

Global Learning Semesters

Course Syllabus

Course: NUR-210 Provision of Nursing Care III

Department: Life and 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	5
Semester Offered	Contact Hours	Prerequisites
Please contact us	42-45	NUR-110, NUR-115
Department	Level of Course	Language of Instruction
Life and 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 health care 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. It will also examine the interface between hospital and community health initiatives. 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/Evaluation 4 weeks.

Prerequisites

NUR-110, NUR-115

Topic Areas

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

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

III. Primary Care

1. Concept of Primary Health care.
2. Roles and responsibilities of Key team members.
3. Multi-agency working in public Health and Primary care.

4. Interface between primary care and acute care.

IV. Professional Practice

1. The Ethics of inequalities in Health.
2. Truth telling and disclosure of information.
3. Introduction to Cyprus and European law.

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 students' skills schedules, one PLA attendance and documentation record and one EBL (Evidence-based learning) plan per module.

Readings and Resources

Required Textbooks

1. Dimond, B. (2002) Legal Aspects of Nursing. 23rd ed. London: Prentice-Hall
2. Hogston, R. and Simpson, P. (eds.) (1999) Foundations of Nursing Practice. London: Macmillan.
3. Kagan, C. and Evans, J. (1998) Professional Interpersonal Skills for Nurses. Cheltenham: Stanley Thornes.
4. Naidoo J and Wills J (1998) Practicing Health Promotion: dilemmas and challenges; London Baillière Tindall.
5. Nelson-Jones, R. (1990) Human Relationship Skills. 2nd ed. London: Cassell
6. Nicol, M. et al (2004) Essential Nursing Skills. St. Louis: Mosby.
7. Pitts, M. and Phillips, K. (eds.) (1998) The Psychology of Health. 2nd ed. London: Rout ledge.

Recommended Textbooks

1. Bradley, J. and Edinberg, M. (1990) Communication in the Nursing Context. 3rd Ed. Stamford, California: Appleton and Lange.
2. Davies, M. (1998) Textbook on Medical Law. 2nd ed. London: Blackstone.
3. Gross, R. (1996) Psychology: the Science of Mind and Behaviour. 3rd ed London: Hodder and Stoughton.
4. Hargie, O., Saunders, C. and Dickson, D. (1994) Social Skills and Interpersonal Communication. 3rd ed. London: Rout ledge.
5. Hayes, N. (1994) Foundations of Psychology: an Introductory Text. London: Rout ledge.
6. Hollin, C. (2000) Clinical Approaches to Violence. 2nd ed. Chichester: John Wiley.
7. McHale, J. and Murphy, J. (1997) Health Care Law: Text, Cases and Materials. London: Sweet and Maxwell.
8. Nelson-Jones, R. (1996) Relating Skills: a Practical Guide to Effective Personal Relationships. Cassell: London.
9. Porritt, L. (1990) Interaction Strategies: an Introduction for Health Professionals. 2nd ed. Edinburgh: Churchill Livingstone.
10. Seaward, B. L. (1996) Managing Stress: Principles and Strategies for Health and Wellbeing. London: Jones and Bartlett.
11. Seedhouse, D. (1998) Ethics: the Heart of Health Care. 2nd ed. Chichester: John Wiley.
12. 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.
13. Thompson, I., Melia, K. and Boyd, K. (1994) Nursing Ethics. 3rd ed. Edinburgh: Churchill Livingstone.

14. Tingle, J., Peysner, J. and McHale, J. (1998) Law and Nursing. Oxford: Butterworth-Heinemann.
15. Kagan, C. and Evans, J. (1998) Professional Interpersonal Skills for Nurses. Cheltenham: Stanley Thornes.
16. Nelson-Jones, R. (1990) Human Relationship Skills. 2nd ed. London: Cassell.
17. Tingle, J., Peysner, J. and McHale, J. (1998) Law and Nursing. Oxford: Butterworth-Heinemann.
18. Brandan, D and Brandan, A (1990) Putting people first: A Handbook on Practical applications of ordinary living Principals. London: Good impressions LTD.
19. Gregg, N., Hay, C., Gay, F. (eds) (1996) Adults with Learning Disabilities: Theoretical and Practical Perspectives. New York: Guilford.
20. Hoggett, B. (1996) Mental Health Law. 4th ed. London: Sweet and Maxwell
21. Hollin, C. (2000) Clinical Approaches to Violence. 2nd ed. Chichester: John Wiley.
22. Jamieson, A.; Harper, S. and Victor, C. (eds) 1997 Critical Approaches to Ageing and Later Life. Buckingham, Open University Press.
23. Kemshall, H. and Pritchard, J. (eds.) (1999) Good Practice in Working with Violence. London: Jessica Kingsley.
24. Lord Chancellor's Department (1997) Who Decides? Making Decisions on Behalf of Mentally Incapacitated Adults. London: The Stationery Office.
25. Norman, I.J. and Redfern, S.J. (eds.) (1997) Mental Health Care for Elderly People New York; Edinburgh, Churchill Livingstone.
26. Read, S. G. (ed) (1997) Psychiatry in Learning Disability. London: WB Saunders.
27. Redfern, S.J. and Ross, F.M. (eds.) (1999) Nursing Older People. Edinburgh, Churchill Livingstone.
28. Stuart, G. W. and Laraia, M. T. (1998) Stuart and Sundeen's Principles and Practice of Psychiatric Nursing. 6th ed. St. Louis: Mosby.
29. Thompson, T. and Mathias, P. (eds) (1998) Standards and Learning Disability, 2nd ed. London: Bailliere Tindall.
30. Victoroff, V. (1996) The Suicidal Patient: Recognition, Intervention, Management. North Vale, New Jersey: Jason Aronson.
31. Zigler, E., Hodapp, R. (1986) Understanding Mental Retardation. Cambridge: Cambridge University Press.
32. Beauchamp, T. and Childress, J. (1994) Principles of Biomedical Ethics. 4th ed. Oxford: Oxford University Press.
33. 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.
34. Burns, N. and Grove, S. (1999) Understanding Nursing Research. 2nd ed. Philadelphia: W. B. Saunders.
35. Doyal L (1995) What makes Women Sick: Gender and the Political Economy of Health. London Macmillan.
36. Leech, K. (1998) Drugs and Pastoral Care. London: Darton, Longman and Todd.
37. Russell, G. (1999) Essential Psychology for Nurses and other Health Professional. London: Rout ledge.
38. Senior and Viveash (1997) Health and Illness. Basingstoke: Macmillan.
39. Thompson, I., Melia, K. and Boyd, K. (1994) Nursing Ethics. 3rd ed. Edinburgh: Churchill Livingstone.
40. United Kingdom Central Council for Nursing, Midwifery and Health Visiting (2000) Guidelines for Professional Practice, London: UKCC.
41. Unwin, N., Carr, S. and Leeson, J. (1994) Introductory Study Guide to Public Health and Epidemiology. Milton Keynes: Open University.
42. 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.