



**THE UNIVERSITY OF THE WEST INDIES  
ST AUGUSTINE**

**FACULTY OF MEDICAL SCIENCES**

**THE UWI SCHOOL OF NURSING (UWISoN)**

**BACHELOR OF SCIENCE DEGREE IN NURSING  
TWO-YEAR, THREE-YEAR & FOUR-YEAR PROGRAMMES  
FULL-TIME AND PART-TIME**

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## **CURRICULUM**

### **TWO YEAR**

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## **DATES FOR 2015-2016 ACADEMIC YEAR**

<b>SEMESTER I BEGINS</b>	<b>August 23<sup>rd</sup>, 2015</b>
TEACHING BEGINS	September 1 <sup>st</sup> , 2015
TEACHING ENDS	November 27 <sup>th</sup> , 2015
EXAMINATIONS BEGIN	December 1 <sup>st</sup> , 2015
EXAMINATIONS END	December 18 <sup>th</sup> , 2015
<b>SEMESTER I ENDS</b>	<b>December 19<sup>th</sup>, 2015</b>
<b>SEMESTER II BEGINS</b>	<b>January 17<sup>th</sup>, 2016</b>
TEACHING BEGINS	January 18 <sup>th</sup> , 2016
TEACHING ENDS	April 15 <sup>th</sup> , 2016
EXAMINATIONS BEGIN	April 25 <sup>th</sup> , 2016
EXAMINATIONS END	May 13 <sup>th</sup> , 2016
<b>SEMESTER II ENDS</b>	<b>May 13<sup>th</sup>, 2016</b>

N.B Late registration begins September 7<sup>th</sup>, 2015 & February 1<sup>st</sup>, 2016  
\$200.00 fee applies

# ACADEMIC STAFF OF THE NURSING PROGRAMME

## FULL TIME LECTURERS

Dr. Oscar Noel Ocho DrPH; MPhil; RN	NURS 3310	Health Policy
	NURS 2511	Ethical, Legal & Moral Aspects of Nursing and Health Care
	NURS 2300	Nursing Research Project
	NURS 2301	Nursing Research Project
Dr. Esther Daniel Ph.D N; MSc N; RN, LM.	NURS 2302	Introduction to Nursing Research
	NURS 2301	Nursing Research Project
	NURS 2502	Clinical Epidemiology & Biostatistics
	NURS 3300	School Nurse Practicum
Dr. Phillip Onouha, PhD; MPH; RN.	NURS 2400	Nursing Seminar
	NURS 3500	Elective
	NURS 2301	Nursing Research Project
Dr Ramachandra Hooli PhD; MSc N; RN.	NURS 1201	Pathophysiology/Immunology & Genetics I
	NURS 2201	Pathophysiology/Immunology & Genetics II
	NURS 2301	Nursing Research Project
Mrs. Denise Israel-Richardson M.Ed; RN,LM	NURS 2513	Theories in Education
	NURS 3510	Curriculum Methods and Strategies
	NURS 3301	Nurse Educator Practicum
	NURS 3511	Nursing & Health Education
	NURS 2301	Nursing Research Project
Mrs. Kathy-Lootawan MSc N; RN,LM.	NURS 1500	Nursing Informatics
	NURS 2301	Nursing Research Project
	NURS 2513	Theories in Education
Mrs. Parbatee Siewdass MSc N; RN,LM.	NURS 3400	Guided Nursing Practice
	NURS 2301	Nursing Research Project
	NURS 2515	Critical Appraisal and Evidence Based Practice
Mrs Gloria Ramdeen Mootoo MSc Cl Psy; BSc N; RN, LM.	NURS 2301	Nursing Research Project
	NURS2512	Educational Psychology & Counseling

Mr. Rabindranath Singh  
MScN, RN.

NURS 3302 Nurse Administrator Practicum  
NURS 1202 Nursing Process & Health  
Assessment  
NURS 3200 Nursing Sciences  
NURS 2301 Nursing Research Project

## **PART TIME LECTURERS**

Dr George Legall

NURS 2502 Clinical Epidemiology & Biostatistics

Mr. Richard Williams  
BSc, MSc. (Counseling/  
Mgt. /Studies)

NURS 2514 Advanced Therapeutic Communication  
with Patients & Families in Cancer Care

Mrs Valerie Tobias  
MScN, RN.

NURS 2600 Concepts and Theories in Oncology  
Nursing I  
NURS 2600 Concepts and Theories in Oncology  
Nursing II

Mr Maurice Munro

NURS 1004 Communication Skills for Health  
Personnel  
NURS 1005 Communication Skills for the Health  
Professions

Ms Ingrid Hanson

NURS 1004 Communication Skills for Health  
Personnel  
NURS 1005 Communication Skills for the Health  
Professions

## **INTER-FACULTY LECTURERS**

Dr Nikoli Ovchinnikov

NURS 1100 Integrated Basic Health Sciences for  
Nurses I  
NURS 2100 Integrated Basic Health Sciences for  
Nurses II

Dr Bernice Dyer Regis

NURS 1203 Primary Health care &  
Health Promotion

Dr Guripuir

NURS 3100 Nursing Pharmacotherapeutics



## **ACADEMIC STAFF**

<b>Director/Senior Lecturer</b>	Dr Oscar Noel Ocho
<b>Senior Lecturer</b>	Dr Esther Shirley Daniel
<b>Lecturer</b>	Dr. Philip Onuoha
<b>Lecturer</b>	Dr Ramachandra Hooli
<b>Lecturer</b>	Mrs. Denise Israel-Richardson
<b>Assistant Lecturer</b>	Mrs. Parbatee Siewdass
<b>Assistant Lecturer</b>	Mrs. Kathy-Ann Lootawan
<b>Assistant Lecturer</b>	Mrs Gloria Ramdeen-Mootoo
<b>Instructor 11</b>	Mr Rabindranath Singh
<b>Clinical Nursing Coordinator</b>	Ms Hazel O'Garro
<b>Clinical Instructor</b>	Mrs Alisha Charles Thomas
<b>Clinical Instructor</b>	Ms Kavita Mahadeo

## **ADMINISTRATIVE AND SUPPORT STAFF**

<b>Administrative Assistant</b>	Mrs. Lu-Ann Caesar-Greasley
<b>Secretary</b>	Ms. Shadiwsh Cadogan Bailey
<b>Clerical Assistants</b>	Ms. Ebony Waldron-Scipio
<b>Audio Visual Technician</b>	Mr. Timothy Lobin
<b>Office Attendant</b>	Mr. Ryan Naidoo
<b>Laboratory Assistant</b>	Ms. Dawn Bishop
<b>Demonstrator</b>	Ms. Ismay Carter
<b>Housekeeping</b>	Ms. Arlet Lewis

## VISION STATEMENT

The vision is that the UWI School of Nursing, St. Augustine will be recognized regionally and internationally for providing excellence in nursing education through innovative programmes that are responsive to global health challenges and for generating high quality interdisciplinary and international research.

## MISSION STATEMENT

The mission of the UWI School of Nursing (UWISON), St. Augustine is to lead the Caribbean region in delivering undergraduate and postgraduate evidence based nursing education which reflects international standards; engaging students and nurses/midwives in scientific and scholarly inquiry and **critical thinking**; facilitating the transfer of knowledge and skills that foster **caring** throughout the **life cycle** and the **wellness-illness continuum**; and promoting excellence in **evidence-based practice** in nursing/midwifery.

## NURSING PROGRAMME GOALS

1. To provide a post-basic programme at the undergraduate level for professional nurses of the Caribbean with Clinical Preceptorships at a variety of health care agencies;
2. To provide leadership and direction for the progressive development of the Nursing profession of the region;
3. To strengthen Nursing as a viable research-based academic discipline; and
4. To ensure the organizational and administrative infrastructure for the sustainability and expansion of advanced educational programmes for nurses.

## BACHELOR OF SCIENCE DEGREE IN NURSING (B.Sc. N)

The Bachelor of Science Degree in Nursing (BScN) is offered by the UWI School of Nursing, Faculty of Medical Sciences (FMS) at The University of the West Indies, St. Augustine. It is a full-time & part time programme, in keeping with the FMS's existing goals, to develop professionals in the area of Nursing. There are four specialties that are offered namely Nursing Education, Nursing Administration, School Nursing and Oncology Nursing. The curriculum is designed so that it can be completed on a full time basis in two academic years or three (3) calendar years (part time) with courses available in the 'summer' semester. Courses will be offered at The University of the West Indies, St. Augustine Campus and Clinical Preceptorships will be offered at a variety of education and health care facilities, both public and private.

## **REGULATIONS**

### **REQUIREMENTS FOR ADMISSION**

Applicants for admission to this programme of study will be required to satisfy the minimum standards for entry to the B.Sc.N. Degree programme, as set forth by the University Regulations governing matriculation as follows:

#### **1. General Entry Requirements**

- 1.1. Applicants must be the holders of the General Certificate of Education (GCE) Ordinary ('O') Level, the Caribbean Examination Council (CXC) or approved equivalents with five subjects.
- 1.2. Applicants must be Registered Nurses/Registered Mental Nurses who are currently registered with the Nursing Council of their respective countries.
- 1.3. Candidates who wish to be considered for the degree courses must submit their application to the Assistant Registrar, Student Affairs (Admissions), The University of the West Indies, St. Augustine, normally before January 31 of each year. For procedures concerning applications and further information, candidates should write to the Campus Registrar. Applications must fulfil the general University regulations concerning matriculation and the specific requirements of the Faculty of Medical Sciences as set out in paragraph 1.1 and 1.2 above.

#### **1.4. Special Requirements**

- 1.3.1. Applicants who have completed the Certificate, a Diploma or an Associate Degree in Nursing when assessed by the admissions team, must score a minimum of 55 points.
- 1.3.2. Applicants must have at least three (3) years post registration experience to be considered eligible for acceptance.
- 1.3.3. Candidates with Certificates, Diplomas or Associate Degrees with a grade lower than the approved grade, upon recommendation from the selected committee or equivalent authority, if approved for entry, will be required to write a challenge examination.
- 1.3.4. Candidates with additional post-basic qualifications in nursing from programmes offered by the University of the West Indies, or other recognized tertiary institutions may be considered for admission on a preferential basis but must have obtained a minimum grade of B in major course components of their post-basic training.

1.3.5. Provisional acceptance may be offered in the case of other entry requirements subject to the approval of an Advisory Committee that would assess and recommend the pre-requisite courses of study to be pursued prior to admission.

1.3.6. On successful entry into the programme, each student will be assigned to a Student Advisor. Advisors will counsel students on their plans for personal and professional development, while challenging them to maximize on the learning opportunities available during the programme.

## **2. Registration**

2.1. Registration for courses takes place at the University of the West Indies during the first week of each academic year.

2.2. Late registration may be permitted within the guidelines set by the University.

2.3 Students must be registered for examinations according to the University guidelines for examinations.

## **3. Exemptions**

Exemptions from courses offered during the programme will be entertained by the University for persons who have completed a similar or equivalent course from a recognized tertiary institution after application and approval by an Advisory Committee of the University of the West Indies School of Nursing (UWISoN). Exemption may be granted on the basis of the syllabus previously covered, the nature and duration of the course, the student's grade in the examination, the time which has elapsed since it had been completed and whether such a course is equivalent in whole or part to that offered in the programme. The Director of the School through the Dean of the Faculty shall make one of the following recommendations to the Academic Board through the Faculty Board indicating the reasons for such recommendation:

- a. That the student may be exempted from the coursework, or be exempted from both course and examination.
- b. That the student may be exempted from part or whole of the course, but be required to take a part of, or the full examination.
- c. That credits already accumulated will be transferred to the present programme.

## **4. Debarments, Repeats, Withdrawals**

4.1. Where there is dissatisfaction with the work of a student, the Director of the School may report the matter to the Dean and the Faculty Board which may recommend to the Academic Board (St. Augustine) that the student be debarred from the examination and either repeat the course or is required to withdraw from the Faculty of Medical Sciences.

4.2. Students required to withdraw from the University for failing to complete

the degree programme within the stipulated time or for poor performance as provided for in the Faculty Regulations, may be re-admitted to the Faculty **after at least one year** has elapsed since their withdrawal.

## **5. University Required Courses**

### **5.1. UWI Foundation Courses**

All students will be required to follow and complete satisfactorily, the following University and foundation courses NURS 1004 Communication Skills (Writing); NURS 1005 Communication Skills (Interpersonal) and FOUN 1101 Caribbean Civilization.

### **5.2. Computer Literacy**

All students will be required to complete a module on Computer Operations and Information Management in order to fully utilize the information services and learning resource materials at the Medical Sciences Library.

## **6. Examinations, Nursing Programme**

6.1. Examinations will be held at the end of each semester. However, where a course spans over two (2) semesters, exams will be held at the end of the year. A student, who fails in the examinations of any subject, will be governed totally by the rules and regulations set out for examinations of nursing students.

6.2. Examinations shall consist of written papers, coursework, and/or objective testing, projects, and orals, the latter being at the discretion of the examiners. In addition, evaluation of Nursing Clinical may be included in examinations conducted while on clinical rotation in relevant settings.

6.3. The continuous assessment for all courses except Nursing Clinical will carry a value of 40% to 60% and the final examinations will carry a value of 40% to 60%.

6.4. The continuous assessment in Nursing Clinical will carry a value of 100% that may include an oral exam of 10%. A student who fails to satisfy the examiners in any course offered during a semester and achieves at least 35% will be allowed to write a supplemental examination no later than the end of the academic year in which the course was taken.

6.5. Supplemental examinations in the nursing programme will not be offered to students with marks less than 35% and the highest grade that can be achieved is a C.

6.6. Students must pass course work exams to be considered eligible for taking the final examination.

6.7. A student failing a course(s) may be allowed to re-sit the examinations in

the failed course(s) and may request permission to transfer/ carry forward coursework marks obtained in the respective course(s), when the examination is repeated within one academic year. The resit examinations will usually be held during the month of August.

- 6.8. A supplemental examination will be considered as a second attempt. A student who fails a supplemental examination will be required to repeat the course failed.
- 6.5. A student who fails two (2) or more courses within a semester will not be eligible to write a supplemental examination and must repeat these courses in the following year.
- 6.6. A student who fails two (2) or more courses offered in two (2) successive semesters may be required to withdraw from the degree programme.
- 6.7. A student who fails an examination in the third attempt will be required to withdraw from the programme.
- 6.8. A satisfactory level of performance evaluation, as defined in the above regulations, must be achieved within each year of completion of the course of study for that year. A student who fails to meet this condition in two (2) successive years will normally be required to withdraw from the Faculty.
- 6.9. Students must attend the courses of study in the order prescribed in the regulations. They will not be eligible to enter for final examinations for the B.Sc.N. degree unless they have passed all the courses preceding the final examinations.
- 6.10. **Parts/Sections of Examinations – Faculty of Medical Sciences**
  - 6.10.1. A student shall not be approved by the examiners in any one part or section of an examination unless he/she attended all of the written, practical and oral examinations in that part.
  - 6.10.2. A student may be credited with those part(s) or sections of the examination in which he/she has satisfied the examiners for a period approved by the Faculty Board.
  - 6.10.3. A student who has failed any part(s) or sections of the examinations shall be required, on the second attempt or re-entry, to produce satisfactory evidence that he/she has undertaken a prescribed course of study in the subject.
  - 6.10.4. The Board of Examiners may recommend referral for up to one (1) year in the first instance, a further period to be approved by the

Faculty Board where the poor overall performance of the student warrants this action.

#### 6.10.5. Examination Results

Students will be notified of the results of each examination as soon as possible, subject to the ratification by the Senate. Passes in any course will be awarded upon the marks/grades attained in that subject. A point value will be associated with the marks obtained.

Grade		Range & Equivalent %	
A+	-	90-100	4.3
A	-	80-89	4.0
A-	-	75-79	3.7
B+	-	70-74	3.3
B	-	65-69	3.0
B-	-	60-64	2.7
C+	-	55-59	2.3
C	-	50-54	2.0
F1	-	45-49	1.7
F2	-	40-44	1.3
F3	-	0-39	0.0

#### 7. Attendance

Students must attend the courses of study in the order prescribed in the regulations. They will not be eligible to enter for final examinations for the BSc. Degree in Nursing, unless they have attended at least 75% of scheduled classes for the courses preceding the final examinations.

#### 8. Absences

Students are required to inform the Office of the Director of the The University of the West Indies School of Nursing within one (1) week, of any absence from any part of the course.

#### 9. Eligibility for the Degree

9.1. A student is eligible for the award of the B.Sc.N. upon completion of the relevant courses, that is, following the course of study outlined, and passing the necessary examinations.

9.2. A student will be eligible for the award of an Honors degree by maintaining a minimum B average and passing at least 30 credits in Level II and Level III courses and passing at least 60 credits in Level II and Level III courses at the first attempt in the Full-Time or Part-Time Programme.

**10. Award of Degree**

10.1 The degree will only be awarded on the attainment of the stipulated 110 credits to students having entered the programme with a minimum of 30 credits of prior basic RN qualifications.

10.2 The degree will be awarded with honors according to the overall quality points and GPA as follows:

<b>Quality Points</b>	<b>Percentage</b>	<b>Grade</b>
4.3	86-100	A+
4.0	70-85	A
3.7	67-69	A-
3.3	63-66	B+
3.0	60-62	B
2.7	57-59	B-
2.3	53-56	C+
2.0	50-52	C
1.7	47-49	C-
1.3	43-46	D+
1.0	40-42	D
0.0	0-39	F

**First Class Honors:** GPA 3.60 and above

**Second Class Honors:**

Upper Second Class: GPA 3.00 – 3.59

Lower Second Class: GPA 2.50 – 2.99

**Pass:** GPA 2.00 – 2.49

10.3 The final results will be published as a pass list according to the class of degree obtained with the names listed in alphabetical order.



