

University of Alberta
Collaborative Baccalaureate Nursing Program
with
Grande Prairie Regional College

Nursing 2030
Nursing Care of Individuals Within Families:
Adult/Older Adult
*9(4-0-15)UT

Lecture Section: A2 classroom E311
Clinical Sections: AC1 to AC3

Fall Term 1996

Faculty:

Course Leader/Lecturer: Monique Sedgwick, RN, MN
Office: H216
Office Phone: 539-2757
Office Hours: Monday 1430-1600
Friday 0800-0930
or by appointment

Lecturer: Mary Spoke, RN, MSc
Office: H214
Office Phone: 539-2761
Office Hours: Monday and/or Friday by appointment

Grande Prairie Regional College
Department of Nursing
Nursing 2030
Nursing Care of Individuals Within Families:
Adult/Older Adult

Credit Value:	*9(4-0-15)UT
Minimum Course Hours:	Classroom 52 (MF 10:00 - 11:50) Clinical 195 (TW 0700 - 1500)
Room:	E311
Lecturers:	Monique Sedgwick Office: H216 Mary Spoke Office: H214

PRE/COREQUISITE:

NS 2010, NS 2020

COURSE DESCRIPTION:

This course focuses on the nursing care of adults/older adults who have a wide range of acute and chronic organic health problems. Particular attention will be given to illnesses that occur at different stages of the adult lifecycle (e.g., young adult, older adult) and the effects of the illness on the individual and family. The research and theory related to the various health problems will be covered. The nursing practice will provide the students with the opportunity to apply and integrate this knowledge with increasing independence and self direction.

COURSE OBJECTIVES:

1. To examine and integrate theoretical, empirical, and clinical knowledge from nursing and other disciplines in the provision of nursing care of individuals within families who are affected by an organic health problem.
2. To implement processes of nursing utilizing a nursing model in a variety of nursing practice situations.
3. To demonstrate critical thinking, self-directiveness and an increasing ability to make clinical judgements within nursing practice.
4. To demonstrate scholarly and professional behaviour in both academic and nursing practice components of the course.
5. To explore ethical and legal aspects of patient care issues related to the nursing care of the

adult/older adult.

6. To apply Health Promotion and Primary Health Care principles in nursing individuals.
7. To provide safe nursing care with increasing independence.

COURSE CONTENT:

Utilizing a variety of methodologies, students will explore and gain an understanding of:

1. The impact of hospitalization/illness on individuals and their families.
2. Nursing implications associated with common diagnostic procedures.
3. Medical interventions and nursing care for adults with alterations in their body systems.

COURSE STRUCTURE AND ESSENTIAL LEARNING EXPERIENCES:

Nursing 2030 is comprised of two components:

1. Nursing theory (a general guide outlining the sequence of topics covered will be made available during class time).
2. Nursing practice (clinical and lab).

It is intended that the classes, lab and clinical practice will promote active involvement in self-directed learning, critical thinking and problem-solving. In addition to classes, laboratory practice, and clinical experiences, students will have an opportunity to participate in an O.R. observation follow through and may have an opportunity to observe diagnostic and treatment procedures.

Students are expected to be adequately prepared for and actively participate in classroom, laboratory, and clinical activities. Attendance during clinical experience is expected. Students who will be absent from the clinical experience for any reason are held responsible for notifying the agency unit prior to the beginning of the scheduled shift.

EVALUATION CRITERIA:

In order to obtain credit for Nursing 2030, students must successfully complete **both** the theory and clinical components of the course. As per the University of Alberta Collaborative Baccalaureate Nursing Program Student Handbook, a grade point average of 4 is the minimum passing grade for this course. Please review the Student Handbook for further information pertaining to academic performance requirements.

I. Nursing Theory Component:

Examinations:	Marks:	Date:
1. Midterm Examination	20%	October 18, 1996
2. Final Examination	35%	TBA
Papers:		
1. O.R. Follow Through	35%	December 2, 1996
2. Research Review	10%	November 15, 1996

NOTE: The examination format will consist of multiple choice, true and false and short answer questions. Guidelines for the written assignments are attached.

