

## Global Learning Semesters

### Course Syllabus

Course: NUR-210 Provision of Nursing Care III

Department: Life & Health Sciences

Host Institution: University of Nicosia, Nicosia, Cyprus

Course Summary		
Course Code	Course Title	Recommended Credit Hours
NUR-210	Provision of Nursing Care III	3
Subject	Contact Hours	Prerequisites
Health Sciences	63-66	NUR-110, NUR-115
Department	Level of Course	Language of Instruction
Life & Health Sciences	Lower-Division	English

### Course Description

The aims of the course are to develop the student's knowledge and understanding of the holistic approach to healthcare for individuals, families, groups and communities in order to meet their growing health needs in the 21st century. The course explores factors that mitigate against health and explores how people conceptualize health and health promotion in a range of contexts including Primary Health care.

The course will also examine the interface between hospital and community health initiatives.

### Prerequisites (if applicable)

NUR-110, NUR-115

### Instructor Information

Dr. Savoula Ghobrial

### Learning Outcomes

At the end of the course the student will be able to:

- Identify how the social context of an individual's environment influences health state and health status and
- explore ways in which psychological factors interact with environmental and social factors in relation to
- health and illness
- Describe services likely to be of value in improving the health of individuals or groups
- Describe what is meant by 'community' and community care
- Identify the range and nature of professional and other care settings available to people
- Relate inequality in health to their local community. Outline the moral and ethical dimensions of maintaining
- and promoting health

- Explain perceptions of health and recognize how these perceptions may influence practice
- Identify how information databases relating to health and the health service can be used to network with other professional groups.
- Outline how complimentary therapies can contribute to the maintenance of health
- Describe the nurse's role in relation to health care, showing an awareness of the strengths and limitations of this role
- Explain how the interaction between practitioners and others working within the care setting enables the realization of health potential, and identify how information databases relating to health and the health service can be used to network with other professional groups.
- Outline the approaches to the measurement of health with reference to epidemiological, demographic and social indicators using information retrieval systems

## Course Outline

The course format is 5h/week lectures on theory, 2.2h/week conferencing with demonstrations discussions on applications of theory and 7.2h/week laboratory clinical experience which includes focus guides and instructions (2.5h/week) and student engagement in Professional Skill Activities (4.7h/week). Clinical Placement and Evaluation is 4 weeks.

### Topic Areas Covered

#### I. PUBLIC HEALTH

1. History of public health, definitions and dimensions of public health; key practitioners in public health
2. Sexual health: Implications of governmental policies on health, teenage pregnancy, services for sexual health in Cyprus
3. Drug use and harm reduction
4. Primary care groups; health education and healthy citizens,

#### II. HEALTH STUDIES

5. Health promotion: principles: links with public health provision in institutional context
6. Collaborative working, healthier nation in relation to accidents and mental health

#### III. PRIMARY CARE

7. Concept of Primary Health care
8. Roles and responsibilities of Key team members
9. Multi-agency working in public Health and Primary care.
10. Interface between primary care and acute care

#### IV. PROFESSIONAL PRACTICE

11. The Ethics of inequalities in Health
12. Truth telling and disclosure of information
13. Introduction to Cyprus and European law

## Tasks and Assignments

### Conferencing

During conferencing there are student presentations or discussions of the fundamental knowledge and skills the student must develop with reference to specific examples of how the knowledge is applied.

1. Communication and maintaining professional relationships
2. The ethics of health and illness/sexual health ethics
3. celebrating differences in culture and language
4. Identifying and coping with stress in practice
5. Disability or difference: Chronically, disability and categorization, cognitive development
6. Concepts of mental health and illness
7. Pathways to care, accessibility to mental health services, culture and mental health, gender and mental

health

8. Lay approaches to and lay knowledge of health and illness
9. Is there is such a thing as society and social class?

Research Paper: Students can write a 2-3 page papers (6 in total) on a chosen Conference topic of the week or a 6-7 page referenced research paper (3 in total).