## **PHILOSOPHICAL & CONCEPTUAL FRAMEWORK OF THE BSc. NURSING (POST RN)**

The B.Sc.N. has been structured against a background in which human beings are envisaged as existing in a complex and dynamic Universe bombarded by socioeconomic, political, environmental, and market forces. Specific to the Caribbean setting, are the epidemiological, demographic, health and nursing realities. The nurse in this multidimensional and integrated system must engage in caring behaviours that would influence lifestyle changes as well as the efficiency and effectiveness of the health care system. She/he therefore requires in-depth knowledge and skills, and professional attitudes for relating and problem-solving as well as innovative and creative decision-making in clinical nursing, education, and management. The basis for such decision-making, problem solving, and professionalism will emerge from a scientific approach incorporated within the programme of study. The undergraduate degree will provide a scientific foundation for the professional practice of nursing and will initiate the process of nursing specialization at the first level of advanced practice. Consequently, the programme is conceptualized with core and specialized courses in vertical and horizontal arrangements.

The major concepts of the Core Curriculum will incorporate the following themes: **lifecycle, holism, ethics, the nursing process, change, research, leadership, education, management, and community participation.** Core courses will be selected from nursing, as well as the natural, health, social, and behavioural sciences. Emphasis will be placed on critical thinking, analysis, theoretical foundations, and associated practice.

The major components of the Curriculum of the B.Sc.N. will be research, education, management, and clinical nursing. Major concepts will include Nursing Administration, Nursing Education, and Clinical areas of Specialization (Oncology); these areas of specialization will equip the nurse with expertise for operating in specialized clinics and programmes e.g. school clinic, diabetic clinic, intensive care unit, oncology, substance abuse detoxification, and mental health clinic, in response to the prevalence of various health conditions.

## Conceptual framework



**THE UNIVERSITY OF THE WEST INDIES  
THE SCHOOL OF NURSING, ST. AUGUSTINE  
CURRICULUM MODEL**



The graduate of UWISON combines **Critical Thinking**, **Interpersonal Relationships** and **Nursing Process** to engage in **Evidence-based Nursing Practice** for persons, families, communities and organizations throughout the **Life Cycle** and across the **Wellness-Illness Continuum** in the context of **Caring**.



## CURRICULUM Competencies of Post registration BSCN Specialists

<b>Nursing Administration</b>		
<b>KNOWLEDGE/CONTENT</b>	<b>SKILLS</b>	<b>ATTITUDES/VALUES/PROFESSIONALISM</b>
<ol style="list-style-type: none"> <li>1. Apply theory to practice in managing change, problem solving and leadership skills in strengthening nursing practice.</li> <li>2. Apply critical thinking in clinical decision making utilizing a problem solving approach.</li> <li>3. Synthesize theory and research-based knowledge in the provision of primary, secondary and tertiary care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize technology and information systems to enhance decision-making in health care delivery systems.</li> <li>2. Utilize databases and digital information resources to predict trends in nursing and plan accordingly.</li> <li>3. Participate in the recruitment, selection, and retention of personnel.</li> <li>4. Formulate a plan for career management and life- long learning of existing and potential staff.</li> <li>5. Utilize research findings for the establishment of standards, practices, and patient-care models in the organization.</li> <li>6. Appraise staff members to determine competence and training needs for their role in patient safety, risk management and compliance issues.</li> <li>7. Interpret and evaluate employee satisfaction/quality of work surveys.</li> <li>8. Identify and eliminate bullying, workplace</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice safely and competently in accordance with the framework of evidence-based practice education, caring for individuals, families, and communities throughout the life cycle.</li> <li>2. Integrate social, moral and ethical principles in the delivery of evidence- based nursing care along the wellness/illness continuum, including patients' values and preferences.</li> <li>3. Collaborate professionally with multidisciplinary team members in coordinating health care.</li> <li>4. Undertake responsibility for personal and professional growth and development as lifelong learners.</li> <li>5. Assume leadership roles in influencing policies and standards that impact health care delivery.</li> <li>6. Demonstrate leadership capabilities in resources mobilization to advance the practice of nursing.</li> <li>7. Engender within the professional and personal interactions in nursing, the value systems and socio-economic condition of individuals and groups from diverse cultural backgrounds.</li> <li>8. Develop trusting and collaborative relationships with multidisciplinary and other key stake holders to inform delivery of care.</li> </ol>

	<p>violence, and verbal and physical abuse.</p> <p><b>9. Implement ergonomic work environments to prevent worker injury and fatigue.</b></p> <p><b>10. Develop and implement bioterrorism-, hazardous materials -, and disaster-readiness plans.</b></p>	<p><b>9. Participate in nursing organizational policy formulation and decision- making in accordance with organizational goals and objectives.</b></p> <p><b>10. Utilize appropriate communication strategies with multidisciplinary team members.</b></p> <p><b>11. Serve as a member on advisory boards.</b></p> <p><b>12. Demonstrate leadership and management skills by adequately delegating responsibilities in planning the activities related to the work environment.</b></p> <p><b>13. Articulate, and ensure compliance with the Nurses and Midwives Act, Nursing Council regulations, and other regulatory agencies</b></p> <p><b>14. Serve as a professional role model and mentor to future nursing leaders.</b></p> <p><b>15. Integrate ethical standards and core values into clinical practice.</b></p> <p><b>16. Involve nurses in the decision making process and to participate in professional organizations.</b></p> <p><b>17. Manages performance through rewards, recognition, counselling, and disciplinary action.</b></p> <p><b>18. Conduct SWOT (strengths, weaknesses, opportunities, and threats) and gap analyse.</b></p>
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Nursing Education		
KNOWLEDGE/CONTENT	SKILLS	ATTITUDES/VALUES/PROFESSIONALISM
<p>4. Apply theory to practice in managing change, problem solving and leadership skills in strengthening nursing practice.</p> <p>5. Apply critical thinking in clinical decision making utilizing a problem solving approach.</p> <p>6. Synthesize theory and research-based knowledge in the provision of primary, secondary and tertiary care.</p>	<p>11. Utilize technology and information systems to enhance decision-making in health care delivery systems.</p> <p>12. Utilize databases and digital information resources to predict trends in nursing and plan accordingly.</p> <p>13. Identify individual learning styles unique to students.</p> <p>14. Apply key theories of learning to teaching including the use of educational technology and Problem Based Learning.</p> <p>15. Identify instructional objectives and strategies, and learning experiences consistent with content and overall curricular goals.</p> <p>16. Utilize a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and effective domains.</p> <p>17. Participate in curriculum design and evaluation of program outcomes.</p> <p>18. Involve learners in selecting, planning and evaluating learning experiences.</p>	<p>1. Practice safely and competently in accordance with the frame-work of evidence-based practice education, caring for individuals, families, and communities throughout the life cycle.</p> <p>19. Integrate social, moral and ethical principles in the delivery of evidence- based nursing care along the wellness/illness continuum, including patients' values and preferences.</p> <p>20. Collaborate professionally with multidisciplinary team members in coordinating health care.</p> <p>21. Undertake responsibility for personal and professional growth and development as lifelong learners.</p> <p>22. Assume leadership roles in influencing policies and standards that impact health care delivery.</p> <p>23. Demonstrate leadership capabilities in resources mobilization to advance the practice of nursing.</p> <p>24. Engender within the professional and personal interactions in nursing, the value systems and socio-economic condition of individuals and groups from diverse cultural backgrounds.</p> <p>25. Demonstrate enthusiasm for teaching, learning, and nursing that inspires and motivates students.</p> <p>26. Function as a change agent and a leader.</p>

	<p>19. Develop curricula based on the mission, philosophy and framework of the Program of the institution.</p> <p>20. Utilize evidence based practice in planning and the implementation of health education and health promotional activities.</p>	<p>27. Participate in professional development opportunities.</p> <p>28. Effectively function as a member of the multi-disciplinary team.</p> <p>29. Apply principles of ethics in all areas of practice.</p> <p>30. Follow legislation and policy guidelines relevant to nursing education.</p>
<b>School Nursing</b>		
<b>KNOWLEDGE/CONTENT</b>	<b>SKILLS</b>	<b>ATTITUDES/VALUES/PROFESSIONALISM</b>
<p>7. Apply theory to practice in managing change, problem solving and leadership skills in strengthening nursing practice.</p> <p>8. Apply critical thinking in clinical decision making utilizing a problem solving approach.</p> <p>9. Synthesize theory and research-based knowledge in the provision of primary, secondary and tertiary care.</p>	<p>21. Utilize technology and information systems to enhance decision-making in health care delivery systems.</p> <p>22. Utilize databases and digital information resources to predict trends in nursing and plan accordingly.</p> <p>23. Collect, analyse and synthesize comprehensive data pertinent to the student's health and well-being.</p> <p>24. Monitor the health status of students including early identification of health issues that potentially impact learning.</p> <p>25. Analyse data to determine nursing diagnoses, expected outcomes and plan individualized care for the student.</p>	<p>31. Practice safely and competently in accordance with the framework of evidence-based practice education, caring for individuals, families, and communities throughout the life cycle.</p> <p>32. Integrate social, moral and ethical principles in the delivery of evidence- based nursing care along the wellness/illness continuum, including patients' values and preferences.</p> <p>33. Collaborate professionally with multidisciplinary team members in coordinating health care.</p> <p>34. Undertake responsibility for personal and professional growth and development as lifelong learners.</p> <p>35. Assume leadership roles in influencing policies and standards that impact health care delivery.</p> <p>36. Demonstrate leadership capabilities in resources mobilization to advance the practice of nursing.</p>

	<p>26. Implement the interventions identified in the plan of care/action</p> <p>27. Provide health education and employ strategies to promote health and a safe environment.</p> <p>28. Integrate best practice guidelines and standards in responding to changing needs of students with common health conditions and concerns.</p>	<p>37. Engender within the professional and personal interactions in nursing, the value systems and socio-economic condition of individuals and groups from diverse cultural backgrounds.</p> <p>38. Evaluate one's own nursing practice in relation to professional practice, standards and guidelines, relevant statutes, rules and regulations</p> <p>39. Interact with and contribute to the professional development of peers and school personnel.</p> <p>40. Collaborate with student, family, school personnel, and other key stakeholders in the conduct of school nursing practice.</p> <p>41. Integrate ethical provisions in all areas of practice</p> <p>42. Consider factors related to safety, effectiveness, and cost that impact the planning and delivery of school nursing services.</p> <p>43. Provide leadership in the professional practice setting.</p>
<b>Oncology Nursing</b>		
<b>KNOWLEDGE/CONTENT</b>	<b>SKILLS</b>	<b>ATTITUDES/VALUES/PROFESSIONALISM</b>
<p>10. Apply theory to practice in managing change, problem solving and leadership skills in strengthening nursing practice.</p> <p>11. Apply critical thinking in</p>	<p>29. Utilize technology and information systems to enhance decision-making in health care delivery systems.</p> <p>30. Utilize databases and digital information resources to predict trends in nursing and</p>	<p>44. Practice safely and competently in accordance with the framework of evidence-based practice education, caring for individuals, families, and communities throughout the life cycle.</p> <p>45. Integrate social, moral and ethical principles in the delivery of evidence- based nursing care along the wellness/illness continuum, including patients' values and preferences.</p>



<p>clinical decision making utilizing a problem solving approach.</p> <p>12. Synthesize theory and research-based knowledge in the provision of primary, secondary and tertiary care.</p> <p>13. Obtain and document a comprehensive health assessment for patients with a past, current, or potential diagnosis of cancer.</p>	<p>plan accordingly.</p> <p>31. perform cancer risk assessment for clients along the illness/wellness continuum.</p> <p>32. collaborate with the multidisciplinary team, patient, family, and caregivers to formulate a comprehensive plan of care for patients with cancer.</p> <p>33. utilize evidence-based strategies in the management of patients across the continuum of care.</p> <p>34. disseminate knowledge required to care for patients with cancer to other healthcare workers and caregivers through peer education, staff development, mentoring, and preceptor experiences.</p> <p>35. create and enhance positive, health-promoting environments that maintain a climate of dignity and privacy for patients with cancer.</p>	<p>46. Collaborate professionally with multidisciplinary team members in coordinating health care.</p> <p>47. Undertake responsibility for personal and professional growth and development as lifelong learners.</p> <p>48. Assume leadership roles in influencing policies and standards that impact health care delivery.</p> <p>49. Demonstrate leadership capabilities in resources mobilization to advance the practice of nursing.</p> <p>50. Engender within the professional and personal interactions in nursing, the value systems and socio-economic condition of individuals and groups from diverse cultural backgrounds.</p> <p>51. Establish therapeutic relationships with patients, families, and other caregivers to facilitate coping with issues.</p> <p>52. Educate patients, families, caregivers, and the community about cancer risk, screening, and early detection.</p> <p>53. Promote life-long learning and evidence-based practice</p> <p>54. Promote ethical decision making and advocacy for patients with cancer and their families.</p>
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## TEACHING METHODS

The hybrid system of teaching and teaming instituted at Mt. Hope emphasizes Problem Based Learning (PBL) and requires students to adopt a philosophy of self-directed study. In addition to PBL, learning settings also include lectures, science and skills laboratories, practicum, outreach and research projects, case methods, case presentations, portfolio maintenance, and seminars. Distance teaching over MyeLearning and Illuminate teleconferencing system is also possible. In this mode, nurses can synchronously attend courses with their counterparts in other campuses, or given the course material, students can study by means of electronic links with the tutors, the library resources and one another. Where it is expedient and cost effective, nurses can share classroom sessions on common courses with students of other Schools of the Faculty of Medical Sciences. In addition, students will be required to undergo close supervision by their tutors and preceptors in different health care settings. The Code of Ethics of Nurses in general and the stipulations of the various Nursing Boards and Associations in the Caribbean will be stressed throughout the training.

## COURSE OF STUDY

The B.Sc.N. will be structured in course modules allowing for the accumulation of credits toward the degree; it will be designed to facilitate articulation of students from Certificate and Diploma programmes, which have been in existence. Along with the University Required Course of Caribbean Civilization and the foundation courses *Communication Skills for Health Personnel (Writing)* and *Communication Skills for Health Professions (Interpersonal)*. The degree programme will comprise a core curriculum with concentrations in Education, School Nursing, Administration and Oncology specialties.

### University Required Courses: Foundation Courses

- Communication Skills for Health Personnel.
- Communication Skills for Health Professions.
- Caribbean Civilization **OR**
- Law, Governance, Economy & Society in the Caribbean.

### Core Curriculum:

- Integrated Basic Health Sciences for Nurses I & II.
- Nursing Informatics.
- Clinical Epidemiology & Biostatistics

- Pathophysiology/Immunology & Genetics I & II.
- Primary Health Care & Health Promotion.
- Nursing Process and Health Assessment
- Nursing Pharmacotherapeutics.
- Introduction to Nursing Research.
- Nursing Research Project I & II.
- Classroom Teaching, Assessment & Evaluation.
- Educational Psychology & Counseling.
- Ethical, Legal & Moral Aspects of Nursing.
- Theories in Education.
- Nursing Leadership & Management.
- Curriculum Methods & Strategies.
- Nursing & Health Education.
- Nursing Sciences.
- Health Policy.
- Nursing Seminar.
- School Nurse Practicum.
- Nurse Educator Practicum.
- Nurse Administrator Practicum.
- Concepts and Theories in Oncology Nursing I
- Advanced Therapeutic Communication with Patients & Families in Cancer Care
- Critical Appraisal and Evidence Based Practice

- Introduction to Palliative Care in Nursing
- Concepts and Theories in Oncology Nursing II
- Oncology Health Assessment
- Guided Nursing Practice (Clinical Course)
- Cancer Care for Children and Young People (Elective)
- Cancer of the Prostate (Elective)
- High Risk Populations (Elective).

**Free Electives:** 2 – 4 credit hours

## **CLINICAL PRACTICUMS**

### **Introduction**

The Nursing Practicum of the BSc. Programme is scheduled in the last semester of the nursing curriculum. The rotation is designed to allow the students to develop new skills in Nursing Practice and improve on previously acquired ones by working alongside experienced practitioners of all levels of health care. It incorporates the team approach of nursing practice, faculty members and health care practitioners in the community, schools, hospitals, nursing schools, health care centers and other patient care facilities, toward the enhancement of knowledge in nursing education, school nursing, administration and clinical practice.

### **Purpose**

The purpose of these is to ensure that the integrated classroom knowledge is transferred effectively to “hands-on” clinical skills in the various sites where evidence-based nursing care is practiced.

## **POLICIES AND PROCEDURES**

### **A. GENERAL**

The student must:

- Comply with rules, regulations and requirements of the assigned sites.
- Exhibit a professional appearance both in manner and dress.
- Wear their University ID and student badge at all times while on Practicum sites.
- Be punctual and regular. The student is obligated to notify the site/faculty preceptor and the coordinator or secretary of the School of Advanced Nursing Education as soon as possible of lateness or absenteeism. Unexcused absences may result in the repeat of the rotation, in whole or in part, in accordance with the recommendations of the site preceptor.

The student is:

- Obligated to respect any and all confidences revealed during the Practicum course.
- Responsible for all guidelines related to the Practicum.
- Responsible for submitting on time, all projects, assignments and work sheets assigned by the preceptor, instructor or coordinator.
- Responsible for submission of all evaluation forms, reports/portfolios etc. on a timely basis.
- Responsible for informing the faculty Practicum coordinator/preceptor of any site problems that require intervention.

### **B. ATTENDANCE**

Attendance is mandatory. The student will report in and out each day as scheduled with

the preceptor, who would sign the required attendance sheet. In case of illness or other indisposition that prevents attendance, the student is required to notify both the preceptor at the assigned site and the Course Coordinator, or the Secretary of the University of the West Indies School of Nursing (UWISoN), between 8.00 am and 4.00 pm. The telephone number of the Secretary is 225-1026 ext. 3004 or the direct line is 225-1027.

**NOTE:**

Clinical Practicum rotations must be completed in order to be awarded the B.Sc. Degree in Nursing. A student is required to make up the absented day(s). Any student anticipating an absence should notify, in writing, both the preceptor and faculty clinical practicum coordinator/preceptor at least one week prior to the absence, except in emergency situations (policy). At the discretion of the coordinator, in consultation with the site preceptor/faculty, permission may or may not be granted. Time missed must be made up in relation to general guidelines of the Faculty of Medical Sciences or unless otherwise directed by the course coordinator.

**C. TARDINESS**

The student would be required to make up for lost time, which would be rescheduled by the site preceptor and with notification to the coordinator. In case of constant lateness, the student could be dismissed from the rotation. “Constant lateness” is being late more than once in any given week, at the start of the day or after the lunch break. A student who is constantly late would be advised by the preceptor to consult with the clinical practicum coordinator before he/she continues at the assigned site.

