

Global Learning Semesters

Course Syllabus

Course: NUR-310 Provision of Nursing Care V

Department: Life and Health Sciences

Host Institution: University of Nicosia, Nicosia, Cyprus



Course Summary		
Course Code	Course Title	Recommended Credit Hours
NUR-310	Provision of Nursing Care V	5
Semester Offered	Contact Hours	Prerequisites
Please contact us	42-45	NUR-220, NUR-225
Department	Level of Course	Language of Instruction
Life and Health Sciences	Upper Division	English

Course Description

The aim of the course is to aid the student to witness and develop knowledge and adult nursing skills related to the care of the older adult. The course will help the student to grow in their knowledge and confidence in adult nursing specialities and continue to understand the boundaries of their own role. The course will cover the full range of human responses concerning actual health problems of adults and elder clients related to oncology, endocrine, immunological, liver, biliary, pancreatic, hematologic and respiratory disorders. Theoretical concepts are integrated with principles of nursing practice to provide a framework for the delivery of total patient nursing care. Resource laboratory and clinical experiences focus on attainment of psychomotor skills and multiple nursing actions through practice of health promotion and illness prevention (primary, secondary and tertiary) using a body systems approach, multisystem alterations, individual and family psychodynamics, and alterations in mental processing. 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 5 weeks.

Prerequisites

NUR-220, NUR-225

Topic Areas

Caring skills:

1. The nurses' role in prevention of client/patient abuse
2. Interventions to prevent abuse of vulnerable clients groups, sexuality and abuse – compare the role of the registered nurse with role of the student nurse
3. Biographical approaches to care
4. Working with representatives from other agencies
5. Patient partnership. Right and responsibilities (ethical)

Communication:

6. Interface between differing agencies in care delivery
7. psychological theory applied to organizations
8. Dealing with conflict/assertiveness techniques
9. The psychodynamics of healthy organizations

Health studies:

10. Promoting positive health
11. Collaborative practice professional/lay people
12. Barriers to primary care

Psychosocial Perspectives:

13. Cognitive changes in later life. Spirituality
14. Class and age and their impact on health. Institutionalism/relocation
15. Cultural perspectives of the aging population

Conferencing

During conferencing through student presentations or discussion, the student demonstrates knowledge and skills with specific examples as to how the knowledge from case studies, research and epidemiological studies is applied to practice settings in providing nursing care.

1. The effect of culture, spirituality and religion on death and dying.
2. Evidence based practice in nursing homes.
3. Nursing care at the end of life
4. Evaluating the older adult; clinical implications of ageing.
5. Confusional states, bewilderment comparison with dementia
6. Working with family members and carers, biological perspectives on old age to include drug handling in the older adult polypharmacy, physiology of ageing
7. Nutrition in the care of the older adult, wellness and health promotion
8. Culturally competent interventions; ethical theories and principles related to aging
9. Pain assessment and pain management in the older adult
10. Cardiovascular disorders, decrease vitality, sensory impairment, disorders of temperature regulation e.g. hypothermia

Research Paper: Students can write a 2-3 page papers (6 in total for the course) 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. Evaluating the Elderly patient: clinical implications of the aging
2. Postoperative care of the elderly
3. Renal Diseases, Dialysis, Respiratory Acid-Base Imbalances/Problems; Fluid, electrolytes
4. Alcoholism (Acute): Intoxication/Overdose
5. Substance Dependence/Abuse Rehabilitation
6. Gastrointestinal diseases
7. Urinary and Reproductive diseases
8. Hematological diseases
9. Musculoskeletal diseases
10. Metabolic and endocrine diseases
11. Immunological diseases
12. Neurological diseases; Sleep issues/disorders
13. Psychiatric and Psychological problems
14. Integumentary problems, Sensory problems

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 are 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 (four weeks) and evaluation (one week):

Assignments:

a) Clinical: The students need to achieve 10 PBAs (Practice Based Assessment) (see assessment handbook) by the end of their clinical allocation in the wards. 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 Texts

1. Heath, H. and Schofield, I. (1999) Healthy Ageing: Nursing Older People. London: Mosby.
2. Redfern, S. J. and Ross, F. M. (1999) Nursing Older People. 3rd ed. Edinburgh: Churchill Livingstone.
3. Wade, L. and Waters, K. (1996) A Textbook of Gerontological Nursing. London: Baillière Tindall.

Recommended Textbooks

1. Audit Commission (2000) Forget Me Not; Mental Health Services for Older People. London: HMSO. (See the Audit Commission Website: <http://www.audit-commission.gov.uk>)
2. Department of Health (1995) The Patient's Charter and You: a Charter for England. London: HMSO.
3. (See the DOH website: <http://www.doh.gov.uk/pcharter/patient2.htm>).
4. Dimond, B. (2002) Legal Aspects of Nursing. 3rd ed. London: Prentice Hall.
5. Gates, B. (ed.) (1997) Learning Disabilities. 3rd ed. Edinburgh: Churchill Livingstone.
6. Gates, B. and Beacock, C (1997) Dimensions of Learning Disability. London: Bailliere Tindall.
7. Norman, I. J. and Redfern, S. J. (eds.) (1997) Mental Health Care for Elderly People. Edinburgh: Churchill Livingstone.
8. Ritter, S. (1999) Bethlem Royal and Maudsley Hospital Manual of Clinical Mental Health Nursing: Principles and Guidelines. 2nd rev. ed. Cheltenham: Stanley Thornes.

9. Thompson, T. and Mathias, P. (1998) *Standards and Learning Disability*. 2nd ed. London: Baillière Tindall.