

**Grande Prairie Regional College
Department of Nursing Education
Rural Nursing Certificate Program**

**RN 4800
The Role of the Nurse in a Rural Health Care Centre
Credits 3**

Course Outline

M. Wiebe

Fall 1995

**Grande Prairie Regional College
Department of Nursing Education**

COURSE OUTLINE

RN 4800 - The Role of the Nurse in a Rural Health Care Centre

MINIMUM COURSE HOURS: 45

CLASSROOM: Self Study

CREDIT VALUE: 3 credits

COURSE PREREQUISITES: Basic Nursing Education

DESCRIPTION:

This eight-module self-study course introduces the student to the various roles of the nurse in a rural health care centre. Topics presented include: legal issues, trends and issues, decision making, management skills, interdisciplinary role, role of the nurse, leadership, communication skills, cultural diversity, and professional responsibilities. It provides understanding of how the role of the nurse differs in a rural health care centre. The course focuses on helping the nurse to develop general knowledge and skills applicable to all areas of nursing care.

OUTCOMES

Following completion of this course the student will:

1. Compare the role of nurses in the rural health care centre with that of their counterparts in the urban setting.
2. Describe rural nurses' leadership and management roles.
3. Describe the legal responsibilities of the nurse in a rural hospital.
4. Explain the professional responsibilities of nurses in the modern rural hospital.
5. Discuss how to effectively meet the health needs of individuals from the diverse cultural groups represented in rural Alberta.

6. Describe discharge planning in the rural environment.
7. Describe disaster management in a rural hospital.
8. Utilize self-care strategies that promote coping with the stressors common to the rural hospital environment.

COURSE CONTENT:

This course describes the management, professional, and caregiver roles of the rural nurse as well as self-care strategies needed to maintain the ability to fulfil these roles. Management content includes leadership, organization, prioritization, delegation, and communication with physicians. Legal issues discussed include dealing with enquiries, obtaining consents, arranging autopsies, and reporting to the police. Activities emphasize knowledge of policies and procedures of the rural hospital. Professional issues discussed include the changing role of the professional nurse including ethical decision making, and client advocacy. An introduction to nursing models and their application to caregiving is included. Transcultural care and specific information about cultures common to rural Alberta (e.g., Aboriginal and Hutterites) are discussed. Caregiver content also includes the processes of patient teaching, referral and discharge. Transcultural care and patient teaching are discussed in the theoretical framework of specific nursing models. Self-care issues of stress, burnout and assertiveness are also discussed.

LEARNING EXPERIENCES AND RECOMMENDED RESOURCES

This course is designed for independent home study. In addition to a large number of reading and writing activities, learning activities involve investigation of actual policies, procedures, and practices in a rural hospital. The student should have access to a rural hospital, preferably accredited, in which to conduct these activities.

METHODS OF EVALUATION

Student achievement will be evaluated on the basis of three written assignments and a final examination. In order to receive credit for the course, all assignments and the final examination must be completed. The passing grade for the course is an overall average of 65%.

Assignment #1 - Paper - Comparison Rural and Urban Nursing 15%

Assignment #2 - Analysis of Case Situations 20%

Assignment #3 - Research Paper 25%

Final Examination 40%

NOTE: A detailed description of assignments is contained in the Student Course Manual.

REQUIRED READING

Journal Articles

A number of journal articles are required reading. Activities related to these articles are included in each module. A list of references also accompanies each module.

Text

Grant MacEwan Community College. (1991) Fire/Disaster Procedures: Learning Module. Edmonton: Author.

Lynch, E. W., Hanson, M. J. (1992). Developing cross-cultural competence: A guide for Working with young children and their families. Baltimore: Paul H. Brookes.

Additional Major References

The following additional resources were used extensively in the preparation of this course and may be useful additional resources.

Health and Welfare Canada. (1989). Health care related to abuse, assault, neglect and family violence. Ottawa: Author.

Marriner-Tomey, A. (1989). Nursing theorists and their work. Toronto: C. V. Mosby.

Morris, J. J. (1991). Canadian nurses and the law. Vancouver: Butterworth.

Rozysky, L. E., Rozosky, F. A. (1990). The Canadian law and consent to treatment. Vancouver: Butterworth.

Pince, T., Cantrall, J. (1990). Ethics in nursing: An anthology. New York: National League for Nurses.

Sundeen, S. J., Stuart, G. W. Rankin, E. A. D., Cohen, S. A. Nurse-client interactions: implementing the nursing process. Toronto: C. V. Mosby.

See appendix A for further references.

Development Group

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