*Note: This behaviour would be documented and could affect grades.*

**D. REMOVAL FROM SITE**

A student may be removed from a practicum site or rotation for any of the following reasons:

- Inappropriate or unprofessional behaviour.
- Unprofessional conduct as outlined in the Nursing/University Handbook, or the Practice Site Guidelines.
- Refusal to comply with student regulations and requirements as outlined in the University Student Handbook.
- Failure to comply with policies and procedures as outlined in the School of Advanced Nursing Education Clinical Practicum Guidelines.
- On recommendation from the site preceptor.

**Guidelines for Removal**

1. If the faculty clinical practicum coordinator/preceptor, in conjunction with the site preceptor(s), believes that the student’s behaviour warrants removal from the rotation and/or site, the clinical coordinator will discuss the matter with the Director of the School of Advanced Nursing Education in order to determine whether the student should fail/withdraw from/repeat the rotation.

*Note: Behavioural categories for repeat are considered as follows:*

- Generally considered by society as irregular social behaviour e.g. persistent rudeness, use of foul language, inappropriate dress, etc. (dress code policy of Faculty of Medical Sciences)
  - Generally unacceptable by society e.g. criminal behaviour, i.e. stealing money, merchandise etc.
2. A site preceptor can recommend extending a practicum owing to poor performance by the student(s).

#### **E. DRESS CODE**

Professional attire, which consists of a white jacket over work/business attire, should be worn. Males can wear a white shirt “Jac”. Sleeves must be worn above the elbow (Infection Control Policy)

**NOTE:** No jeans, T-shirts and sneakers are allowed on practicum sites during assigned clinical periods or carrying out functions relating to the practicum. The University ID and student name badge **must be worn** on the jacket pocket at all times.

#### **F. SIGNING IN AND OUT**

The student is responsible for ensuring that the preceptor/designee initials the attendance records at the end of each day.

#### **G. CONFIDENTIALITY**

Patients’ medical documents e.g. profiles, medical records, etc., are **PRIVATE** documents. While they are used and handled in the course of practicum, remember that **CONFIDENTIALITY OF PATIENT INFORMATION MUST BE OBSERVED AT ALL TIMES.**

## **ONE YEAR, TWO YEAR & ONCOLOGY**

<b>COURSE TITLE:</b>	<b>COMMUNICATION SKILLS FOR THE HEALTH PROFESSIONS (Writing)</b>
<b>COURSE CODE:</b>	<b>NURS 1004</b>
<b>LEVEL:</b>	<b>Bachelors</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	

### **COURSE DESCRIPTION/RATIONALE**

This course offers a skills approach to the practice of effective communication in health settings. Students will be able to function effectively as individuals in public, small group, and face-to-face interactions with persons, especially those seeking health care. Nurses will be able to provide necessary reports for their several tasks. A self-directed learning component on medical terminology and medical transcription will be incorporated.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Explore the range of communication skills available to health practitioners as they interact with patients/clients and members of a health care team.
2. Develop appropriate skills in reading, listening, speaking and writing to become competent health practitioners.
3. Apply knowledge of communication processes to anticipate clinical experiences.
4. Develop a critical response to the practice of appropriate communication skills in health by themselves and others.
5. Identify the major elements in the communication process and their purposes.
6. Analyze the communicative process specific to the needs of health personnel.
7. Recognize the application of the principles of effective communication in diverse health contexts
8. Apply effective oral communication skills when interacting with:



- i. other health personnel;
  - ii. patients/clients/other members of the public
- 9. Assess the effective conduct of the public
- 10. Participate effectively in a group/team.
- 11. Communicate effectively in writing modes necessary for health personnel.

## **CONTENT**

**Unit 1 The nature of communication and its purpose**

**Unit 2 Differences between oral and written communication styles**

**Unit 3 Effective oral communication in the following:**

- i. Professional contexts;
- ii. Patient/client contexts.

**Unit 4 Effective written communication**

(Units 3 and 4 will be integrated in application)

## **TEACHING METHODOLOGY**

Lectures/Discussions

Related reading

Audio-visual materials

## **ASSESSMENT**

**Coursework Assessment: 60%**

- One (1) oral presentation 10 %
- One (1) interview discussion presentation (group simulation) 10 %
- One (1) report 15 %
  - One (1) essay - application of theory to a practical situation 10 %
  - One (1) letter or other minor piece 5 %

**Final Exam: 40%**

## **ONE YEAR, TWO YEAR & ONCOLOGY**

**COURSE TITLE:** COMMUNICATION SKILLS FOR THE  
HEALTH PROFESSIONS (Interpersonal)

**COURSE CODE:** NURS 1005

**LEVEL:** Bachelors

**SEMESTER:** Two (2)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE (S):**

### **COURSE DESCRIPTION/RATIONALE**

This course uses a skills approach to the application of effective communication principles in counseling and conveying messages in health settings. Students will be able to effectively conduct counseling sessions and use clinical instruction methods. They will also be able to use appropriate strategies and technology to convey messages to patients, clients and other professionals.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Apply principles of effective communication to counseling and clinical instruction situations, and to professional interactions.
2. Identify characteristics of effective counseling.
3. Demonstrate effective counseling techniques and referral strategies in clinical settings.
4. Convey sad news to a patient or client.
5. Select appropriate methods and strategies for clinical instruction and patient education.
6. Develop an appropriate strategy and use technology to convey a message to a mass audience.
7. Use humour and laughter in professional health situations.
8. Apply communication techniques to improve care of patients or clients.

## **CONTENT**

### **Unit 1 Counseling communication and its pre-requisites**

Characteristics of effective counseling  
Role play and critiquing  
Psycho-social scenarios

### **Unit 2 Conveying sad news: Health care worker/client/patient relationships**

Truth disclosure, ethics and confidentiality  
Techniques for releasing sad information, expressing condolences

### **Unit 3 Methods and strategies for clinical instruction**

Seminars  
Small group team teaching  
Video discussions  
Making instructional objectives  
Evaluation and feedback  
Methods and strategies for patient education  
Communication strategies and technology

### **Unit 4 Using humour and laughter in the health setting**

Applications of humour to professional contexts  
Understanding each other: Communication and Culture  
Apply communication techniques to improve the care of clients from diverse cultures

## **TEACHING METHODOLOGY**

Lectures/Discussions  
Workshops

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- |  |     |
|--|-----|
| • Unit 1: in large group presentation                          | 10% |
| • Unit 2: role play/dramatized oral presentation (pair)        | 10% |
| • Unit 3(a): oral presentation (group; but individual grading) | 15% |
| • Unit 3(b): oral presentation (individual out of class)       | 5%  |
| • Unit 4: oral presentation (group)                            | 10% |

### **Final Exam: 40%**

## **REQUIRED READING**

### **ESSENTIAL**

#### **A Communication Skills Handbook for Health Professionals**

Dickson, D.A. et al Chapman & Hall, 1990

### **REFERENCE TEXTS**

#### **The Medical Interview**

Aldrich, C.K.

The Parthenon Publishing Group Inc. (1993)

#### **How to Break Bad News: A Guide for Health Care Professionals**

Buckman, R. (1992)

The Johns Hopkins University Press W62 B925th, 1992

#### **The Medical Interview: The Three-Function Approach**

Cohen-Cole, S.A.

Mosby Yearbook

#### **Human Communication: The Basic Course**

De Vito, J.A. (1994)

Harper Collins College Publishers 1994

#### **The Social Organization of Doctor-Patient Communication**

Fisher, S. and Todd, A.D. (1983)

Centre for Applied Linguistics W62 S678 1983

#### **Strategic Communication in Business and the Professions**

O'Hair, D. and Friedrich, G.S. (1992)

Houghton Mifflin Company

#### **Harbace College Handbook**

Hodges, J.C. and Whitten, M.E.

Harcourt and Brace Jonavich (Latest Edition)

#### **Talking and Listening to Patients**

Fletcher, C. and Freeling, P. (1988)

The Nuffield Provincial Hospitals Trust W62 F612t 1988

#### **Empathy and the Practice of Medicine**

Spiro, H.M. et al (Latest Edition) (1993)

Yale University Press – W62 E55, 1993

**Writing and Talking about Patients**

Walton, J. and Mc Lachlan, G. (Latest Edition)

The Nuffield Provincial Hospitals Trust W64 D637, 1984

## **ONE YEAR, TWO YEAR & ONCOLOGY**

**COURSE TITLE:** CARIBBEAN CIVILIZATION

**COURSE CODE:** FOUN 1101

**LEVEL:** Bachelors

**SEMESTER:** Three (3)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE (S):**

### **COURSE DESCRIPTION/RATIONALE**

The course presents the Caribbean as encompassing more than island nations or linguistic blocks. Rather, it stresses the idea of the Caribbean *civilization* being a people-related phenomenon that depends on interactions and understandings amongst diverse groups of humans striving to achieve progress. Students, therefore, are encouraged in this course to identify and understand the elements of progress inherent in Caribbean *civilization*. This involves an understanding of the cultural and intellectual trends as well as the various administrative and commercial institutions that have developed in the region. These are analyzed both for their similarities as well as their regional differences, with the emphasis being on their collective distinctness from those of other world regions.

The course demonstrates that the region has progressed and become an identifiable entity not *because of* but, indeed, *in spite of* many of the divisive issues that have emerged in the course of its historical development. To appreciate these historical issues the demographic development of the region is traced beginning with an overview of the arrival of the Neo Indian peoples (about 5000BC) and ending with the 20<sup>th</sup> century wave of migrations that saw movements of people into and outside of the region.

Ultimately the course is expected to stimulate students' interests in, and commitment to, the concept of Caribbean *civilization* as not just an esoteric university course but rather as a workable historical and contemporary concept of regional unity and self-definition sorely needed in these modern times.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. To develop an awareness of the main process of cultural development in the Caribbean societies, highlighting the factors, the problematic and the creative output that have fed the emergence of Caribbean identities.
2. To develop a perception of the Caribbean as wider than island nations or linguistic blocs.
3. To simulate students' interest in, and commitment to Caribbean civilization

and to further their self-definition.

## **CONTENT**

### **Unit 1: Origins**

- Caribbean space/physical environment/Amerindian peoples and Cultures; their legacy.
- European conquest, settlement and demographic changes.

### **Unit 2: Fighting for Freedom**

- Slavery, rebellion, etc.
- New in/out - migration, indenture and their consequences: 19<sup>th</sup> and 20<sup>th</sup> centuries.

### **Unit 3: Quest for Identity**

- Race and nationalism.
- Independence, dependence and regionalism.
- Creolisation and ethnic identity.

### **Unit 4: Ideas, Ideologies and Theologies**

- Education/religion in the Caribbean.
- Caribbean Intellectual Traditions.

### **Unit 5: Caribbean Expressions**

- Caribbean music - Calypso, Reggae.
- Caribbean festivals.
- Sports.
- Caribbean voices - French, English, Spanish, and Linguistics.
- Identity.

## **TEACHING METHODOLOGY**

Lecturers/Discussions

Tutorials

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- Book review 30%
- Think piece 10%

### **Final Exam: 40%**

## **REQUIRED READING**

Please consult the Faculty of Humanities Office.



**COURSE TITLE:     LAW, GOVERNANCE, ECONOMY &  
SOCIETY IN THE CARIBBEAN**

**COURSE CODE:           FOUN 1301**

**LEVEL:                   Bachelors**

**SEMESTER:               One (1) or two (2)**

**NO. OF CREDITS:        Three (3)**

**PRE-REQUISITE (S):**

**COURSE DESCRIPTION/RATIONALE**

This is a multi-disciplinary course of the Faculty of Social Sciences at St. Augustine. It is designed mainly for non-Social Science students.

The course will introduce some of the major institutions in Caribbean society. It exposes the student to both the historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

**ASSESSMENT**

**Final Exam: 100%**

**REQUIRED READING**

Please consult the Faculty of Social Sciences Office.

<b>COURSE TITLE:</b>	<b>INTEGRATED BASIC HEALTH SCIENCES FOR NURSES I</b>
<b>COURSE CODE:</b>	<b>NURS 1100</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Five (5)</b>
<b>PRE-REQUISITE:</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONALE**

This course is the first of two courses which develops on prior knowledge of anatomy and physiology. Students are facilitated to acquire in-depth knowledge and understanding of the principles of genetics, fluid, electrolyte and acid-base balance. In addition, the cell and tissue biology module provides a foundation for the discussion of the structure and function in the immune and nervous systems.

### **LEARNING OUTCOMES**

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

1. Distinguish between the mechanisms of the major types of inheritance.
2. Consolidate the fundamental anatomical and biochemical concepts and physiological processes involved in the understanding of the structure and function of the cells and tissues of the human body.
3. Analyse the mechanisms of fluid and electrolyte balance and appraise their importance in homeostasis.
4. Compare the major types of immunity of the human body and explain the components and processes of the innate defences.
5. Examine the key physiological concepts in the human nervous system in terms of the underlying anatomical structures.

### **CONTENT**

#### **MODULE 1: GENES & INHERITANCE**

1. The role of genes and chromosomes in inheritance.
2. Patterns of inheritance.

3. Sources of individual variation.
4. Sex-linked inheritance.

## **MODULE 2: CELL & TISSUE BIOLOGY**

1. The anatomical regions of the body, positions, directions, body sections and cavities.
2. The structural and functional properties of the four tissue types.
3. The principles of homeostatic regulation.
4. Transport of substances through the plasma membrane.
5. The cell life cycle.
6. The major organic compounds of the human body and their functions.

## **MODULE 3: FLUID, ELECTROLYTE & ACID-BASE BALANCE**

1. The definition of the terms “fluid balance” and “electrolyte balance”.
2. The composition of the intracellular and extracellular fluid
3. Basic concepts involved in the regulation of fluids and electrolytes.
4. The movement of fluids within the ECF, between the ECF and the ICF and between the ECF and the environment.
5. The role of hormones in regulating fluid balance and electrolyte balance.
6. Regulation of sodium, potassium, calcium, and chloride ion concentrations to maintain electrolyte balance.
7. The definition of the term “acid-base balance”.
8. The buffering systems that balance the pH of the intracellular and extracellular fluids.
9. The compensatory mechanisms involved in the maintenance of acid–base balance.

## **MODULE 4: THE LYMPHOID SYSTEM & IMMUNITY**

1. The structure and function of the major components of the lymphoid system.
2. The role of lymphocytes in the immune response.
3. The definition of terms “nonspecific defences” and “specific defenses” of the body.
4. The components, mechanisms and functions of the body’s nonspecific and specific defenses.
5. The forms and properties of immunity.
6. Cell-mediated (cellular) immunity and antibody-mediated (humoral) immunity.
7. The types of T cells, their roles in the immune response and the mechanisms of T cell activation and the differentiation.
8. The mechanisms of B cell activation and differentiation.
9. The structure and function of antibodies and the primary and secondary responses to antigen exposure.

## **MODULE 5: THE NERVOUS SYSTEM**

1. The anatomical subdivisions of the human nervous system their relationships to function.
2. The basis of electrical activity and intercellular communication in the nervous system.
3. The role of reflexes, and the somatic and autonomic nervous systems.

4. The mechanisms of memory and learning and the neural interactions responsible for consciousness, sleep and arousal.
5. The interaction of neurotransmitters involved in brain function.
6. The structure and function of the eye, ear, and sensory organs of taste and smell.

### **TEACHING METHODOLOGY**

Didactic

PBL

On-line: MyeLearning, Evolve

Science Lab (based on availability)

Computer Simulation Lab

### **ASSESSMENT**

#### **Coursework Assessment: 40%.**

- |  |      |
|--|------|
| ▪ 1 Mid Semester Test                        | 10 % |
| ▪ 2 Quizzes                                  | 10 % |
| ▪ PBL  | 10 % |
| ▪ 1 Science Lab. (based on availability)     | 4 %  |
| ▪ 3 Computer Simulation Labs                 | 6 %  |
| ○ Cell Transport Mechanisms and Permeability |      |
| ○ Acid-Base Balance                          |      |
| ○ Neurophysiology of Nerve Impulses          |      |

#### **Final Exam: 60%**

### **REQUIRED READING**

#### **ESSENTIAL**

**Anatomy & Physiology . Patton, K.T. & Thidobean. Mosby Elsevier. 7<sup>th</sup> Edition, Evolve Learning System**

**Clinical Biochemistry.** Gaw A, Cowan RA, O' Reilly D, Stewart MJ. Elsevier/Churchill Livingston, (2004) 3rd Edition.

### **REFERENCE**

**Principles of Anatomy & Physiology.** Tortora, GJ & Derrickson, B. (2005). John Wiley & Sons Inc., 11th Edition

**Clinical Biochemistry.** Champe PC, Harvey RA, Ferrier DR.: Lippincott's Illustrated Reviews : Biochemistry (Lippincott's Illustrated Reviews Series). Lippincott, Williams & Wilkins, (2007) 4th Edition.

<b>COURSE TITLE:</b>	<b>PATHOPHYSIOLOGY/IMMUNIOLOGY &amp; GENETICS</b>
<b>COURSE CODE:</b>	<b>NURS 1201</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>COURSE CREDITS:</b>	<b>Three (3)</b>
<b>PREREQUISITE:</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONAL**

This is an online course which focuses on general concepts, principles and processes of pathophysiology, immunology and genetics. It creates an understanding of altered body processes as occurs in some common disease conditions from the cellular to the systemic level.

### **LEARNING OUTCOMES**

At the end of this course students will be able to:

1. Recognize abnormalities of the human body.
2. Explain characteristics of some common disease processes from a cellular or body systems level.
3. Identify problems caused by these diseases that may require nursing interventions.
4. Critically analyze and assess clinical situations and determine the appropriate nursing interventions that may be necessary.