9 Point Grading System	Grade	Equivalent in Percentage
	9	90-100%
	8	82-89%
	7	74-81%
	6	66-73%
	5	58-65%
	4	50-57%
	3	42-49%

2. Clinical Component:

The nursing practice component will be evaluated on a pass/fail basis. Each clinical instructor will assess the progress of the student throughout the rotation based on the performance criteria outlined in the Nursing Practice Evaluation Tool (attached to the clinical outline). In order to achieve a mark of **Pass**, the student is expected to meet the expected promotional criteria (in bold letters) for each item in the Nursing Practice Evaluation Tool. Evaluations will be discussed during a mutually arranged interview time.

Laboratory skills examination will require students to demonstrate given lab skills which will be determined at the time of the examination. A lab practice day will be scheduled on either September 24 or 25, 1996. The Lab Skills Examination will be scheduled for October 1 or 2, 1996. This component is evaluated on a pass/fail basis. In order to pass the clinical component of this course, the student must achieve a mark of **Pass** in the laboratory skills examination.

NOTE: As per the Student Handbook, a current certificate in CPR at the Basic Rescuer level is required prior to the beginning of the clinical experience. Students failing to

maintain current CPR certification will not be allowed into clinical areas.

REQUIRED TEXTBOOKS:

Davies, B., & Logan, J. (1993). Reading research. Ottawa: Canadian Nurses Association.

AND

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

OR

Phipps, W. J., Cassmeyer, V. L., Sands, J. K., & Lehman, M. (1995). Medical-surgical nursing: concepts and clinical practice. St. Louis: Mosby.

Nursing 2030 - Section A2
Tentative Class Schedule and Suggested Preparation

September 6: Introduction

September 9 & 13: Holistic Nursing, Cultural Dimensions of Nursing, and Infection

Readings:

Bradsham, A. (1996). The legacy of Nightingale...spiritual care. Nursing Times, 92 (6), 42-43.

Goddard, N (1995). Spirituality as integrative energy: A philosophical analysis as requisite precursor to holistic nursing practice. Journal of Advanced Nursing, 22 (4), 808-815.

Mornhinweg, G. & Voignier, R. (1995). Holistic nursing interventions. Orthopaedic Nursing, 14 (4), 20-24.

Petersen, B. (1996). The mind-body connection. Canadian Nurse, 92 (1), 29-31.

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.104-114, 163-164, 169-182, 340-344, 350-361). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp.105-109, 111-117, 133-141). Philadelphia: Lippincott.

September 16 & 20: Pain Management

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.443-465). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 180-201). Philadelphia: Lippincott.

Videos:

VHS Pain Management Perspectives: Principles of effective pain control, call # RC 262 .P341

Pain Management Perspectives: The nurse's role-an overview, call # RC 262 .P343

September 23 & 27: Chronic Illness, and Sexuality in Health and Illness

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.187-219, 262-266, 275, 277-284). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 171, 318-327). Philadelphia: Lippincott.

Whipple, B. (1988). Sexual counselling of couples after a mastectomy or myocardial infarction. Nursing Forum, 23, 85-91.

September 30 & October 4: HIV infection & Aids, Cancer, and Death & Dying

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.243-260, 362-435, 439, 2438-2466). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 266-308, 313, 125, 127-131, 1315-1316, 1320, 1329, 1331, 1390-1416). Philadelphia: Lippincott.

Videos:

VHS The human immune system: The fighting edge, call # RC 582 .H84

October 7 & 11: Fluid & Electrolytes, Shock, and burns

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.519-551, 561-584, 2358-2397). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 206-230, 248-263, 611-612, 1546-1584). Philadelphia: Lippincott.

Videos:

VHS Body Fluids: The critical balance, part 1, call # RC 630 .B62 no.1
Body Fluids: The critical balance, part 2, call # RC 630 .B62 no.2

October 18: Midterm Examination

October 21 & 25: Respiratory and Metabolic Acidosis and Alkalosis, and Respiratory Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.552-559, 1057-1071, 1077-1083, 1094-1106, 1116-1150). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 230-235, 480-501, 504-520, 536-537, 566-580). Philadelphia: Lippincott.

Videos:

VHS Acid/Base balance: Metabolic alkalosis and acidosis, call # RC 630 .A25 no.3
Acid/Base balance: Respiratory alkalosis and acidosis, call # RC 630 .A25 no.2

October 28 & November 1: Cardiovascular, Haematologic, and Peripheral Vascular Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.561-584, 814-822, 841-852, 870-883, 885-895, 908-913, 914-928, 943-945). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 248-263, 638-647, 663-672, 680-687, 725-737, 742-765, 779-780). Philadelphia: Lippincott.

