

Global Learning Semesters

Course Syllabus

Course: NUR-210A Provision of Nursing Care

Department: Life & Health Sciences

Host Institution: University of Nicosia, Nicosia, Cyprus



Course Summary		
Course Code	Course Title	Recommended Credit Hours
NUR-210A	Provision of Nursing Care III	3
Subject	Contact Hours	Prerequisites
Health Sciences	63-66 (45-48 Practice, 15-18 Training)	Nursing Major
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 combines classroom teaching with clinical experience. It will also examine the interface between hospital and community health initiatives.

Prerequisites (if applicable)

Nursing Major

Instructor Information

Dr. Savoula Ghobrial is a professional, highly motivated and accomplished university lecturer with a successful career providing high quality education, leadership, guidance and support to students. Outstanding interpersonal skills, an expert presenter, facilitator and listener, acknowledged for being approachable, flexible and understanding with an excellent track record for easily building solid relationships with students and colleagues, based on integrity and trust and excellent knowledge of subject areas.

Dr. Ghobrial's areas of interest include cultural, ethical and professional issues related to nursing and patient care. Other areas of interest include curricula development and all aspect of acute and critical patient care and Health Education/Health Promotion.

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 a practice setting in which psychological factors interact with environmental and social factors in relation to health and illness
- Identify in a practice setting 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
- Explore and compare & contrast inequalities in health as applied to clinical cases in a hospital or private clinic
- 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.
- 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 4.5h/week lectures on theory, with demonstrations and discussion on applications of theory and 12h/week clinical experience which includes focus guides & instructions and student engagement in Professional Skill Activities. 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

Students will choose a topic from the following and write a 2,000 word essay in which they will investigate the topic through literature review and 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 paper (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 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

Recommended Reading (available in the Intercollege library)

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.

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

Nursing students planning to do clinical work must have black or blue trousers, a short white coat and a pair of black, comfortable shoes.