### **CONTENT**

- Introduction
- Terms associated with pathophysiology.
- Diseases caused by defective genes and chromosomes.
- Altered cellular and tissue biology
  - Cellular adaptation
  - Cellular injury and manifestations thereof
  - Cellular death
- Alterations in fluid and electrolyte balances, (acid –base imbalances)
- Mechanisms of self-defense
  - Innate defenses: inflammation
  - Adaptive immunity
  - Hypersensitivities, infection, and immune deficiencies
- The biology of cancer and tumor spread

- Cancer characteristics and terminology
- Genetic basis of cancer
- Cancer and Infection, immunity and inflammation
- Progression and metastasis
- Neurological disorders
  - Alteration in cognitive networks
  - Alterations in cerebral homeostasis
  - Alterations in motor function

### Course Policies:

#### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. **Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.**

#### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/ or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

#### **Confidentiality Statement**

Academic Staff and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines of the University.

### **TEACHING METHODOLOGY**

Online lectures with animations  
 Knowledge check review activities  
 Face to face tutorials

### **ASSESSMENT**

#### **Coursework Assessment: 60%**

- |                              |     |
|------------------------------|-----|
| • Mid semester exam          | 15% |
| • Quizzes                    | 10% |
| • Individual case assignment | 5%  |
| • PBL                        | 10% |

#### **Final Exam: 40%**

## **REQUIRED READING**

**Essential:** Understanding Pathophysiology. Huether, S.E. Mc Cance, K.L. Brasher, V. L. & Forshee, B.A. 4<sup>th</sup> Ed Mosby / Elsevier

## **REFERENCE:**

Pathophysiology: Concepts of Altered Health States, Current Ed.  
Porth

Clinical Applications of Pathophysiology. An Evidenced-Based Approach, 3<sup>rd</sup>  
Ed. Brashers

Pathophysiology Made Easy Springhouse                      Lippincott

<b>COURSE TITLE:</b>	<b>NURSING INFORMATICS</b>
<b>COURSE CODE:</b>	<b>NURS 1500</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	<b>Computer Literacy</b>

### **COURSE DESCRIPTION/RATIONALE**

The course introduces nurses to the roles of computer information and communication technologies in the delivery of efficient health care (in relation to patients, problems and procedures) and for research. Students will acquire technical competence in health information management as they collect, retrieve and manipulate health data, for use in communication, planning and decision making. A thorough exploration of the need for nursing information standards and systems will be encouraged.

### **LEARNING OUTCOMES**

Upon completion of the course, the student will be able to:

1. Demonstrate entry-level competencies in the use of word processing, spreadsheet, database, statistical analysis, e-mail, on-line education and web browsing software.
2. Examine the processes involved in transforming data into information and information into knowledge.
3. Relate information technology and information management principles to nursing and healthcare.
4. Compare and contrast the nursing process and the technology assessment process.
5. Examine how informatics can support nursing decision-making.
6. Appraise the use of tele-technologies and their applications in nursing and healthcare practice.
7. Describe how standards and policies influence the use of technology in healthcare.

### **CONTENT**

1. General computer information
  - 1.1. Informatics in the Healthcare professions
  - 1.2. Hardware, software and the roles of support personnel



- 1.3. Ensuring the quality of Information
- 1.4. Electronic communication and the Internet
- 2. Healthcare Information Systems
  - 2.1. Healthcare information systems
  - 2.2. Strategic Planning
  - 2.3. Selecting a Healthcare Information system
  - 2.4. System Implementation and maintenance
  - 2.5. Information systems Training
  - 2.6. Information security and confidentiality
  - 2.7. The Electronic Health Record
  - 2.8. Regulatory and accreditation Issues
  - 2.9. Continuity Planning and Disaster Recovery
- 3. Specialty Applications
  - 3.1. Using the computer to support Healthcare and Patient education
  - 3.2. Tele-health
  - 3.3. Evidence-Based Practice and research

Presentations: Group assignments

Review

### **Course Policies:**

#### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

#### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

#### **Confidentiality Statement**

Academic Staff and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines of the University.

### **TEACHING METHODOLOGY**

Lectures/Discussions

Practical in Computer Laboratory

Field Visits

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- Class participation 5 %
- Group assignment 10 %
- Quizzes 5 %
- Mid semester 10 %
- Portfolio 10 %

### **Final exams: 40%**

- Practical Skills 10%
- Final exams 50%

## **REQUIRED READING**

### **ESSENTIAL**

#### **Handbook of Informatics for Nurses & Healthcare Professionals**

Hebda, T.; Czar, P., and Mascara, C. (2005)

**NJ: Prentice Hall**

### **REFERENCE TEXTS**

#### **Informatics and Nursing: Competencies and Applications**

Thede, Linda Q.

Sewell, Jeanne P.

**Lippincott Williams & Wilkins 2003 (3<sup>rd</sup> Edition)**

#### **Healthcare Informatics - An Interdisciplinary Approach**

Engelbart, S. P. and Nelson, R. (2002)

Mosby, Elsevier

<b>COURSE TITLE:</b>	<b>INTEGRATED BASIC HEALTH SCIENCES FOR NURSES II</b>
<b>COURSE CODE:</b>	<b>NURS 2100</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Two (2)</b>
<b>NO. OF CREDITS:</b>	<b>Five (5)</b>
<b>PRE-REQUISITE (S):</b>	<b>NURS 1100</b>

### **COURSE DESCRIPTION/RATIONALE**

This course is the second of two courses in which the structural, biochemical and functional properties of the endocrine, cardiovascular, respiratory, renal, reproductive, digestive and musculoskeletal systems of the human body are studied, developing on prior knowledge of anatomy and physiology.

### **LEARNING OUTCOMES**

At the end of this course, the student will be able:

1. To examine the regulation and functions of endocrine secretion in the human endocrine system in terms of the underlying anatomical structures.
2. To analyze the structures of the major components of the cardiovascular system as related to the role of each component in the transport of gases, waste and hormones and the regulation of cardiovascular variables in the human body.
3. To integrate the structural organization and functions of the organs of the respiratory system that enable optimal gas exchange in the lungs and systemic tissues of the human body.
4. To distinguish between the major renal exchange processes discussed in terms of the relevant structures of the kidney and outline the events that occur during elimination of urine from the human body.
5. To review the relationships between the anatomical structures and functions of the organs of the human male and female reproductive systems and explain the hormonal regulation of the various stages of human development.

6. To differentiate the major physiological processes involved in replenishing the human body with the nutrients it needs for energy production and relate these to the anatomical structures involved.
7. To relate the structures of muscle (at the gross anatomical and molecular levels) to the generation and regulation of muscle contractile force and discuss the role of bone restructuring in homeostasis of the human skeletal system.

## **CONTENT**

### **MODULE 1: THE ENDOCRINE SYSTEM**

1. The gross anatomy, nerve and blood supply and histological structure of the major endocrine glands *i.e.* pituitary, thyroid, parathyroid gland, endocrine pancreas and adrenal glands.
2. The types of intercellular communication and their importance in homeostasis.
3. The classification of hormones and mechanisms of hormone action.
4. The hormones of the pituitary gland: classification, regulation and functions.
5. The hormones of the thyroid gland: classification, biosynthesis and storage of, regulation and functions.
6. The hormones involved in the regulation of plasma calcium and phosphate concentrations: classification, regulation, and functions.
7. The hormones of the adrenal cortex and medulla: classification, regulation and functions.
8. The hormones of the endocrine pancreas: classification, regulation and functions.
9. The roles of the liver, muscle and adipose tissue in the mobilization, inter-conversion, consumption and storage of energy substrates.
10. The functions of the hormones produced by the pineal gland, kidneys, heart, thymus, testes, ovaries, and adipose tissue.
11. The role of hormones in growth.
12. The hormonal responses to stress.

### **MODULE 2: THE CARDIOVASCULAR SYSTEM**

1. The structural characteristics of the fluid and cellular constituents of blood and their relationship to their functions.
2. The major anatomical features of the heart and the major blood vessels of the systemic and pulmonary circuits.
3. The modifications of the foetal circulation compared to the adult circulation and their significance in terms of respiratory and nutritional support.
4. The circulation to special regions and the cardiovascular regulatory mechanisms in these regions.
5. The basis of electrical activity in the heart, the conducting system of the heart and the electrocardiogram.
6. The phases of the cardiac cycle and the pressure and volume changes in the cycle.
7. The factors affecting cardiac output, heart rate and stroke volume.

8. Capillary pressures and capillary exchange.
9. Cardiovascular regulatory mechanisms.
10. The modes of transport of fats in the blood.

### **MODULE 3: THE RESPIRATORY SYSTEM**

1. The structural organization of the organs of the respiratory system and their functions.
2. Respiratory defence mechanisms.
3. The definition of the terms “pulmonary ventilation”, “alveolar ventilation”, “external respiration” and “internal respiration”.
4. The mechanics of breathing.
5. Respiratory rates and volumes.
6. Factors affecting airway resistance, lung compliance, surface tension and their effect on work of breathing.
7. The role of pulmonary function tests in the diagnosis of lung disorders.
8. The factors affecting gas exchange.
9. The transport of oxygen and carbon dioxide in the blood.
10. The control of respiration.

### **MODULE 4: THE RENAL SYSTEM**

1. The major macroscopic and microscopic anatomical features of the organs of the renal system.
2. The formation of glomerular filtrate.
3. The types of transport mechanisms found along the nephron and their role in modifying the composition and volume of glomerular filtrate.
4. The role of countercurrent multiplication in the formation of a concentration gradient in the renal medulla.
5. The control of urine volume and osmotic concentration.
6. The micturation reflex and urination.
7. The biochemical basis and clinical significance of some renal function tests (e.g. creatine clearance, serum creatinine, urea, chemical analyses of urine).

### **MODULE 5: THE REPRODUCTIVE SYSTEM**

1. The structural organization of the reproductive systems in human males and females.
2. The roles played by the male reproductive tract and accessory glands in the functional maturation, nourishment, storage, and transport of spermatozoa.
3. The normal composition of semen.
4. Hormones that regulate male reproductive function.
5. The processes of meiosis and oogenesis in the ovaries.
6. Hormones and the female reproductive cycle.
7. Development and differentiation and the various stages of human development.
8. The regulation of gonadal development as a result of chromosomal sex.
9. Pregnancy and maternal systems.
10. Structural and functional changes in the uterus during pregnancy.
11. The stages of labor and delivery.

12. The hormonal regulation of the growth and development of mammary glands and lactation.
13. The factors and the mechanisms underlying the onset of puberty.
14. The role of hormones in inducing changes in body systems at puberty.

## **MODULE 6: DIGESTION & METABOLISM**

1. The organization and function of the major organs of the human digestive system.
2. The control of digestive functions.
3. The chemical composition of saliva.
4. The synthesis and secretion of acid and enzyme by gastric glands.
5. The chemical composition and functions of pancreatic juice and bile.
6. The processes by which materials move through the digestive tract.
7. The digestion and absorption of carbohydrates, lipids and proteins.
8. The metabolism of carbohydrates, lipids and proteins.
9. The patterns of metabolic activity in the absorptive and post absorptive states.
10. The functions of fat and water soluble vitamins and the manifestations of vitamin deficiency.

## **MODULE 7: THE MUSCULOSKELETAL SYSTEM**

1. The structures of a skeletal, cardiac, and smooth muscle fiber.
2. Bone remodeling and homeostatic mechanisms of the skeletal system.
3. Excitation-contraction coupling in cardiac and smooth muscle.
4. The mechanisms by which muscle fibers obtain the energy to power contractions at different levels of activity.

## **TEACHING METHODOLOGY**

Lectures/Class Discussions

PBL

On-line: Asynchronous interactions using MyeLearning.

## **ASSESSMENT**

### **Coursework Assessment: 40%**

- |                                      |      |
|--------------------------------------|------|
| • Examinations (1 Mid Semester Test) | 20 % |
| • 2 Quizzes (5pts. Each)             | 10 % |
| • PBL                                | 10 % |

### **Final Exam: 60%**

## **REQUIRED READING**

### **ESSENTIAL**

Anatomy & Physiology. Patton, K.T.& Thidobea

**Clinical Biochemistry.** Gaw A, Cowan RA, O' Reilly D, Stewart MJ. Elsevier/Churchill Livingston, (2004) 3rd Edition.

## **REFERENCE**

**Principles of Anatomy & Physiology.** Tortora, GJ & Derrickson, B. (2005). John Wiley & Sons Inc., 11th Edition

**Clinical Biochemistry.** Champe PC, Harvey RA, Ferrier DR.: Lippincott's Illustrated Reviews : Biochemistry (Lippincott's Illustrated Reviews Series). Lippincott, Williams & Wilkins, (2007) 4th Edition.

<b>COURSE TITLE:</b>	<b>PATHOPHYSIOLOGY/IMMUNOLOGY &amp; GENETICS II</b>
<b>COURSE CODE:</b>	<b>NURS 2201</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Two (2)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	<b>NURS 1201</b>

### **COURSE DESCRIPTION/RATIONALE**

The course follows part one online and builds on pathophysiological concepts, principles and processes introduced in NURS2101. It utilizes a scientific and systematic approach in the analysis of disease processes affecting different body systems. This course is intense and requires the student to commit to the outlined course of study as found online.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Demonstrate a comprehensive understanding of Pathophysiological processes that occurs in some common disease conditions affecting the human body at different stages of the life cycle.
2. Deduce the scientific basis for nursing interventions in given clinical situations after critically analyzing the evidence presented.
3. Explain the linkages between concepts studied in Pathophysiology Immunology and Genetics I to pathological processes in the various body systems.

### **CONTENT**

- Alterations of the endocrine system.
  - Mechanisms of hormonal alterations.
  - Alterations of the Hypothalamic-Pituitary system.
  - Alterations of thyroid function.
  - Alterations of parathyroid function.
  - Dysfunction of the endocrine pancreas.
  - Alterations of adrenal function.
- Alterations of Hematologic system
  - Alteration of erythrocyte function



- Myeloproliferative red cell disorders
- Alteration of leukocyte function
- Alteration of lymphoid function
- Alteration of splenic function
- Alteration of platelet and coagulation
- Alteration of Hematologic function in children
  
- Alterations of cardiovascular function
  - Diseases of the arteries and veins
  - Disorders of the heart wall
  - Manifestations of heart disease
  - Shock
  - Alteration of cardiovascular function in children
  
- Alterations in the pulmonary system
  - Clinical manifestation of pulmonary alterations
  - Pulmonary disorders
  - Alteration of pulmonary function in children
  
- Alteration in the renal and urinary tract system
  - Urinary tract obstruction
  - Urinary tract infection
  - Glomerular disorders
  - Renal failure
  - Alteration in renal and urinary tract function in children
  
- Alteration in the reproductive system
  - Disorders of the female reproductive system
  - Disorders of the male reproductive system
  - Disorders of the breast
  - Sexually transmitted infections
  
- Alterations in the digestive system
  - Disorders of the digestive tract
  - Disorders of the accessory organs of digestion
  - Cancer and the digestive system
  - Disorders of digestive function in children
  
- Alterations of the musculoskeletal system
  - Musculoskeletal injuries
  - Disorders of bones and joints
  - Disorders of skeletal muscles
  - Musculoskeletal tumors
  - Alteration in musculoskeletal function in children

## **Course Policies:**

### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

### **Confidentiality Statement**

Academic Staff and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines of the University.

## **TEACHING METHODOLOGY**

Online lectures with animations

Companion CD

Online learning resources

Face to face tutorials

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- |                              |     |
|------------------------------|-----|
| • Mid-semester exam          | 15% |
| • Quizzes                    | 10% |
| • Individual case assignment | 5%  |
| • PBL group assignment.      | 10% |

### **Final Exam 40%**

## **REQUIRED READING**

### **ESSENTIAL**

Understanding Pathophysiology, 4<sup>th</sup> Ed. Heuter, Mc Cance

### **REFERENCE**

Pathophysiology: Concepts of Altered Health States, Current Ed. Porth  
Clinical Applications of Pathophysiology. An Evidenced-Based Approach,  
4<sup>th</sup> Ed. Brashers  
Pathophysiology Made Easy, Springhouse, Lippincott

<b>COURSE TITLE:</b>	<b>NURSING SEMINAR</b>
<b>COURSE CODE:</b>	<b>NURS 2400</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Three (3) &amp; Six (6)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	<b>Completion of core courses</b>

### **COURSE DESCRIPTION/RATIONALE**

This course of study examines the strategies used in management of a variety of health problems identified through examination and treatment of individuals and groups. Primary health care and health promotion strategies including education and counseling will be implemented and evaluated. The course will use a case study approach of problems experienced by individual and aggregates at various stages of the life cycle. Emphasis will be placed on PBL where critical-thinking problem solving skills will be enhanced.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to demonstrate the role of a nurse educator by effectively facilitating learning by:

1. Applying various teaching strategies to relevant situations.
2. Analyzing social, ethical, and legal issues within the teacher-student context.
3. Assessing and evaluating the use of nursing theory and research findings in academic and practice settings.
4. Promoting innovation through the use of technology in classroom settings.
5. Integrating nursing knowledge with the educator role.
6. Demonstrating proficiency in oral and written communication.

### **CONTENT**

- Key theories of Adult Learning (review)
- Influence of provider's philosophy, values, culture, socioeconomic status on the care of others
- Types of knowledge:
  - Psychomotor or Physical
  - Affective or Social
  - Cognitive or logico-math

- Influences of patient/client and clinical setting on the Adult Learning experience
- Development of clearly stated performance outcomes
- Selection of teaching methods to enhance critical thinking and clinical practice
  - Distinguish between critical thinking and the scientific method
  - Problem-based learning in the clinical setting
  - Pre and Post-conferencing
- Micro-teaching for the clinical setting
- Role of formative and summative evaluation in clinical setting
  - Differentiation of grading and the evaluation process
  - Components of evaluation of clinical teaching-learning process
- Development of evaluation tools
- Development and maintenance of clinical learning sites
- Preceptor preparation and support

## **TEACHING METHODOLOGY**

Lectures/Discussion  
 Use of Technology  
 Student Presentations  
 Seminars

## **Course Policies**

### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

### **Confidentiality Statement**

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## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |                                     |     |
|-------------------------------------|-----|
| • One (1) group project             | 20% |
| • One (1) case presentation/lecture | 30% |
| • Final Paper and Presentation      | 50% |

## **REQUIRED READING**

### **ESSENTIAL**

#### **Evidenced Based Practice in Nursing Healthcare: A Guide to Best Practice**

Melnyk, Bernadette; Fineout-Overholt  
Lippincott W.W, 2005

#### **Professional and Ethical Issues in Nursing**

Burnard, Philip & Chapman, Christine  
3<sup>rd</sup> Edition, Elsevier Science  
Billiere & Tindall, 2000

#### **Nursing Preceptorship: Connecting Practice & Education**

Myrick, Florence; Yonge, Olive  
Lippincott W. W. 2004

#### **Classification (NOC) (3<sup>rd</sup> ed). St. Louis: Mosby, Inc.**

Dochterman McCloskey, Joanne and Bulechek, Gloria M.  
Lippincott W.W. 2005

<b>COURSE TITLE:</b>	<b>CLINICAL EPIDEMIOLOGY, BIostatISTICS &amp; NURSING RESEARCH</b>
<b>COURSE CODE:</b>	<b>NURS 2500</b> <b>Consists of three (3) modules:</b> <b>Epidemiology</b> <b>Biostatistics</b> <b>Nursing Research</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Four (4)</b>
<b>PRE-REQUISITE (S):</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONALE**

This course is designed to enable the nursing students to appreciate and use scientific methodologies in the management of health care. It covers data collection, analysis and presentation. It also introduces the student to the process of surveillance, epidemiological investigations and research methodology.

