics, communication, critical thinking, and identify, seek out, and effectively use various learning resources)
6. Describe elements of evidence-base nursing practice.
7. Demonstrate beginning competencies in selected nursing skills (communication skills; stress management techniques; handwashing and Universal/Standard Precautions; health history; therapeutic communication; First Aid; vital signs: temperature, pulses, respirations, blood pressure; 5 rights for administering medications; the 4 basic skills used in physical assessment: inspection, percussion, palpation and auscultation; assessment of vision, hearing, mental status; client education (principles of teaching and learning)

Grading System:

Scores from each assignment will be converted at the end of the term into a 9 point grading system.

9 Point Grading System:

<u>Stanine</u>	<u>Percentage</u>	<u>Description</u>
9	90-100%	
8	80-89%	Excellent
7	72-79%	
6	65-71%	Good
5	57-64%	
4	50-57%	Pass
3	45-49%	Fail
2	26-44%	
1	0-25%	

Attendance:

Attendance and participation is required of all students in seminars (tutorials) and labs. It is recommended that students attend all fixed resource sessions.

Absences:

Students are asked to discuss the absence with the Tutor to determine the most appropriate way to make up missed tutorials and labs.

Assignments:

Assignments are to be submitted as scheduled in the course unless an extension has been granted by the tutor.

All term papers are to be submitted in appropriate format for scholarly work using A.P.A. Late assignments will be deducted 5% per day.

Changes to Course Outline:

Changes to course outline will be made with the mutual consent of the course Tutors and students involved.

Required Learning Experiences:

In Nursing 1900, students will work through five Learning Packages.

NS 1900 Course Schedule**Tutorials, Labs and Fixed Resource Sessions****Tutorials**

All Sections			Room
A2	Mondays, Wednesday, Friday	1000 - 1200	B307
B2	Mondays, Wednesday, Friday	1000 - 1200	D213
C2	Mondays, Wednesday, Friday	1000 - 1200	H223

Students will work in small groups of nine or ten, guided by a Tutor, with the focus on addressing potential health care issues and/or solving clinical problems through the use of scenarios/case studies. The scenarios are about real people and/or health issues and provide the starting point for student learning. Tutorial groups meet three (3) times per week for two (2) hour sessions.

Labs

Section AL1	Monday	1330-1630	H225
Section BL1	Wednesday	1330-1630	H225
Section CL1	Friday	1330-1630	H225

A three (3) hour lab practice session, guided by a Tutor, is scheduled each week for individualized groups of students. Labs are experiential in nature, therefore students are expected to come to lab prepared for hands-on learning.

Lab content includes:

communication skills	development of group skills
stress management techniques	MMID (medical microbiology)
research, interviewing skills	clinical decision making
vital signs	
assessment knowledge and skills related to aging	
vision	
hearing	
client education	

Fixed Resource Sessions for Support Course

All Sections	Tuesday	9:00 - 1200	H211
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These one (1) to three (3) hour sessions are scheduled once per week and facilitate student access to experts or resources. All disciplines may participate in these sessions. Some fixed resource sessions are pre-planned to accommodate concepts that are less easily understood and to introduce students to the Resource People. Students are encouraged to request other sessions based on their identified learning needs arising from the scenarios.

Fixed Resource Session for Nursing

A one(1) hour session has been set aside on Wednesday from 9:00 - 9:50 for any nursing theory that is best learned through the expertise presentation by instructors or guest speakers. Topics that will be presented are as follows: The Canadian Health Care System, nursing theories and models, aspects of primary health care.