Videos:

VHS Code: Cardiac arrest, call # RC 685 .C173 c62

Learning about stroke: Stroke education series, call # RC 388.5 .L42

November 4 & 8: Musculoskeletal and Neurological Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.561-584, 1912-1921, 1924-1933, 1935, 1941-1945, 1946, 1950, 1961-1975, 1983-1997, 2010-2014, 2024-2031, 2044-2057, 2189-2220, 2203-2221, 2224-2255, 2263-2271). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 248-263, 1444-1461, 1464-1466, 1687-1702, 1706-1718, 1725-1736, 1745-1748, 1752-1755, 1767-1775, 1783-1788, 1792-1796, 1801-1804, 1805-1809, 1846-1877, 1910-1936). Philadelphia: Lippincott.

Videos:

VHS Neurologic emergencies, call # RC 346 .N39 c.2

November 15: EENT and Dermatological Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.982-983, 987-988, 1015-1019, 1031-1032, 2079-2098, 2108-2109, 2120-2125, 2127-2128, 2130-2137, 2143-2149, 2151-2153, 2313, 2318-2326, 2330-2332, 2333-2336, 2348-2355). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 148, 341-347, 431-432, 466-467, 469-470, 840, 1438, 1486-1487, 1490, 1497-1504, 1512-1516, 1608-1609, 1612-1618, 1619-1624, 1624-1638, 1647-1657, 1660-1663, 1664-1666). Philadelphia: Lippincott.

November 18 & 22: Endocrine Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.1078-1087, 1088-1090, 1092-1095, 1097-1104, 1282-1283, 1291-1336). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 1019-1020, 1022-1047, 1050-1053, 1254-1262, 1263-1279). Philadelphia: Lippincott.

Videos:

VHS Diabetes: The body machine, call # RC 660 .D54
Diabetic emergencies, call # RC 660 .D542 c.2

November 25 & 29: G.I. & U.T. Disorders

Readings:

Phipps, W. J., Cassmeyer, V. L., Sands, J. K. & Lehman, M. (1995). Medical-surgical nursing: Concepts and clinical practice (5th ed., pp.561-584, 1371-1376, 1388-1390, 1469-1481, 1491-1495, 1498-1510, 1519-1522, 1523-1524, 1529-1530, 1533-1535, 1536-1552, 1574-1581, 1619-1625, 1629-1638, 1648-1649, 1651-1655, 1658, 1662-1665, 1674-1679, 1687-1688, 1690, 1787-1797). Toronto, Ontario: Mosby.

Smeltzer, S. C. & Bare, B. G. (1996). Brunner & Suddarth's textbook of medical-surgical nursing (8th ed., pp. 248-263, 887-899, 901-906, 916-919, 923, 924-936, 946-950, 985, 999-1005, 1117-1119, 1150-1151, 1154-1155, 1161, 1168-1175, 1188-1191, 1192-1204, 1206-1207, 1211-1213, 1341-1347). Philadelphia: Lippincott.

December 2: Review, and Class Evaluation

Guidelines for O.R. Follow Through Paper

It is hoped that this assignment will provide you with an opportunity to gain a more holistic and in-depth understanding of the impact of illness and hospitalization on an individual and the family. To achieve this end, you will identify and apply a nursing model of your choice and work through the nursing process within an actual nurse-client situation. **In order to complete this assignment, a home visit will be required.**

The O.R. Follow Through Paper assignment will be an APA formatted scholarly paper, supported by research and literature. A minimum of 5 current references (1989 to present) from the literature as well as a medical-surgical textbook, is required. Relevant appendices beyond the 10 page limit of the body of the paper (e.g. care plan, teaching plan, etc.) will be accepted.

The following is a **guide** to assist you in your assignment.

You are to identify and discuss only two nursing problems/diagnosis in your paper. It is recommended that a complete nursing care plan be included in your appendix. One of the problems presented in the paper must relate to a physiological problem while the other problem should be derived from another domain (e.g., spiritual, sexual, etc.).

You are advised to retain a copy of your assignment for your files.

Assessment:

Please use a variety of assessment methods presented in previous courses (Nursing 1010, 1020, 1040). Also provide the **completed** assessment tools in the appendix of your paper. In order to protect the privacy of your client, use only the client's initials or a pseudonym when referring to the client. Any other identifying information should be generalized or omitted from the paper.