### **LEARNING OUTCOMES**

Upon completion of the course, the student will be able to:

1. Relate statistics to the study of human populations and the management of uncertainty.
2. Examine the role of statistics in health sciences and healthcare delivery.
3. Appreciate and use scientific methodologies in the management of healthcare.
4. Demonstrate the competencies in data collection, analysis and presentation.
5. Integrate scientific knowledge with practice to make informed judgments and valid clinical decisions.

### **CONTENT**

- Epidemiological variables
- Natural history of diseases and levels of prevention
- Introducing Biostatistics
- Rates as a mechanism for measuring morbidity and mortality

- Presenting Data: Tables and Charts
- Surveillance
- Describing Data: Summary Measures
- Screening
- Probability
- Investigation and Management of Epidemics
  - Making inferences
- Values of research to nursing
  - Making Inferences
- Research designs and methods
- Research process
  - Research question
  - Research purpose
  - Literature review
  - Conceptual/theoretical framework
  - Sampling
  - Data collection
  - Data analysis and interpretation
- Research ethics

### **Course Policies:**

#### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

#### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

#### **Confidentiality Statement**

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### **TEACHING METHODOLOGY**

Lectures/Discussions  
CAI (Computer Assisted Instruction)  
PBL

### **ASSESSMENT**

**Coursework Assessment:60%**

- Two (2) take-home assignments 20 %
- Quizzes 20 %

**Final Exam: 40%**

### **REQUIRED READING**

#### **ESSENTIAL**

##### **Clinical Epidemiology: The Essentials**

Fletcher, Fletcher & Wagner  
4<sup>th</sup> Edition 1996: L.W.W.

##### **Nursing Research**

LoBiondo-Wood, Geri & Haber, Judith  
5<sup>th</sup> Edition, Mosby

#### **REFERENCE**

##### **Applying the Roper-Tierney Model in Practice**

Holland, Jenkins, Solomon, Whittman  
Elsevier/Churchill Livingstone



**COURSE TITLE:** NURSING LEADERSHIP & MANAGEMENT

**COURSE CODE:** NURS 2501

**LEVEL:** Bachelor

**SEMESTER:** Two (2); Five (5) & Six (6)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE (S):** NURS 1500

### **COURSE DESCRIPTION/RATIONALE**

The course explores organizational, leadership and motivational theories as they apply to nursing/health care administration. It prepares the learner to apply principles of leadership to the management and coordination of care for groups of patients, to better understand and manage the health care environment and its resources, and to supervise the care delivered by those with less education and experience.

Upon completion of the course the learner will be able to apply principles of leadership and management in nursing and in the health care delivery system.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Examine critically the various theoretical concepts of leadership and management.
2. Analyze the relationship between the organizational mission statement, philosophy, goals, objectives, policies, procedures and rules.
3. Appraise the impact of current trends, nursing roles, and principles of management and leadership that influences health care delivery systems, including managed care.
4. Integrate principles of delegation, supervision, personal management, and motivation in creating an environment to foster client centered care.
5. Integrate the nursing process, therapeutic nursing interventions, the caring framework and effective communication skills in the management of client care.
6. Apply selected research findings to principles of leadership and management.
7. Distinguish the manifestations of internal and external multi-system stressors that impact organizational structure and function.
8. Compare how organizational structure and culture impact leadership

- and management functions.
9. Analyze the influence of legal, ethical, political, and cultural issues related to nursing leadership and management skills.
  10. Demonstrate application of knowledge from nursing, liberal arts, and sciences in leadership and management skills.
  11. Devise appropriate communication strategies to work effectively with all members of the health care team.
  12. Critique the impact of expanded nursing roles on leadership and management.
  13. Formulate a plan for career management and lifelong learning.

## **CONTENT**

- **Working within organizations**

- Developing leadership behavior and management skills
- Understanding and working in organizations
- Managing resources responsibly
- Supporting quality care

- **Moving into a professional role**

- The nurse as communicator, teacher, motivator and team builder
- The nurse as decision maker and delegator
- The nurse as supervisor and evaluator
- The nurse as change agent and advocate
- The nurse as conflict manager, negotiator and mediator

- **Evolving issues in nursing practice**

- Advancing your career
- Attaining and maintaining competence
- The challenging workplace
- Nursing informatics and evidenced-based practice
- Anticipating the future

## **Course Policies:**

### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all

attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

### **Confidentiality Statement**

Academic Staff and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines of the University.

### **TEACHING METHODOLOGY**

Online Learning Resources: MyeLearning

### **ASSESSMENT**

#### **Coursework Assessment: 60%**

- |                              |      |
|------------------------------|------|
| • One (1) Quiz               | 10 % |
| • Two (2) Online Assignments | 10 % |
| • Class Participation        | 10%  |
| • Growth Paper               | 10 % |

#### **Final Exam: 40%**

### **REQUIRED READING**

#### **Managing and Coordinating Nursing Care**

Ellis, Rider J.; Hartley, Love C.

Lippincott W.W. (4<sup>th</sup> Edition)

### **REFERENCE**

#### **The Nurse Manager's Survival Guide-Practical Answers to Everyday Problems**

Marelli, T.M.

Lippincott, W.W. (3<sup>rd</sup> Edition)

#### **Five Keys to Successful Nursing Management**

Schilling Mc Cann, J.A.

Lippincott, W.W. (2005)

<b>COURSE TITLE:</b>	<b>NURSING PHARMACOTHERAPEUTICS</b>
<b>COURSE CODE:</b>	<b>NURS 3100</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1) &amp; Four (4)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	<b>NURS 1100; NURS 1201 NURS 2100; NURS 2201</b>

### **COURSE DESCRIPTION/RATIONALE**

The course provides knowledge of the pharmacological management of selected health care problems. The use of alternative treatment regimen will be explored and the roles and responsibilities of the nurse in the treatment of individuals and groups will be emphasized. The focus will also be on the movement and action of drugs through the body.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Develop professional knowledge base of pharmacological therapy utilizing the drug classification system.
2. Gain scientific knowledge and critical thinking in the administration of medication.
3. Learn to implement effective communication in the administration of medication to promote, maintain, and restore health.
4. Demonstrate values consistent with the Nursing code of ethics in relation to medication administration.
5. Integrate scientific principles and current research related to drug therapy in nursing care.
  - Analyze principles related to drug absorption, distribution, metabolism and excretion.
  - Orally and/or in writing, interpret physiological and pathophysiological concepts which relate to medication administration.
  - Discuss strategies to safely and accurately administer medications.
  - Demonstrate appropriate use of professional references.
6. Utilize critical thinking in Pharmacotherapeutics
  - Utilize the drug classification system in nursing practice.
  - Apply the nursing process to medication administration.
  - Orally and/or in writing, demonstrate critical thinking in the

- administration of medication in specific client scenarios.
7. Utilize communication in medication administration.
    - Identify the multiple roles of the nurse.
    - Collaboration with health care professionals.
    - Discuss patient education strategies.

## **CONTENT**

- General Principles of Drug Action
- Pharmacotherapeutics of selected Drug and Diseases
  - Cardiovascular System
  - ANS
  - Respiratory System
  - CNS
  - GIT
  - Endocrinal Diseases
  - Eye Disorders
- Pharmacology of Drugs associated with the following therapies
  - Anti-Inflammatory Therapies
  - Anti-Infective Therapies
  - Hormonal Therapy and reproduction

## **Course Policies:**

### **Attendance Policy**

Seventy five percent (75%) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

### **Confidentiality Statement**

Academic Staff and students who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines of the University.

## **TEACHING METHODOLOGY**

Lectures/Discussions/Tutorial  
MyeLearning Online

## **ASSESSMENT**

**Coursework Assessment: 40%; Final Exam: 60%**

## **REQUIRED READING**

### **ESSENTIAL**

**Pharmacology for Nurses: A Pathophysiological Approach.** Abrams, A.C.P.,  
Lammon, S.L., Barnett, C. 2<sup>nd</sup> Ed. Holland

## **REFERENCE**

**Clinical Pharmacology made Incredibly Easy, 2<sup>nd</sup> Ed.**  
Springhouse  
Lippincott, W.W.

## **SCHOOL NURSES**

**COURSE TITLE:** SCHOOL NURSE PRACTICUM

**COURSE CODE:** NURS 3300

**LEVEL:** Bachelor

**SEMESTER:** Three (3) & Six (6)

**NO. OF CREDITS:** Six (6)

**PRE-REQUISITE (S):** Successful completion of core courses

### **COURSE DESCRIPTION/RATIONALE**

This course is designed to prepare participants to lead the process and give direction to the coordinated School Health Program. Participants will develop new and advanced skills in identifying the strengths and weaknesses of the school's policies and programs for promoting health and safety; and developing interventions for improving students' health and safety.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Describe the major functions of a school nurse working collaboratively in the school community.
2. Give evidence on one or more learning experiences accomplished successfully under each major function as noted on the preceptor evaluation tool and self-assessment tools.
3. Cite current state and local health regulations as they relate to the school setting.
4. Identify process of integrating school community programmes to meet the diverse health needs and problems of select communities.
5. Utilize the resources in those communities to develop culturally sensitive strategies to meet and resolve problems.
6. Use knowledge of human growth and development to meet the needs of children, including children with special needs.
7. Integrate screening results into health plans as a basis for health education, referral and follow-up.
8. Demonstrate awareness of roles in partnering with staff from various agencies including school-based clinics.
9. Demonstrate appropriate, culturally sensitive health teaching skills including planning, delivery and evaluation.
10. Demonstrate use of management skills in at least one particular aspect

of this school's health programme.

## **CONTENT**

- Growth and Development of the Child and Adolescent.
- Psychological needs of the child and adolescent.
- Issues related to High Risk Behaviour.
- Multidisciplinary/Interdisciplinary Team Conferences.
- Counseling for the School Nurse.
- Evidenced-Based Nursing Care.
- Roles and Responsibilities of the School Nurse in Trinidad and Tobago.

## **TEACHING METHODOLOGY**

The student will be assigned to field experiences under the supervision of a DHV and a SANE preceptor. The internship will consist of supervised school nursing experience over a period of at least (one semester). Learning opportunities will be provided in the practice setting, reflecting the breadth of diverse health care needs of school children and their families. Health promotion and disease prevention represent central components of our school's health service paradigm. The University faculty will provide direction and guidance for the preceptor in terms of caseload assignment and utilization of the nursing process in school settings. During the semester, the student learner is required to participate in a range of school health programme activities as well as a weekly seminar that will last about forty-five (45) minutes.

Within the boundaries of specific assignments, the student, guided by the DHV and the Preceptor, will document proficiency in the following skills:

- Obtaining health histories and assessing the health status of students.
- Facilitation of immunization and physical examination compliance for primary and secondary students.
- Assisting with timely referral follow up for students screened with hearing, vision, and developmental problems.
- Demonstrate strategies that comprehensively address students' health needs incorporating innovative delivery options including technology.
- Demonstrate strategies to ensure appropriate accountability to stakeholders, including student clients.
- Demonstrate 'best practice' guidelines and standards in responding to changing needs of students with common health conditions and concerns.
- Managing emergency treatment and preparedness including first responder situations.
- Monitoring the health status of students including early indemnification of 'hidden' health issues that potentially impact on learning, following up, documenting referrals.
- Determining priorities for and participating in-home visits.
- Communicating with students, staff and families (written and verbal and via the



web).

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |  |     |
|--|-----|
| • Functions of the School Nurse            | 10% |
| • School Assessment                        | 20% |
| • One (1) Case Study                       | 10% |
| • Poster Presentation                      | 20% |
| • Health Teaching Exercise and Lesson Plan | 10% |
| • Evaluation of Teaching                   | 20% |
| • Preceptors Evaluation                    | 10% |

## **REQUIRED READING**

### **ESSENTIAL**

#### **School Nursing a Comprehensive Text**

Selekman, Janice  
Davis, F. A., ISBN

#### **Manual of School Health**

De Stefano, Lewis Keeta; Bear, Bonnie J.  
(2<sup>nd</sup> Edition) 2002  
Saunders, W.B. Co.

## **ADDITIONAL READING**

School Health Index for Elementary School  
School Health Index for Middle and High Schools  
<http://www.cdc.gov/HealthyYouth/SHI/paper.htm>

Improving the Health of Adolescents & Young Adults (2004)  
<http://www.cdc.gov/HealthyYouth/AdolescentHealth/Guide/order.htm>

Strategies for Addressing Asthma within a Coordinated School Health Program  
<http://www.cdc.gov/HealthyYouth/asthma/strategies.htm>

School Health Guidelines to Prevent Unintentional Injuries and Violence  
MMWR Vol. 50, RR-22, 12/7/01  
<http://www.cdc.gov/mmwr/PDF/rr/rr5022.pdf>

Guidelines for School and Community Programs to Promote Lifelong Physical Activity  
Among Young People

MMWR Vol.46, RR 6, 3/7/97

<ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4606.pdf>

### **ADDITIONAL READING Cont'd**

PECAT: Physical Education Curriculum Analysis Tool

<http://www.cdc.gov/HealthyYouth/pecat/>

Guidelines for School Health Programs to Promote Lifelong Healthy Eating (2004)

<http://www.cdc.gov/HealthyYouth/nutrition/pdf/summary.pdf>

## **NURSE EDUCATION**

**COURSE TITLE:** NURSE EDUCATOR PRACTICUM

**COURSE CODE:** NURS 3301

**LEVEL:** Bachelor

**SEMESTER:** Three (3) & Six (6)

**NO. OF CREDITS:** Six (6)

**PRE-REQUISITE (S):** Successful completion of core courses

### **COURSE DESCRIPTION/RATIONALE**

The course is designed to allow participants to increase their confidence, develop new and advanced skills and competence in their area of specialization through the application of theoretical and evidence-based knowledge to practice.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Apply key theories of learning to teaching.
2. Promote critical thinking in all interactions.
3. Analyze teaching methods for appropriateness in working with adults in a variety of clinical settings.
4. Define classroom and clinical performance outcomes based on evidence and higher levels of learning in the cognitive, psychomotor, and affective domains of learning.
5. Use classroom and clinical evaluation tools appropriately for formative and summative evaluation.
6. Identify common learning difficulties in a timely manner and use learning plans and performance contracts appropriately to aid students .
7. Model and promote evidence-based practice in all settings.
8. Analyze the process needed to establish and maintain clinical learning sites.

### **CONTENT**

- Learning Theories.
- Classroom Teaching.
- Critical Thinking.
- Teaching Methods.
- The Adult Learner.

- Types of Evaluations.
- Learning Difficulties.
- Evidence Based Practice.
- Learning Environments.

## **TEACHING METHODOLOGY**

Post Conferencing  
Discussion  
Preceptorships

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |   |                     |
|---|---------------------|
| • One (1) project                       | 20%                 |
| • One (1) clinical paper                | 10%                 |
| • Four (2) clinical pathway assignments | 10% (5 points each) |
| • Clinical teaching assessment          | 10 %                |
| • Classroom teaching assessment         | 50%                 |

## **REQUIRED READING**

### **ESSENTIAL**

**Evidenced Based Practice in Nursing and Healthcare: A Guide to Best Practice.** Melnyk, B., Fineout-Overholt, E. Lippincott W.W. (2005).

**Nurse as Educator: Principles of Teaching & Learning for Nursing Practice.** Susan Bacorn (Editor) Jones & Bartlett Publishers Inc. (2<sup>nd</sup> Edition 2002)

**Nursing Preceptorship: Connecting Practice & Education**  
Myrick, F., Yonge, O. Lippincott W.W. (2004).

## **NURSING ADMINISTRATION**

**COURSE TITLE:** NURSE ADMINISTRATOR PRACTICUM

**COURSE CODE:** NURS 3302

**LEVEL:** Bachelor

**SEMESTER:** Three (3) & Six (6)

**COURSE CODE:** Six (6)

**PRE-REQUISITE (S):** Successful completion of core courses

### **COURSE DESCRIPTION/RATIONALE**

This practicum experience is designed for students to integrate theory in a reality context of the administrator's role. Opportunities will be provided to participate in all phases of the executive role in different administrative settings. Case studies will be utilized where possible, and relevant searches will be used to study current practices in routine administration, use of research and technology, and other emerging trends. The role of key stakeholders including Government, Industry and Industrial Unions in health care systems will be investigated.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Use theory and research from nursing and other disciplines to describe nursing practice as a nurse administrator/executive.
2. Assess/Evaluate the role as a nurse administrator/executive.
3. Practice collaboratively and with a preceptor in a multi disciplinary administrative team.

### **CONTENT**

#### **Practicum Objectives**

- Students will develop a proposal for a practicum experience that includes:
  - Purpose
  - Setting/Preceptor
  - Goals
  - Objectives
  - Activities

- The proposal is to be detailed. Goals should be stated specifically, and should relate to the seminar course objectives and the practicum. Purpose and objectives should be measurable and achievable within the timeframe for the practicum; activities should reflect step-by-step actions necessary to meet the objectives.
- The proposal should be written from the perspective of the student, not the organization or client.
- The proposal is due on the fifth week of the semester.