Group Assignment: Students may work in small groups to prepare one presentation paper on a selected specific disease topic using for their discussions at least three reference papers

### **Laboratory Exercises**

1. Drug administration – oral, S/C, I/M, CDs
2. Breathing – Oxygen Therapy and nebulisers
3. Temperature maintenance of Intravenous infusions
4. The needs of patients/clients with a range of disabilities
5. Contemporary therapies – stress management and relaxation techniques
6. Offering comfort, ensuring privacy and demonstrating respect

Health Assessment Presentation: Each week during the laboratory sessions the student has to give a physical health assessment presentation (20-30 min) for one of the systems as specified in the Guide Mosby's Pocket Guide Health Assessment with reference to equipment needed and using internet web site links and other information resource materials for reference. The presentation is evaluated for a) knowledge, scope and depth of content b) Information and demonstration techniques that can be used for the physical assessment c) creative teaching and learner participation d) professionalism of presentation.

Clinical Skills Schedule: The schedule is completed and competencies evaluated by the student and is shown to the personal tutor of the student once in the middle and at the end of the semester, so that progress on skill acquisition is monitored.

### **CLINICAL PLACEMENT (three weeks) AND EVALUATION (one week):**

#### **Assignments**

a) Clinical: Assignments are given to the student three days in advance. The student has to prepare a clinical pathway of care and present in a written and verbal manner as requested by the clinical faculty in the morning of the placement commencing day. Assessment and appraisal of the client's pathway continues during the clinical assignment. Students may be asked to participate in peer review of clinical pathways.

Clinical conference: At the end of each clinical session the student has a conference with the clinical faculty/instructor. The student portion of the evaluation form has to be completed by the student first.

b) Anecdotal evaluation: The anecdotal evaluation of the previous week's clinical experiences has to be handed in Monday morning and includes the following:

1. Self evaluation
2. Evaluation of personal and professional goals achieved during the previous week
3. Degree of accomplishment of goals and future plans to further develop these goals
4. Critique of client's progress or lack of it
5. Collaboration with the health care team in the care of client.

#### **Clinical Portfolio**

Student's course work during the year is placed in a clinical portfolio by semester and is part of the clinical evaluation. For each course the minimum requirements are the student's skills schedules, one PLA attendance and documentation record and one EBL (Evidence-based learning) plan per module.

## **Readings and Resources**

### **Required Textbooks**

Dimond, B. (2002) Legal Aspects of Nursing. 23rd ed. London: Prentice-Hall

Hogston, R. and Simpson, P. (eds.) (1999) Foundations of Nursing Practice. London: Macmillan  
Kagan, C. and Evans, J. (1998) Professional Interpersonal Skills for Nurses. Cheltenham: Stanley Thornes.  
Naidoo J and Wills J (1998) Practicing Health Promotion: dilemmas and challenges; London Baillière Tindall  
Nelson-Jones, R. (1990) Human Relationship Skills. 2nd ed. London: Cassell  
Nicol, M. et al (2004) Essential Nursing Skills. St. Louis: Mosby  
Pitts, M. and Phillips, K. (eds.) (1998) The Psychology of Health. 2nd ed. London: Routledge