Variables:

I. Intrapersonal Variables:

- a. Physiological: review all systems, diagnostic tests
- b. Psychological: feelings about health and illness, self-concept, responses to stress, coping mechanisms, past experiences with hospitalization and illness, loss, and grief
- c. Development: age, developmental tasks of age group, educational level, achievements, challenges, and deficits in relation to developmental norms
- d. Sociocultural: gender, marital status, occupation, ethnic background, value and cultural beliefs, leisure activities
- e. Spiritual: religious or spiritual beliefs about health and illness, prominence of spiritual beliefs in overall outlook

Examples of assessment methods:

- Structured health history
- Values clarification
- Chart review
- Health risk appraisal
- Lifestyle appraisal

2. Interpersonal Variables:

- a. Physiological: family health history, interpersonal relationships which affect physiological status
- b. Psychological: relationships with significant others (spouse, family, friends) and care-givers, role expectations, how illness and hospitalization have affected their relationships
- c. Developmental: role expectations relative to developmental stage and tasks
- d. Sociocultural: occupation of significant others, ethnic background, languages spoken and written, role expectations relative to culture, occupation, family and community, social supports and resources, involvement in community activities
- e. Spiritual: shared or conflicting values and beliefs with others (family, friends, community) and health care providers

Examples of assessment methods:

- Genogram
- Ecogram
- Personal-family values exercise
- Value support system assessment

3. Extrapersonal Variables:

- a. Physiological: positive and negative factors in home and hospital environment that influence health (e.g., safety hazards and precautions, risks from tests, procedures and treatments)
- b. Psychological: factors in home and hospital environments that affect psychological well-being (e.g., isolation, loss of independence)
- c. Developmental: environmental factors which influence growth and development
- d. Sociocultural: place of residence, socio-economic status, pattern of living, lifestyle, available resources (e.g., stores, health care facilities, transportation)
- e. Spiritual: access to places of worship and spiritual support

Examples of assessment methods:

- Pre-admission and post-discharge home visit
- Community resource directory
- Tour of hospital departments

Analysis:

Perception of Stressors and Reason for Hospitalization:

1. The client's perception of major stressors.
2. The nurse's perception of major stressors. You may wish to discuss the underlying pathophysiology and risk factors at this time.
3. Summary of impressions: discuss any discrepancies or distortions between the client's perceptions and that of the nurse's perceptions.

Strengths and Weaknesses within the Client's Framework:

Analyze the strengths and weaknesses within the client's framework in relation to the components of a nursing model. For example, Neuman's model is comprised of the following components: Core, Lines of resistance, Normal lines of defence, and Flexible lines of defence.

Nursing Diagnosis:

1. Identify stressors which are usually or potentially threatening to the client's health. Indicate whether these are actual or potential stressors. Rank priority health care problems and provide rationale for your thinking.
2. Formulate two nursing diagnosis related to major health problem areas.

Nurse/Client Goals:

1. In collaboration with your client, establish long and short term goals which will relate to your nursing diagnosis. Try to make your goals client-centred, specific with regard to when and what results are desired, realistic, clear to understand, and measurable.
2. Indicate which goals are long term and which are short term goals.

Treatment and Interventions:

This portion of the paper will be related to caring for the client during hospitalization, observation of tests and procedures and a follow-up home visit. Describe the hospitalization and post-discharge phases:

1. Planned nursing interventions related to your goals, including rationale, supportive

- literature, theory, current research relating to the interventions.
2. How the client will participate in the care.
 3. Tests, treatments and procedures carried out by other members of the health team, including rationale, risks, teaching, and nursing implications.
 4. Analyze the interventions in terms of level of prevention (primary, secondary, or tertiary).

Evaluation:

1. Describe the outcome of nursing interventions as well as treatments and procedures done by other health team members. Include client and family behaviours, feelings and impressions.
2. In collaboration with the client, evaluate the effectiveness of treatment and nursing interventions.
3. In collaboration with the client, make recommendations for further actions.

EVALUATION CRITERIA FOR PAPER:

1. **Soundness of analysis:** completeness of information, ability to point out strength and weaknesses, logical progression of ideas, and logical rationale. **12%**
2. **Scholarly presentation:** understanding of subject and use of the literature and research. **12%**
3. **Literary Competence:** organization, readability, spelling, grammar, APA format. **6%**
4. **Incorporation of a nursing model:** identification and utilization of a nursing model. **5%**