### **Practicum Experience Journal**

- The purpose of this journal is to identify the activities, issues, or problems that occurred during each week of the practicum. An interpretation of these occurrences is to be related to relevant theory and practice and the course/student practicum objectives. One annotated journal article relevant to the activity, issue, or problem is to be included each week. Self-evaluation and personal responses to the practicum experiences are to be included.
- The practicum experience journal will be submitted to the practicum faculty every other week of the semester.
- The completed journal is due on the 13<sup>th</sup> week of the semester.

### **Practicum Project/Synthesis Paper**

- Each student is required to select a project related to the practicum experience that provides an opportunity to demonstrate application of acquired knowledge.
- The student will develop a synthesis paper, based on the project goals and objectives that represent an integration of theory in nursing administration.
- The student should discuss the practicum project with the lecturer prior to beginning the project and when one-half of the practicum experience hours have been completed.
- The project and paper must demonstrate understanding and application of administration concepts and theories.
- The paper or project is due on the Monday of the 13<sup>th</sup> week of the course.

### **Practicum Synthesis Paper Outline**

- The paper should be written according to the APA (5<sup>th</sup> ed.) guidelines.

## **TEACHING METHODOLOGY**

Post Conference  
Discussion  
Preceptorship  
Presentation

## **ASSESSMENT**

### **Course Work/Clinical Assessment: 100%**

- Practicum Experience Proposal 15%
- Practicum Experience Journal 15%
- Practicum Project/Synthesis paper 20%
- Clinical Assessment 50%

## **REQUIRED READING**

### **ESSENTIAL**

**Professional and Ethical Issues in Nursing.** Burnard, Philip and Chapman,  
Christine Elsevier Science Billiere & Tindall 2000 (3<sup>rd</sup> Edition)

**Management & Leadership for the Nurse Administrator.** Roussel, L.  
Jones & Bartlett

## **NURSING EDUCATION/ADMINISTRATION AND SCHOOL NURSING**

**COURSE TITLE:** HIGH RISK POPULATIONS (ELECTIVE)

**COURSE CODE:** NURS 3500

**LEVEL:** Bachelor

**SEMESTER:** Three (3) & Six (6)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE (S):**

### **COURSE DESCRIPTION/RATIONALE**

This course will provide students the opportunity to review common high-risk health illnesses of the adult and develop a paper/project reflecting the current scientific literature and /or an intervention proposed or reviewed with critical analysis and reflection. This paper may include learning experiences and the application of theoretical and clinical concepts of the complex needs of the high-risk adult. Leadership, management and caregiver roles of the professional nurse with these clients and their families in selected areas of nursing practice should be explored and emphasized.

### **LEARNING OUTCOMES**

Upon successful completion of this course the student should be able to:

1. Identify the needs of selected clients in complex patient care situations.
2. Communicate the therapeutic patient care situations and address patient/family needs.
3. Collect significant patient data systemically and proficiently to determine physiological, psychological, socio-cultural and spiritual needs of the patient.
4. Develop a plan of care prioritizing nursing interventions to meet patient expected outcomes using critical thinking and nursing knowledge.
5. Develop a comprehensive scholarly paper that is publishable.

### **CONTENT**

I. Professional Nursing Issues/Management of Patient Care:  
Guidance on Project available by appointment.



## **TEACHING METHODOLOGY**

Self-directed

## **ASSESSMENT**

**Coursework Assessment: 100%**

### **Methods of Evaluation of Competencies:**

Evaluation of student mastery of course competencies will be accomplished using the following methods:

- |                                  |     |
|----------------------------------|-----|
| 1. Objectives and Paper Outline: | 20% |
| 2. Discussion x 2                | 40% |
| 3. Final Paper:                  | 40% |

## **REQUIRED READING**

### **ESSENTIAL**

Research based articles and hand-outs will be provided upon request.

<b>COURSE TITLE:</b>	<b>HEALTH ASSESSMENT</b>
<b>COURSE CODE:</b>	<b>NURS 1202</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Two (2)</b>
<b>NO. OF CREDITS:</b>	<b>3</b>
<b>PRE-REQUISITE (S):</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONALE**

This module is designed to provide the nursing student with advanced knowledge and health assessment skills utilizing the nursing process. Focus is on acquiring, analyzing, and refining of health assessment data as a basis for the development of an accurate nursing and medical problem list. Common normal variations and abnormalities characteristic of different developmental, cultural, and ethnic groups are considered throughout the course module. The laboratory portion of the course allows the student to practice advanced assessment skills using simulators and peers as clients in the laboratory, and patients/clients in hospitals/clinics and schools.

### **LEARNING OUTCOMES**

At the completion of this module the student will:

1. Utilize the nursing process, interpersonal strategies and theories in eliciting a comprehensive health history from individuals of various development stages and cultural and ethnic groups.
2. Perform a comprehensive physical examination on individuals at different stages of development within cultural and ethnic groups.
3. Perform and interpret nutritional assessment of individuals of various ages.
4. Evaluate data obtained from the health assessment (history, physical examination and nutritional assessment to differentiate normal and abnormal findings.)
5. Correlate physical assessment findings with underlying pathophysiology.
6. Analyze health assessment data and develop a nursing and medical

problem list and nursing diagnoses.

7. Present the health assessment data concisely and accurately in both oral and written form.
8. Determine developmentally appropriate health promotion/health maintenance practices of the client throughout the life cycle.

## **CONTENT**

- The Nursing Process.
- Interviewing and Health History.
- Assessment of Stressors and Psychosocial Supports.
- Nutrition Assessment across the Lifespan.
- Health Promotion.
- Assessment of the Client with a Chief Complaint Related to Selected Systems
  - a. Integument.
  - b. Head & Neck.
  - c. Eyes & Ears.
  - d. Respiratory.
  - e. Cardiovascular.
  - f. Gastro Intestinal.
  - g. Musculoskeletal.
  - h. Neurologic.
- Assessment of the Female Reproductive System
  - a. Genitalia.
  - b. Breasts.
- Assessment of the Male Reproductive System
  - a. Genitalia.
  - b. Anus and Rectum.
  - c. Prostate.
- Assessment of the Paediatric Client
  - a. Secure a health and developmental history.
  - b. Perform and record health appraisal including physical assessment, laboratory studies and developmental evaluation from the newborn throughout the lifespan.
  - c. Differentiate between normal findings and those that require treatment, consultation and or referral.
  - d. Assess the clients' and family's psychosocial, emotional, spiritual, physiological and environmental needs and priorities.
- Head to Toe Physical Examination.

## **TEACHING METHODOLOGY**

Lectures/Discussions

PBL

CAI (Computer Assisted Instruction)

Tutorial

## **ASSESSMENT:**

**Coursework Assessment: 60%; Final Exam: 40%.**

- Head to Toe Physical Examination
- Written Report of Physical examination

Students will be evaluated by academic staff on the mastery of the didactic content and on their technical competence as demonstrated in the physical assessment laboratory and selected clinical settings. Students will demonstrate competence in history taking and physical assessment skills related to the specified systems during practice laboratories.

Each student at the completion of the course will demonstrate an Integrated Physical Examination within a 30-minute time frame. Integrated Physical Examination forms may be obtained from the academic staff. Upon completion of the exam an academic staff member may offer to provide the student with the option of a 5-10 minute oral evaluation. Ongoing evaluation and feedback are always available to the student to permit full awareness of his/her progress throughout the course.

**If at any time during the exam the academic staff recognizes that the student is having difficulty, they will be asked to discontinue the exam. After a designated time of additional practice, the student will reschedule and retake the exam at the academic staff member's convenience. The student must pass with a minimum score of 60% on the exam. If this 60% is not achieved, after three attempts, the student will fail and have to repeat the course.**

**Please note:** There are integrated physical examination videotapes available for Clinical Learning. It is strongly recommended that students view one of these tapes prior to performing their integrated physical examination. **Although there are excellent integrated physical examination resources available to students, practice of the skill cannot be over emphasized.**

### Coursework Assessment

- |    |   |    |
|----|---|----|
| 1. | Complete <u>health history</u>                                  | 4% |
| 2. | Complete Integumentary and HEENT physical exam write-up         | 4% |
| 3. | Complete Cardiovascular and Respiratory physical exam write-up  | 4% |
| 4. | Complete Abdominal and Gastro intestinal physical exam write-up | 4% |

5. Complete Musculoskeletal and Neurological physical exam write-up 4%
6. Head to toe Physical Examination 20%  
**\* A passing grade for the Physical Examination is required to pass this course.**
7. Complete Integrated Physical Examination write-up 5%  
**Due no later than 2 hours after the scheduled Physical Head to Toe Examination.**

**Final Examination: 50%**

- Written 50%
- Laboratory P/F

**REQUIRED READING**

**ESSENTIAL**

Webber, J and Kelley, J. (2007). Health Assessment in Nursing (3<sup>rd</sup> ed)  
 Lippincott, Williams & Wilkins.

**REFERENCE**

Bickley, Lynn S. (2003). Bate's Guide to Physical Examination and History Taking (8<sup>th</sup> ed.) Philadelphia, PA: Lippincott, Williams & Wilkins.

Prabhu, Fiona R. & Bickley, Lynn S. (2003). Case Studies to Accompany Bate's Guide to Physical Examination and History Taking (8<sup>th</sup> ed.) Philadelphia, PA: Lippincott, Williams & Wilkins.

<b>COURSE TITLE:</b>	<b>PRIMARY HEALTH CARE &amp; HEALTH PROMOTION</b>
<b>COURSE CODE:</b>	<b>NURS 1203</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Two (2)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE (S):</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONALE**

This course introduces nurses to the concept and operationalization of Health Promotion as an approach to addressing the determinants of health in realizing the goals of Primary Health Care (PHC). The course enhances the understanding of PHC as well as analysis and theoretical application of the foundational health behaviour change models and theories that have influenced the development of Health Promotion concepts, models and theories. Students should gain an understanding of the role of nurses in PHC and the operationalization of the Health Promotion strategies in addressing identified health issues impacting on individuals, families and communities.

### **LEARNING OUTCOMES**

Upon completion of the module, participants will be able to:

1. Critically examine the levels of healthcare and main activities of PHC.
2. Assess the current status of PHC locally, regionally and internationally.
3. Identify the key strategies of PHC – Community Participation, Intersectoral/Multisectoral collaboration, social mobilization.
4. Understand the differences between the promotive, preventive and protective modes of action in health care.
5. Identify and examine the determinants of health care and their potential impact on health and quality of life.
6. Identify the role of Health Promotion in achieving the goals of PHC.

7. Identify the role of nurses, as members of the health team, in PHC and Promotion.
8. Critically examine the operationalization of the strategies of the Caribbean Charter for Health Promotion in addressing the leading causes of morbidity and mortality in the Caribbean.
9. Apply Health behaviour change/Health Promotion models and theories when addressing health issues of individuals, families and communities.

## **CONTENT**

1. The concept of Primary Health Care (PHC)
  - a. The factors that led to the introduction of the PHC approach and Health for all.
  - b. The activities identified as the main focus of PHC.
  - c. Factors that facilitate and impede the effective implementation of PHC.
  - d. Levels of health care
2. The team approach in PHC
  - a. The PHC team.
  - b. The role of nurses in achieving the goals of PHC.
3. Key concepts and strategies in Primary Health Care
  - a. Health behaviour, health education, health protection, health promotion.
  - b. Community participation.
  - c. Inter-sectoral/multi-sectoral collaboration.
  - d. Social mobilization.
4. The determinants of health
  - a. Physical (biological).
  - b. Social.
  - c. Environmental.
5. Health Promotion Program Planning
  - a. Strategies of the Caribbean Charter on Health Promotion.
  - b. Social Marketing.
4. Health behaviour change models and theories used in Health Promotion interventions
  - a. Intrapersonal – The Health Belief Model; Theory of Planned Behaviour; Trans-theoretical Model.
  - b. Interpersonal – Social Cognitive Theory; Social Learning Theory.
  - c. Community – Diffusion of Innovation.

## **TEACHING METHODOLOGY**

Problem based learning,  
Group presentations.  
Debate.  
Discussions.

## **COURSE POLICIES**

### **Attendance Policy**

Seventy five percent (75 %) class attendance is required by all students after which a grade penalty will apply. **Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.**

### **Expectations of Students**

Students are strongly encouraged to actively participate in class discussions. Students should not enter lecture halls more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- |  |     |
|--|-----|
| • 2 Problem-based learning presentation (facilitator and peer evaluation). | 10% |
| • Two (2) home assignments. ( 10% each)                                    | 20% |
| • Midterm evaluation   | 10% |

### **Final Exam: 40%**

- Short Answer Questions and Multiple Choice Questions

## **REQUIRED READING**

Pender N, Murdaugh C.L. and Parsons M. (2002). Health Promotion in Nursing Practice (4<sup>th</sup> ed.). Prentice Hall, NJ.

Mc Kenzie J.F, Neiger B.L. and Smeltzer J.L. (2005). Planning, Implementing and Evaluating Health Promotion Programs (4<sup>th</sup> ed). Pearson.

The Caribbean Charter for Health Promotion (1993) PAHO/WHO.

## **ADDITIONAL READINGS**

Ebrahim G.J and Ranken, J.P. editors (1988). Primary Health Care – Re-orienting organizational support. Macmillan Publishers Ltd, London.



## **NURSING EDUCATION/ADMINISTRATION/SCHOOL NURSING**

**COURSE TITLE:** NURSING RESEARCH PROJECTS  
**COURSE CODE:** NURS 2300 & NURS 2301

**LEVEL:** Bachelor

**SEMESTER:** Three (3) & Four (4)

**NO. OF CREDITS:** Three (3) Each

**PRE-REQUISITE:** Nil

### **COURSE DESCRIPTION/RATIONALE**

These courses will provide opportunities, intended to assist the student to appreciate research as a nursing function in the practice of professional nursing. Research design, data collection techniques and the critique of nursing research literature will be emphasized as applicable to the beginning professional practitioner of nursing. The student will identify a clinical nursing problem, formulate a research proposal, and systemically carry out the proposal through the stages of data collection and analysis with emphasis on analyzing, criticizing and interpreting nursing research. The purpose is the development and implementation of a research proposal focusing on a nursing or related problem.

### **LEARNING OUTCOMES**

Upon completion of this course, the student will be able to:

1. Discuss the importance of research to the discipline of nursing.
2. State the relevance of science and the research process to the nursing process.
3. Describe the steps in the nursing process.
4. Describe how a theoretical/conceptual framework guides research.
5. Describe selected methodological approaches to research.
6. Compare and contrast quantitative and qualitative research approaches.
7. Discuss ethical issues related to research studies.
8. Critique research for its application to nursing practice.
9. Identify researchable clinical nursing problems.
10. Complete a research proposal.

### **CONTENT**

- Introduction to Research.
- The Research Process
  - The Research Problem and Hypothesis.

- The Literature Review and Conceptual Framework.
- Research Designs.
- Sampling Concepts.
- Data Collection Methods.
- Data Analysis and Interpretations.
- Ethical Considerations.
- Utilization of Nursing Research.

## **TEACHING METHODOLOGY**

Individual/group discussion  
Self-Directed

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- Research Proposal                      100%  
     Ethics form  
     Submission for review and approval for implementation  
     (Ethics Committee)

## **REQUIRED READING**

## **REFERENCE**

**APA Manual (Current edition)**  
**References/Bibliography Vancouver Style**  
 Quick Guide – How to **USE IT**:  
 The University of Queensland, Australia.

**COURSE TITLE: CLASSROOM TEACHING, ASSESSMENT & EVALUATION**

**COURSE CODE: NURS 2510**

**LEVEL: Bachelor**

**SEMESTER: Four (4)**

**NO. OF CREDITS: Three (3)**

**PRE-REQUISITE (S):**

### **COURSE DESCRIPTION/RATIONALE**

The course will introduce students to classroom concepts and skills. The content will include assessment literacy, designs and develop to be integrated into the learning process. Effective testing and evaluation will be also linked to the learning outcomes.

### **LEARNING OUTCOMES**

At the end of this course students will be able to:

1. Cite and apply common strategies of classroom management
2. Analyze and identify major psychological elements in teaching and learning
3. Comprehend and utilize various teaching methodologies.
4. Analyze characteristics of diversity in today's classroom.
5. Utilize various teaching technological methods in the classroom
6. Apply and demonstrate various classroom management interventions and strategies.
7. Articulate strategies for teaching culturally diverse students in the classroom
8. Implement two (2) ways for assessing student's needs, differences and interests.
9. Link assessments to students outcomes
10. Design pre- assessment, formative assessment and summative assessment.
11. Develop strategies to revise curriculum and or pedagogy based on analysis of assessment results
12. Correlate the grading policy published in a course syllabus with specified classroom assessment and evaluation strategies and published student learning outcomes.
13. Design and develop a formative or summative assessment with two (2) of the following: a scoring rubric, scoring guide with scoring criteria, a checklist and a list of performance standards.

## **CONTENT**

- Elements of effective educational teacher /student and student/student relationship and classroom management.
- Psychology of education in the classroom
- Diversity in the classroom.
- Teaching Methodologies.
- Classroom assessment and evaluation

## **Course Policies**

### **Attendance Policy**

Seventy five percent (75 %) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are strongly encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

## **TEACHING METHODOLOGY**

Lecture/Discussion

PBL

Role play

## **ASSESSMENT**

**Coursework Assessment: 60%;**  
Assignments

**Final Exam: 40%**

### **Qualitative Assessment**

Working with a partner (or on your own), design a form of qualitative evaluation (e.g. portfolio, performance assessment, self-assessment, etc) for your work on the statistical portion of this course. You should defend your choice of evaluation (i.e. why this type of evaluation is the best way to get at your objectives) and state how you will evaluate your work.

#### **1. Introduction**

- State the core objectives you intend to measure
- Defend your choice of evaluation mode

- State a plan of action: How will you carry out this qualitative assessment-include forms/sample sheets that you will utilize.

## **2. Qualitative Assessments**

- Carry out the evaluation on your self(or your partner)
- Include completed forms/sheets of this evaluation
- Include a final assessment

(Parts 1 and 2 due)

### Statistics Mastery Exam

This exam will test your basic understanding of the statistics learned in class. Since this is a mastery exam, you will have the opportunity to take the test as many times as necessary in order to pass at a satisfactory level. Since the goal is a clear understanding of these concepts, the pass level for mastery exams are generally set much higher than “usual” exams. The pass level for this exam is set at 85% and you must pass this exam in order to pass this class. It is important to note that you will have the opportunity to take this exam as many times as necessary in order to obtain a passing grade.