### **Recommended Additional Reading**

Bradley, J. and Edinberg, M. (1990) Communication in the Nursing Context. 3rd Ed. Stamford, California: Appleton and Lange.  
Davies, M. (1998) Textbook on Medical Law. 2nd ed. London: Blackstone  
Gross, R. (1996) Psychology: the Science of Mind and Behaviour. 3rd ed London: Hodder and Stoughton  
Hargie, O., Saunders, C. and Dickson, D. (1994) Social Skills and Interpersonal Communication. 3rd ed. London: Routledge  
Hayes, N. (1994) Foundations of Psychology: an Introductory Text. London: Routledge  
Hollin, C. (2000) Clinical Approaches to Violence. 2nd ed. Chichester: John Wiley  
McHale, J. and Murphy, J. (1997) Health Care Law: Text, Cases and Materials. London: Sweet and Maxwell  
Nelson-Jones, R. (1996) Relating Skills: a Practical Guide to Effective Personal Relationships. Cassell: London.  
Porritt, L. (1990) Interaction Strategies: an Introduction for Health Professionals. 2nd ed. Edinburgh: Churchill Livingstone  
Seaward, B. L. (1996) Managing Stress: Principles and Strategies for Health and Wellbeing. London: Jones and Bartlett  
Seedhouse, D. (1998) Ethics: the Heart of Health Care. 2nd ed. Chichester: John Wiley:  
Sundeen, S., Stuart, G., Rankin, E., DeSalvo, E. A. and Cohen, S. (1998) Nurse Client Interaction: Implementing the Nursing Process. 6th ed. St. Louis: Mosby  
Thompson, I., Melia, K. and Boyd, K. (1994) Nursing Ethics. 3rd ed. Edinburgh: Churchill Livingstone.  
Tingle, J., Peysner, J. and McHale, J. (1998) Law and Nursing. Oxford: Butterworth-Heinemann  
Kagan, C. and Evans, J. (1998) Professional Interpersonal Skills for Nurses. Cheltenham: Stanley Thornes.  
Nelson-Jones, R. (1990) Human Relationship Skills. 2nd ed. London: Cassell  
Tingle, J., Peysner, J. and McHale, J. (1998) Law and Nursing. Oxford: Butterworth-Heinemann  
Brandan, D and Brandan, A (1990) Putting people first: A Handbook on Practical applications of ordinary living Principals. London: Good impressions LTD.  
Gregg, N., Hay, C., Gay, F. (eds) (1996) Adults with Learning Disabilities: Theoretical and Practical Perspectives. New York: Guilford.  
Hoggett, B. (1996) Mental Health Law. 4th ed. London: Sweet and Maxwell  
Hollin, C. (2000) Clinical Approaches to Violence. 2nd ed. Chichester: John Wiley  
Jamieson, A.; Harper, S. and Victor, C. (eds) 1997 Critical Approaches to Ageing and Later Life. Buckingham, Open University Press  
Kemshall, H. and Pritchard, J. (eds.) (1999) Good Practice in Working with Violence. London: Jessica Kingsley  
Lord Chancellor's Department (1997) Who Decides? Making Decisions on Behalf of Mentally Incapacitated Adults. London: The Stationery Office.  
Norman, I.J. and Redfern, S.J. (eds.) (1997) Mental Health Care for Elderly People New York; Edinburgh, Churchill Livingstone  
Read, S. G. (ed) (1997) Psychiatry in Learning Disability. London: WB Saunders.

- Redfern, S.J. and Ross, F.M. (eds.) (1999) Nursing Older People. Edinburgh, Churchill Livingstone
- Stuart, G. W. and Laraia, M. T. (1998) Stuart and Sundeen's Principles and Practice of Psychiatric Nursing. 6th ed. St. Louis: Mosby
- Thompson, T. and Mathias, P. (eds) (1998) Standards and Learning Disability, 2 nd ed. London: Bailliere Tindall.
- Victoroff, V. (1996) The Suicidal Patient: Recognition, Intervention, Management. North Vale, New Jersey: Jason Aronson
- Zigler, E., Hodapp, R. (1986) Understanding Mental Retardation. Cambridge: Cambridge University Press.
- Beauchamp, T. and Childress, J. (1994) Principles of Biomedical Ethics. 4th ed. Oxford: Oxford University Press
- Blaxter, M. (1995) 'What is Health'. IN: Davey, B., Gray, A. and Seale, C. (eds.) Health and Disease: a Reader. 2nd ed. Milton Keynes: Open University Press
- Burns, N. and Grove, S. (1999) Understanding Nursing Research. 2nd ed. Philadelphia: W. B. Saunders
- Doyal L (1995) What makes Women Sick: Gender and the Political Economy of Health. London Macmillian
- Leech, K. (1998) Drugs and Pastoral Care. London: Darton, Longman and Todd
- Russell, G. (1999) Essential Psychology for Nurses and other Health Professional. London: Routledge.
- Senior and Viveash (1997) Health and Illness. Basingstoke: Macmillian
- Thompson, I., Melia, K. and Boyd, K. (1994) Nursing Ethics. 3rd ed. Edinburgh: Churchill Livingstone
- United Kingdom Central Council for Nursing, Midwifery and Health Visiting (2000) Guidelines for Professional Practice, London: UKCC
- Unwin, N., Carr, S. and Leeson, J. (1994) Introductory Study Guide to Public Health and Epidemiology. Milton Keynes: Open University
- Whitehead, M. and Dahlgren, G. (1995) 'What Can be Done about Inequalities in Health?'. IN: Davey, B., Gray, A. and Seale, C. (eds.) Health and Disease: a Reader. 2nd ed. Milton Keynes: Open University Press

### Other Academic Policies

Class attendance is compulsory.

If a student is unable to attend a class, he or she must inform the course lecturer in advance. Students who have absences that exceed 20% of the course sessions (three sessions) will be withdrawn from the course. Moreover, any work missed due to absence must be completed upon return to class.

Plagiarism (including from internet/multimedia encyclopedias) or cheating will result in immediate failure of the entire course.

### Materials and Supplies

No additional materials or supplies are required for this course.