Evaluation of Students in NS 1900

In order to pass Nursing 1900, students must consistently demonstrate satisfactory performance in Context-based Learning tutorials (see Criteria for Evaluation of Student Behaviours in CBL, p. 7) and complete the following requirements:

I. Term Paper: "What is Health?"

Value: 15%

Due: Part A Week 3

Part A

The first part of the assignment is designed to assist the student to develop a paper describing health and the nurse's role in health promotion. Definitions of health, the determinants of health and the nurse's role in health promotion should be addressed. The student will develop an outline for the paper, an introductory paragraph that provides a clear statement of the central idea, and a reference list using a minimum of one (1) current journal article, one (1) source from the Internet, and one (1) from a reference book. Feedback on the content and quality of Part A will be provided by the Tutor. Part A will not receive a grade but will be used as a basis for Part B.

Part B

Due: Week 8 (6)

The second part of the assignment is based on the student's work in Part A and should incorporate the Tutor's feedback. The paper is submitted in APA format and is 5-7 typed pages in length. A grade for the paper will be received at the completion of Part B.

2. Triple Jump

Value: 15%

Due: Week 6

The triple jump is a three part evaluative procedure which assesses the student's knowledge, self-directed learning abilities, problem-solving abilities, and critical thinking skills.

Part 1

The student or students are given a case or scenario. Individually, the students then identify issues or areas of knowledge relevant to the case, the learning objectives and the course objectives. Individually or as a group, the students then select the issues which require in-depth research and provide rationale for these choices which are submitted to the Tutor for marking. During this marking phase the Tutor prepares specific questions related to the issues chosen by the student or students to be addressed in the third part.

Part 2

The students search for information from written and/or verbal sources. This part is to be completed within a predetermined time period, usually about two hours.

Part 3

During this final part, the student or students write a short essay or conduct a discussion guided by the questions prepared by the Tutor. This final step is marked by the Tutor.

3. OSCE (Objective Structured Clinical Evaluation)

Value: 30%

Due: Week 7 &
Week 10

The OSCE is an objective evaluation procedure used to assess achievement of competence in a wide range of knowledge and variety of clinical skills. Students rotate through a series of timed stations varying in length from 5 to 30 minutes. At each station students are asked to perform a specific task such as taking a patient history, performing a health assessment, or demonstrating specific communication or psychomotor skills. Examiner stations, where an observer scores student performance, may use a standardized patient or mannequin. At marker stations, students are asked to answer written questions or interpret data, which are then graded.

4. Student Participation in CBL (tutorials)

Due: Week 5&10

At the completion of Nursing 1900, students will receive written feedback from the Tutor based on the student's performance in tutorials. Students will be evaluated on their group skills and functioning in a group, learning skills and preparation for tutorials, knowledge development, critical thinking and reasoning skills, and skills in giving feedback.

5. Tests

Test #1	**Value: 20%	Week 5
Test #2	**Value: 20%	Week 10

Content from the support courses is tested separately, tests/exams set by the Resource will be scheduled by them in consultation with the tutors. Please check the support course outlines for testing dates. All tests (except for final exams required by some support courses) occur during a fixed resource session.

****Percentages allotted to the exams refers to the percentage toward the grade in Nursing.**
Resource People in the support courses designate the percentage of the test that goes toward the final grade in their courses.

Equipment:

Stethoscope
Penlight

Textbook Resources:

It is strongly recommended that students consult journals, textbooks, dictionaries, web sites, and databases. A personal reference library is useful.

Bates, B., Nickley, L.S. & Hoekelman, R.A. (1995) A Guide to physical examination & History taking (6th ed.). Philadelphia: J.B. Lippincott.

Canadian Nurses Association. (1997). Code of ethics for registered nurses. Ottawa. Author.

Craig, G.J. (1996). Human Development. New Jersey, Prentice Hall.

Potter, P.A., & Perry, A.G. (1997). Canadian fundamentals of nursing. Toronto. Mosby.

Stewart, M.J. (1995). Community Nursing: Promoting Canadian's Health, Toronto, Canada, W.B. Saunders

Thomas, C.L. (1997). Taber's Cyclopedic Medical Dictionary (18th Ed.). Philadelphia: F.A. Davis.

Support Courses - Psychology
Sociology
Anatomy & Physiology