### Quantitative Assessment

#### **1. Test Evaluation**

- Working on your own or in groups up to four people, you will critique a test developed and used during your practicum. Your assignment should include:
  - a. Pertinent test information (i.e. subject, grade level, time allotment and other information important to understanding the test)
  - b. Evaluation of test structure (directions, clarity of print, etc)
  - c. Evaluation of the question construction (e.g. Are the questions clear? Is there only one possible answer? Do the questions follow proper construction guidelines?) Etc.
  - d. Overall review of the test as given (e.g. how did students do when you gave it.)

#### **2. Test Construction**

- You will rewrite the test you have critiqued. Your new and improved test should include:
  - a. Pertinent test information (see “a” above).
  - b. A variety of question styles (multiple choice, fill in the blank, etc.).
  - c. Directions (including time allotment for exam as well as directions for each section of the exam).
  - d. On a separate piece of paper include an answer key for your exam.
  - e. Clearly state how each subsection of questions will be graded, include points allotted for each question. (Hint: be sure that your answers fit the questions asked).

### Determining Your Own Teaching Philosophy

Each student will develop a map of their teaching philosophy, that is, how they plan to be an effective teacher. This may be done on your own or in groups and will be discussed and displayed on the final two days of class.

This philosophy should include issues discussed in this class:

- Evaluation practices
- Motivation
- Learning environments
- Teaching styles
- And any other areas of interest/importance to you

The format need not be formal, but can be designed as a web-map, a creative art-piece etc. as long as key issues are included and your philosophies are clear. That is, if I were interviewing you for a job, would you be able to delineate and defend your philosophy.

### **Academic honesty and late submission**

You are expected to complete your own work and to submit work that has been prepared for this class only. Plagiarism (i.e., submitting or presenting the work of another person as if it were one's own) or submitting work prepared for another class will result in an automatic failure of this course.

You are expected to submit all course work by the due date specified, unless arranged with the instructor at least one week in advance.

### **REQUIRED READING**

#### **ESSENTIAL**

##### **Psychology in Education**

Woolfolk, A.E.; Winne, P.H., & Perry, N.E. (2003)  
(2<sup>nd</sup> Canadian Edition) Toronto, Ontario: Pearson Education Canada.

**The text will be supplemented with readings as needed.**

**COURSE TITLE: ETHICAL, LEGAL & MORAL ASPECTS OF  
NURSING AND HEALTH CARE**

**COURSE CODE: NURS 2511**

**LEVEL: Bachelor**

**SEMESTER: Four (4)**

**NO. OF CREDITS: Three (3)**

**PRE-REQUISITE (S):**

### **COURSE DESCRIPTION**

This course will expose students to the ethical, legal and moral aspects of nursing. Nursing as a profession encompasses the delivery of care to clients along the chronological continuum who may come from social environments in which social norms influence their health beliefs and behaviours. Students will be provided with opportunities to explore the sociocultural nuances that impact on moral and ethical behaviours as well as examine the ethico-legal responsibilities of the nurse in clinical and other situations. Students will be expected to build on previous knowledge gained previously in their basic nursing training related to ethical codes of conduct and legal aspects of nursing. The course is structured in such a way as to allow students to confront their ethical values and belief systems in addressing the contemporary roles of the nurse in the 21<sup>st</sup> century. Sessions will be interactive since a variety of teaching/learning strategies will be used including lecture/discussions, role plays, group discussions and presentations, the media as well as personal reflections. A combination of formative and summative assessments will be used as the strategies for evaluating the course.

### **RATIONALE**

Nurses are expected to provide comprehensive and quality care to clients along the chronological continuum in a non-discriminatory manner. However, in spite of some of the best efforts to assist nurses with the development of requisite competencies there continues to be serious complaints from members of the health team as well as the general public about some breaches in ethico-legal nursing practice. This course was developed to assist students as advanced practitioners who will be expected to assume positions of leadership in nursing at the clinical, administrative and education levels. As a consequence, this course will be delivered with emphasis on the affective domain since students will be expected to examine their beliefs and attitudes to better support junior practitioners who will have to confront ethico-legal challenges in the practice.

## **Aims/Goals**

This course aims at exposing students to the multifaceted nature of the ethico-legal aspects of nursing that would form the basis for implementing ethical standards of nursing practice.

## **2.4 Learning Objectives**

**Upon successful completion of this course, the students will be able to ...**

1. Examine the foundations for moral and ethical behaviours as individuals and society;
2. Examine the Code for Nursing Practice and other professional guidelines that influence clinical practice.
3. Clarify personal and professional values and recognize their impact on decision making and professional behaviour.
4. Explore contemporary moral, legal, and ethical concepts that affect the practice of nurses and other health care providers.
5. Examine the major ethical aspects and principles influencing ethical decision-making.
6. Evaluate legal principles that must be considered when making health care decisions.
7. Analyze the ethical obligations of the nursing profession to vulnerable populations.
8. Examine ethical issues related to access to care, allocation of resources, and global inequity in healthcare.
9. Select a clinically useful ethical decision-making framework that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs.

## **2.5 Learning Outcomes**

**At the end of the course students will develop the following competencies:**

1. Reflect on their personal values and belief systems and its implications for the delivery of health care;
2. Value the importance of the Code of Practice for Professional Nursing;
3. Appreciate the importance of ethical decision-making in clinical practice;
4. Value ethico-legal issues and their implications for practice;
5. Appreciate the importance of maintaining ethical standards in nursing practice at all levels;
6. Adopt ethical behaviours in decision-making at the clinical, administrative and education level;
7. Apply ethico-legal principles in decision making at the clinical, administrative and education levels.



## **CONTENT**

### **Unit 1: The Society & Professional Nursing**

The socialization of the Nurse

- Law and professional nursing.
- Relationships and feelings.
- Benner's stages of nursing proficiency.
- The organization of nursing – accountability and responsibility.

The moral significance of Nursing

- Ethics.
- Bioethics.
- Nursing Ethics.
- The function of nursing ethics.
- Nursing ethics and science.
- A code of ethics for nursing.
- Professional standards for nursing.
- Cross-cultural moral standards and nursing.

### **Unit 2: The Relevance of Moral Theory to Nursing**

Normative ethical theory

- Utilitarianism.
- Deontology.
- Virtue ethics.

Ethical decision making in nursing

- Use of professional values.
- Assessment of the patient's capacity.
- Access to essential information.
- Shared decision-making and advocacy.

### **Unit 3: Ethics in Health Care Policy**

- Problems and dilemmas of resource allocation

- Approaches to the management of health care

- In community work.
- Approaches to Health Care Reform.
- The clinical approach.
- The epidemiological approach.
- The administrative approach.
- The egalitarian approach.

#### **Unit 4: Gender Issues & Ethics**

- Theories of moral development
- Caring – The unique paradigm of nursing ethics
- The Gender Bias in Traditional Ethics
  - Independence.
  - Autonomy.
  - Reason.
  - Hierarchy.
  - Culture.
  - Transcendence.

Ethics in a different voice

- Interdependence.
- Community.
- Connectiveness.
- Emotion.
- Body/nature.
- Immanence.
- Creating a feminist nursing ethic.
- A contextual approach.

#### **Unit 5: A Framework for Ethical Analysis**

- Identify the problem or issue.
- Analyze the context.
- Explore options.
- Apply the decision process – utilitarian/ kantian/ virtue-based/ feminist.
- Implement, plan and evaluate results.

#### **Unit 6: Sources of Law**

- Constitutional.
- Judicial.
- Statutes.
- Legislation.
- Parliamentary.
- Common Law.

#### **Unit 7: Categories of Law**

- Civil
  - Tort.
  - Contract.

- Trust.
- Family.
- Statutory.

### **Unit 8 Nurse Practice Act**

- Licensure.
- Registration.
- Credentialing.
- Certification.
- Disciplining.

### **Unit 9 Laws of Tort – Concepts**

- Defamation, Libel, Slander.
- Assault and battery.
- Invasion of privacy.
- False imprisonment.
- Mental distress and anguish.
- Legal responsibilities
  - Health Care Agency.
  - The Nurse.

### **Unit 10 Selected Legal Issues**

- Employee guidelines
  - Standards of care
  - Nursing competence
  - Documentation of care
- Client confidentiality
  - Privacy
- Risk Management
  - Incidents
  - Professional liability issues
  - Contracts

### **Unit 11: Patient/Client Right to Health Care**

- Teaching and learning approaches

Lecture/Discussions and small group activity sessions will provide opportunities for students to explore and reflect on ethical issues relevant to their own practice. As experienced practitioners, self-directed study will be important and will be supported by specified readings. Student/Teacher negotiations will be used to organize student-led seminars.

The assessment will be an important part of learning, as it will provide the opportunity to study in depth, an issue of personal interest, which is also pertinent to practice.

### **TEACHING METHODOLOGY**

Lecture  
Discussion  
PBL  
Presentations  
Debate

### **ASSESSMENT**

A Research Paper on an ethical, legal and/or moral issue in relation to a specified area of practice.

#### **Coursework Assessment: 60%**

- Two (2) take home assignments per semester      10% (5% each)
- Debate      10%
- Midterm quiz      10%
- PBL      10%

#### **Final Exam: 40%**

### **REQUIRED READING**

#### **ESSENTIAL**

**Nursing Ethics: across the curriculum and Into practice**  
**(2<sup>nd</sup> edition)** Butts, Janie B., Rich, Karen L., Hall, J.K

**Nursing Ethics Communities in Dialogue**  
**(Current Edition)** Volbrecht, R.M. (2002) New Jersey: Prentice Hall

Law & Ethics in Nursing Health Care. Hendrick, L. Cheltenham; Thomas  
Thornes Ltd

Nursing Ethics- through the Life Span. Bandam & Bandam. Prentice Hall

#### **OPTIONAL TEXTS**

**Law & Ethics in Nursing & Health Care**  
Hendrick, J. (2002)  
Cheltenham: Nelson Thornes Ltd.

**Nursing Ethics**

Thompson, I.E.; Melia, K.M.; Boyd, K.M. (1994)  
3<sup>rd</sup> Ed. London: Churchill Livingstone.

**ADDITIONAL READINGS**

Articles will be available from the instructors.

**COURSE TITLE: EDUCATIONAL PSYCHOLOGY & COUNSELING**

**COURSE CODE: NURS 2512**

**LEVEL: Bachelor**

**SEMESTER: Four (4)**

**NO. OF CREDITS: Three (3)**

**PRE-REQUISITE(S):**

### **COURSE DESCRIPTION/RATIONALE**

The course will focus on the psychological principles of education and human development across the lifespan. Understanding the social, cognitive, moral and emotional theories that define and shape the experience of the development and how these inform teaching and counseling practices is an essential component of effective teaching and counseling. Throughout this course, the emphasis will be on the application and relevance of the theoretical principles to a classroom and counseling settings. To facilitate this, the case study approach will be utilized, as Problem Based Learning (PBL) will be the main instructional strategy that will give students an opportunity to analyze and think about situations that they are likely to encounter in their professional roles.

### **LEARNING OUTCOMES**

Upon completion of this course student would be able to:

1. Demonstrate listening and responding skills that communicate to the interviewee, the helper's empathetic understanding of the interviewee's feelings and intended meanings.
2. Facilitate the interviewee's open and constructive exploration and understanding of self and personally/clinically-relevant issues.
3. Consistently demonstrate the helpful qualities of respect, empathy, and genuinity while interacting with others.
4. Demonstrate the ability to give undivided attention during interviews.
5. Demonstrate the ability to listen actively – this includes checking with others if you have an accurate understanding of the content and intended meaning of their messages.
6. Demonstrate the ability to observe others accurately without distorting

the meaning of non-verbal cues.

7. Demonstrate the ability to use probing skills appropriately and to avoid misusing or overusing such skills during the helping interview.
8. Demonstrate the ability to temporarily suspend personal values, beliefs, judgments, emotions, and advice when in the process of listening to and showing understanding of others.
9. Demonstrate the ability to be aware of self and others simultaneously, without losing track of the boundary between self and others.
10. Demonstrate knowledge of a philosophy of helping.
11. Demonstrate the ability to give and receive feedback non-defensively.
12. Demonstrate knowledge of a professional code of ethics for counseling or engaging in a helping relationship; demonstrate professional and ethical conduct in class and during interviewing activities and feedback sessions involving other students and the instructor.
13. To elicit students' own learning styles and study skills with an awareness of adult learning principles.
14. To apply theories of learning and of adolescent development to the practice of education.
15. To describe instructional strategies that could be incorporated when teaching adolescents and adults.
16. To contrast models of behaviour change related to critical thinking.
17. To practice basic counseling and referral skills.

## **CONTENT**

### **Educational Psychology**

- Teachers, Teaching and Educational Psychology.
- Cognitive development and language.
- Personal, Social and Moral development.
- Learner differences.
- Culture and Community.
- Behavioural views of learning.
- Cognitive views of learning.

- Complex cognitive processes.
- Social cognitive and constructivist views.
- Motivation in Learning and Teaching.

## **TEACHING METHODOLOGY**

Sessions will include class participation, reflective analysis of personal experiences, and a variety of teaching approaches, including PBL, lecture, discussions, case studies, and media presentations. Coursework will incorporate submission of brief accounts on personal understanding of learning experiences. Students will demonstrate evidence of critically analyzing the suggested reading. Students will also maintain a journal and a portfolio of their submissions, reflecting on their progress during the programme.

## **ASSESSMENT**

**Coursework Assessment: 60%; Final Exam 40%**

### **Course Policies**

#### **Attendance Policy**

Seventy five percent (75 %) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

#### **Expectations of Students**

Students are strongly encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

## **REQUIRED READING**

### **ESSENTIAL**

Psychology in Education . Wolfolk, A., Hughes,M., Walkup, V.  
Pearson .

Young, M.E. (2009). Learning the Art of Helping: Building blocks and techniques (4<sup>th</sup> ed.) NJ: Upper Saddle River, NJ: Pearson Prentice-Hall

### **Reference**

- Egan Egan, G. (2002). The Skilled Helper (7<sup>th</sup> ed.) Pacific Grove, CA:  
Brooks/Cole
- Egan, G. & McGourty, R. (2002). Exercises in helping skills: A  
Manual to accompany the skilled helper. Pacific Grove, CA:  
Brooks/Cole



<b>COURSE TITLE:</b>	<b>THEORIES IN EDUCATION</b>
<b>COURSE CODE:</b>	<b>NURS 2513</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Four (4)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1200</b>

### **COURSE DESCRIPTION/RATIONALE**

This course provides students with a broad understanding of how people learn. It gives an insight into current behavioural and cognitive theories and explores their implications for learning and instruction in a variety of educational settings. The distinctions between the ways in which children and adults learn are explored.

Theories/Concepts covered include cognitive theories, motivational theories, adult learning theories, multiple intelligences, engagement theory and learning styles. Heavy emphasis will be placed on class discussion of selected readings and related issues.

### **LEARNING OUTCOMES**

Upon completion of the course the students will be able to:

1. Examine the relationship between learning theories and educational practice.
2. Relate theoretical learning principles, concepts, and research findings to the practice of education and counseling.
3. Apply learning principles and concepts in settings where teaching and learning occur.
4. Demonstrate awareness of how specific learning difficulties and or disabilities affect learning in general, language, and literacy acquisition and development in particular.
5. Examine the relationship between learning theories and educational practice.
6. Relate theoretical learning principles, concepts and research findings to the practice of education and counseling.

### **CONTENT**

#### **Unit 1: Theories of Teaching**

- Behavioural.

- Cognitive – Gestalt.
- Social Learning.
- Feminist Pedagogy.
- Humanistic.
- Adult Learning.

## **Unit 2: Concepts and Theories of learning**

- Learning Styles.
- Cognitive Styles.
- Personality Styles.

## **Unit 3: Diversity and Impact on learning**

- Age and development.
- Gender.
- Culture.
- Ethnicity.
- Unique needs e.g. disability, lifestyles.
- Socioeconomic.

## **Unit 4: Passive vs. learning activities**

## **TEACHING METHODOLOGY**

Lectures/Discussions

PBL

Debate

## **Course Policies**

### **Attendance Policy**

Seventy five percent (75 %) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

### **Expectations of Students**

Students are strongly encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

## **ASSESSMENT**

**Coursework Assessment: 40%; Final Exam 60%**

## **REQUIRED READING**

### **ESSENTIAL**

#### **Learning Theories: An Educational Perspective**

Schunk, Dale H.H.  
Prentice Hall

### **ADDITIONAL REQUIRED READINGS**

#### **Learning Concepts-**[http://www.emtech.net/learning theories.html](http://www.emtech.net/learning%20theories.html)

Perry, C.; Ball, I. & Stacey, E. (2004) Emotional intelligence and teaching situations: Development of a new measure. *Issues in Educational Research*, 14.

<http://www.iier.org.au/iier14/perry.html>

#### **Gardener's Multiple Intelligences: Gardener's Theory**

<http://www.springhurst.org/articles/Mittheory.htm>

**COURSE TITLE:** NURSING SCIENCE

**COURSE CODE:** NURS 3200

**LEVEL:** Bachelor

**SEMESTER:** Five (5)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE(S):**

### **COURSE DESCRIPTION/ RATIONALE**

The course introduces students to the epistemology of nursing knowledge/science through a study of the philosophies, theories, and socio-cultural factors that have influenced the development of nursing as a profession. The many changes in society that have impacted on the early conceptualizations of nursing will be explored, while specific application will be made to nursing in Trinidad and Tobago, and the Caribbean region. The course addresses the eclectic knowledge base of nursing and the types of theory that can enhance its development with particular emphasis on Evidence-based Nursing.

This course is intended to provide an understanding of nursing science by relating it to the beliefs and values that influence its knowledge base and development. The analysis of some nursing theories and models will enable students to make judgments of the adequacy and purpose of the theories within the nursing profession.

### **LEARNING OUTCOMES**

1. Explain the epistemology of nursing knowledge and the relationships nursing philosophy, nursing theory, and socio-cultural factors, philosophy, and theory.
2. Outline the philosophical perspectives introduced in the course.
3. Discuss the role of conceptual frameworks in nursing e.g. Philosophies, Models and Theories.
4. Discuss approaches to philosophical argument.
5. Explain the term paradigm in relation to the development of knowledge.
6. Outline the main features of the paradigms introduced in the course.
7. Consider the contribution of various paradigms to nursing.
8. Evaluate the usefulness of concepts for nursing practice.
9. Relate the development of nursing knowledge and practice to contemporary values and beliefs.
10. Discuss the concepts in the metaparadigm of nursing.
11. Critique the various ways of knowing in nursing.
12. Analyze the existing debate of nursing as an art and science.
13. Consider the unique knowledge base of nursing.
14. Describe theory in relation to level and scope.

15. Justify the need for theory in practice of nursing.
16. Analyze the models of selected nursing theorists.
17. Analyze the different perspectives of nursing within the work of nursing theories.
18. Define the term nursing models.
19. Discuss the role of models in practice.
20. Identify the ways in which nursing models can be used in practice.
21. Define evidence based practice.
22. Know the steps used in evidence based practice.
23. Create an evidence based culture.
24. Implement evidence based practice.
25. Analyze evidence based practice.
26. Discuss the usefulness of the nursing process to practice.

## **CONTENT**

### **Unit 1: The Historical Perspective**

- Overview of the history of nursing.
- Why philosophy, knowledge, and theories?

### **Unit 2: Philosophy**

- The concept.
- The contribution of philosophy to nursing.
- The major branches of philosophy.
- Inductive and deductive reasoning.
- Paradigms of philosophy.
- Nursing paradigms.

### **Unit 3: Knowledge**

- Ways of knowing in nursing.
- The meta-paradigms of nursing.
- Interpretations of knowledge.
- Categories of nursing knowledge.
- The art and science of nursing.
- The knowledge base of nursing.

### **Unit 4: Theories in nursing**

- History theories
- Development of theories
- Scope of nursing theories
- Nursing theory and practice
- Analysis and evaluation of theory in nursing
- Nursing theory and nursing practice

### **Unit 5: Nursing models**

- History models
- The role of models in practice

- Current debates on nursing models in practice
- The basis of models
- An adaptation of models for nursing
- Theory and conceptual models analysis
- Nursing diagnosis and nursing care plans

#### **Unit 6: Evidence based practice**

- What is evidence based practice
- Creating a culture of evidence based practice
- Steps of evidence based practice 1,2,3,4,5
- Generating and disseminating evidence
- Translating evidence into practice
- Evaluation of evidence based practice

### **TEACHING METHODOLOGY**

Lecture/Discussions and small group activity will provide opportunities for students to explore and reflect on the content of the course and its relevance to practice. Most concepts will be introduced as lecture discussions. Issues related to the concepts will be assessed in group sessions using the Problem-based approach.

### **ASSESSMENT**

**Coursework Assessment: 60%**

**Final Exam: 40 %**

### **REQUIRED READING**

#### **ESSENTIAL**

##### **Theoretical Basis for Nursing**

McEwin, M. and Willis, E.M. (2006). 2<sup>nd</sup> ed. Philadelphia, PA: Lippincott, Williams & Wilkins, USA.

##### **Evidence Based Practice in Nursing and Healthcare: A Guide to Best Practice**

Melnik, E. & Fineout-Overholt, E. (2005) Philadelphia, PA: Lippincott, Williams & Wilkins, USA.

### **ADDITIONAL READING**

Articles will be available from the instructors.

**COURSE TITLE:** HEALTH POLICY

**COURSE CODE:** NURS 3310

**LEVEL:** Bachelor

**SEMESTER:** Five (5)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE(S):**

**COURSE DESCRIPTION/RATIONALE**

This course provides students with an introduction to the concepts and tools of health policy development and analysis as it relates to the health care system. The course is designed to develop an understanding among the students of health policy analysis and development at the various levels of healthcare (international, regional, national, local and institutional). Students will be introduced to purposes, analytical frameworks, concepts and tools used in the health policy development process. Emphasis will be placed on health policy development within the context of Trinidad and Tobago. Some of the core concepts that will be covered during this course include defining policy problems, frameworks for analysing health policy, health systems, economics and health care financing, politics of health policy and policy implementation.

**Course Rationale:**

Nurses execute their function in a policy environment however, for the most part; they are generally insensitive and lack the basic knowledge about the policy development processes. In many instances, nursing personnel are required to develop and implement policy action when, in reality, what is required is the development of procedural guidelines or operating procedures. In this regard, health policy development is often associated with other actions that may not necessarily necessitate the development of health policy. Nurses are not only consumers of evidence to inform health policy but should also be engaged in the development of evidence to inform health policy development and implementation. As a consequence, this course is intended to provide students with the necessary knowledge and skills to contribute to the health policy development process in implementation in their work environment.

**Aim:**

The course also aims to equip the students with basic knowledge and skills in analysing policy issues through critiquing various policies and recommending policy options, within the context of the health policy environment in Trinidad and Tobago.

**Objectives:**

Upon completion of this course, students will be able to:

1. Analyze some of the key health policy issues within Trinidad and Tobago.
2. Analyze the structure of health systems nationally, regionally and internationally.

3. Examine the policy development and implementation process for improving the health status of populations.
4. Analyze the fundamental strategies, tools and techniques of health policy analysis using multiple analytic perspectives and frameworks.
5. Analyze the historical, legal, economic, ethical, social and political dimensions of health policy development.
6. Examine the role of key stakeholders in the policy development process;
7. Evaluate the role of evidence in informing the health policy development process.
8. Apply the critical elements in conducting a systematic review of evidence to inform policy development.
9. Analyze a range of public health problems and evaluate policy alternatives using a problem solving methodology and a stakeholder analysis.
10. Apply policy analysis skills to examine policy issues in Trinidad and Tobago.
11. Conduct a comparative analysis of health policy issues within different contexts.
12. Examine the challenges associated with health policy development and implementation.

### **Learning Outcomes**

At the end of the course, students will be able to:

1. Recognize the complexity of the policy development process
2. Appreciate the political context of public health policy development,
3. Identify the significance of the roles of interest groups and various stakeholders in the policy development process.
4. Utilize the policy development framework to address a public health problem within a specific health care setting.
5. Apply evidence in the process for crafting a health policy brief.

### **Course Methodology**

This is a 3-credit course that will be delivered using a number of teaching/learning strategies including lecture/discussions, oral presentations, group and individual work, independent learning, role-playing, case studies and problem based learning exercises.

Students will be engaged in a number of sessions which will include classroom attendance for lectures/discussions, group assignments and presentations that will be done using two strategies; independent study and through independent and facilitated problem based learning as well as a final examination. Students will have a chance to present a selected topic as a group during seminars. Class attendance is mandatory and active participation in class discussions is strongly encouraged.

### **Course content:**

Students will be exposed to the following topics during this course:

1. Introduction to health policy
2. Organization of health care systems
3. Defining health problems and health policy
4. Policy development process and framework
5. Stakeholder analysis in health policy development
6. Understanding health systems



7. Exploring evidence-based health policy development
8. Financial and economic perspectives in health policy development
9. Politics of health policy development
10. Challenges in policy monitoring and implementation

### **Course Evaluation:**

Students will be evaluated formatively using a number of assignments that will be done in groups. Since this is a new concept for most students, it is envisaged that learning in a group setting may be more conducive to understanding and engaging the concepts. The course is intended to provide an introduction to health policy and students will be expected to complete three group assignments as part of the formative assessment including:

- Identification of a specific health policy problem/issue of interest in Trinidad and Tobago and present a 2,500 - 3,000 word policy analysis essay using strategies, tools, and frameworks learned from the course.
- Development of a policy brief that is supported by available evidence, health policy analysis and examining policy options and alternatives that would be suitable for adoption in the local setting.
- Making an oral presentation of a specific health policy issue that is based on comparative policy analysis within health contexts.

At the end of the course, there will be a summative evaluation of the course content by having students access a final examination.

### **Student's Assessment:**

Students will be assessed using the following criteria:

• Group assignment: Health Policy Analysis and Development	20%
• Development of Policy Brief	20%
• Seminar Group Presentation	10%
• Final Exam	40%
• Class Participation and Attendance	10%
	<b><u>100%</u></b>

### **Deadlines for submission of requirements:**

- Group Essay: Policy Analysis and Development - TBA
- Policy brief - TBA
- Oral presentation on comparative health policy analysis -

**Note: Points will be deducted for late submission.**

**Date of Final Examinations** - TBA

**N.B.** Please note that date and time of lectures/seminars may change, subject to prior notice.

**Required texts:**

Bodenheimer, Thomas, S. and Grumbach, Kevin. 2009. Understanding Health Policy: A Clinical Approach, 5<sup>th</sup> Edition. New York, Mc Graw Hill.

Buse, Ken, Mays, Nicholas and Walt, Gill. 2012. Making Health Policy Second Edition. Berkshire, Open University Press.

**COURSE TITLE: CURRICULUM METHODS & STRATEGIES**

**COURSE CODE: NURS 3510**

**LEVEL: Bachelor**

**SEMESTER: Five (5)**

**NO. OF CREDITS: Three (3)**

**PRE-REQUISITE(S):**

### **COURSE DESCRIPTION/RATIONALE**

This course introduces the student to traditional and contemporary considerations for effective curriculum planning and design as applied to endeavours in community settings. This exploratory and research opportunity is made available to students to enhance their knowledge and abilities in working with diverse populations across the life span in a variety of circumstances toward specified health related issues or initiatives. This course includes learning theory, human development, and learning styles as considerations for design and planning of educational interventions in community settings. In keeping with community based service roles, this course supports linkages with established institutions or agencies in community settings. The diverse roles filled by community health educators and accompanying impacts on curriculum planning are explored. Concepts of curriculum development will allow students to become aware of the psychosocial issues involved in the curriculum process. Given the existing thrust in lifelong learning, the students will be able to match curriculum methods and strategies to the needs of various audiences of students.

### **LEARNING OUTCOMES**

At the conclusion of this course, students will be able to:

1. Describe the impact of social forces upon curriculum design.
2. Incorporate appropriate aspects of learning styles and stages of human development in curriculum planning.
3. Discuss ways curriculum planning can be sensitive to cultural diversity in changing environments.
4. Identify considerations for curriculum planning for children, adolescents, young adults, older adults, and frail adults.
5. Discuss health education curricula in the workplace, schools, health care institutions, and other settings.
6. Design a model curriculum demonstrating considerations for a selected age group, setting, and health care issues including appropriate community linkages.
7. Assess opportunities for community linkages and health advocacy.

### **CONTENT**

- Overview of Health Education and life skills as well as the rationale for this course.
- Overview of Curriculum.
- Learning styles, Learning Theories, stages of Human Development and their impact on Curriculum.
- Consideration when planning Curriculum for children, adolescents, young adults and older adults.
- Cultural Diversity and Curriculum Planning.
- Planning Curriculum for Schools- some curriculum models.
- Implementing Curriculum-managing change.
- Feedback on Assignments and Examination tips.

### **TEACHING METHODOLOGY**

PBL

Group Discussions

Lectures and Group Presentations

### **ASSESSMENT**

**Coursework Assessment: 60%;**

**Final Exam 40%**

### **REQUIRED READING**

#### **ESSENTIAL**

#### **Curriculum Planning: A Contemporary Approach**

Parkay, F., & Hass, G. Boston: Allyn and Bacon.

#### **REFERENCE**

#### **Community Health in the 21st Century**

Reagan, P.A., & Brookins-Fisher, J. Boston: Allyn and Bacon

#### **Suggested additional reading and reference materials:**

#### **Community Health Education: Setting Roles and Skills for the 21st Century**

Breckon, D.; Harvey, J., & Lancaster, R. Gaithersburg, MD: Aspen.

Theories about how people learn:

[http://www.funderstanding.com/about\\_learning.cfm](http://www.funderstanding.com/about_learning.cfm)

Literacy promotion: A Library Advocate's Guide to Building Information  
Literate Communities (free): <http://www.ala.org/pio/advocacy>  
<http://www.ala.org/pio/advocacy/informationliteracy.pdf>

Resources for curriculum theory and multicultural education  
<http://www.love2learn.com/refs.html>

**COURSE TITLE:** NURSING & HEALTH EDUCATION  
**COURSE CODE:** NURS 3511  
**LEVEL:** Bachelor  
**SEMESTER:** Five (5)  
**NO. OF CREDITS:** Three (3)  
**PRE-REQUISITE(S):** NURS 1200

### **COURSE DESCRIPTION/RATIONALE**

This course is designed to prepare the student to apply the principles and practices of Health Education and Health Promotion to maintain the well being of the toddler, school aged child, adolescent, adult, and elder. It also prepares the student to work with teaching staff, parents and with the community. It incorporates Child Health Screening and Surveillance, Health Education and Health Promotion, Immunization, Adolescent Health, Environmental Health, Children with special needs, Accident Prevention and Safety, and Family Life Education.

### **LEARNING OUTCOMES**

Upon completion of this course, the student will utilize the principles and practices of Health Education and Health Promotion to maintain the well being of the client:

1. Review concepts related to Health education and Health promotion.
2. Use health promotion concepts in nursing practice.
3. Identify the qualities of a nurse educator.
4. Discuss the role of the nurse as a health educator and promoter.
5. Identify the purpose of client education.
6. Identify a client's health promotion and health restoration needs.
7. Review the developmental stages and tasks for the toddler, school aged child and adolescent.
8. Recognize deviations from normal growth and development of the toddler, school aged child and adolescent.
9. Discuss learning models related to children.
10. Utilize health assessment techniques to screen the toddler, school aged child and adolescent.
11. Monitor disease patterns and submit written reports according to approved standards.
12. Apply health and safety policies as they relate to environmental health and safety.

13. Develop strategies to empower clients to maintain healthy lifestyles.
14. Develop and implement family life education programmes to address the needs of Teachers, Parents and Students.
15. Use steps towards the development of a Health Education Plan.

## **CONTENT**

### **Unit 1: Concepts of Health Education and Health Promotion**

- Definitions of Health Education and Health Promotion
- Health Education in relation to Health Promotion
- Rationale for Health Education
- Goals of Health Education
- Principles or Philosophy of Health Education

### **Unit 2: Principles of Health Education and Promotion in nursing practice**

- Integrating health promotion concepts into nursing practice
- Desirable qualities of nurses as Health Educators
- The role of nurses in Health Education
- The role of the nurse in Health promotion
- The meaning of Health and Wellness

### **Unit 3: Developmental Stages related to learning**

- Infants development (physical and psychological)
- Toddlers development (physical and psychological)
- School Child development (physical and psychological)
- Adolescent development (physical and psychological)
- Theories of child development
- Relationship of development and learning
- Models of learning related to children and adolescence

### **Unit 4: Child Health Screening**

- Physical Assessment
- Psychological Assessment
- Medical Assessment
- Types of screen testing
- Children with special needs

### **Unit 5: Factors influencing Health promotion**

- Disease
- Environmental
- The body's responses
- Throughout the life cycle

- Reporting of Diseases
- Social and economic factors
- Illness and Health behaviour
- Safety

#### **Unit 6: Health Promotion Strategies and Intervention**

- Steps used in the development of strategies to empower clients
- Promoting health through nutrition
- Promoting health through lifestyle
- Health promotion and quality issues

#### **Unit 7: Educational intervention for patients and families**

- Designing audio-visual material
- Development of material for clients with low literacy skills
- Learner verification
- Delivery of public education programs
- Use of the mass media
- Develop a health education plan

### **TEACHING METHODOLOGY**

Lecture/Discussion. Student led analytical discussions related to additional readings.

### **ASSESSMENT**

**Coursework Assessment: 60%; Final exam: 40%**

### **Course Policies**

#### **Attendance Policy**

Seventy five percent (75 %) class attendance is required by all students after which a grade penalty will apply. Late assignments will not be accepted except where previous arrangements have been made with the course lecturer.

#### **Expectations of Students**

Students are strongly encouraged to actively participate in class discussions and/or labs. Students should not enter lecture halls when more than fifteen (15) minutes late. However, all attempts should be made to meet with the lecturer to receive assignments and other relevant class information.

Individuals will select a health issue or situation, and develop a health education plan to address same (20%).

### **REQUIRED READING**

#### **ESSENTIAL**



**Nurse as Educator**

Bastable, S. B. (2003, 2<sup>nd</sup> ed)  
Boston, MA: Jones and Bartlett Publishers USA

**Patient Education: Principles and Practices**

Rankin, S.H., London, F., Stallings, K.D. Lippincott W.W.

**Health Behaviour and Health Education: Theory, Research and Practice**

K. Galnz, R.B.K. Lewis, M. Frances Wiley, John & Sons Inc.

**Additional Readings: Articles will be available from the instructors**

Leviton, D. (2002). Potential Untapped: Health Education and Health Promotion as a means to Peace. *The International Electronic Journal of Health Education*. 5: 12-26.

<http://www.aahperd.org/iejhe/template.cfm?template=current/jan1a2002.html>

Mc Kenna, J., Naylor, P. and Mc Dowell, N. Barriers to physical activity promotion by general practitioners and practice nurses (1998). *Br. J Sports Med*, 32: 242-247

<http://bjsm.bmjournals.com/cgi/content/abstract/32/3/242>

Schumacher, K., Beck, C.A. and Marren, J.M. (2006). Family Caregivers: Caring for older adults, working with their families. *American Journal of Nursing*, 106: 40-49.

[http://www.nursingcenter.com/library/JournalArticle.asp?Article\\_ID=659747](http://www.nursingcenter.com/library/JournalArticle.asp?Article_ID=659747)

Stiles, S. (2006) Health Benefits of Eating Fish Outweigh Risks. *Medscape Medical News*

<http://www.medscape.com/viewarticle/546173>

The National Institute of Health and Sciences (2006). Genes, Behavior, and the Social Environment: Moving Beyond the Nature/Nurture Debate.

<http://www.nap.edu/catalog/11693.html>

UNAIDS Inter-Agency Task Team (IATT) on Education/UNESCO (2006). HIV and AIDS treatment education: a critical component of efforts to ensure universal access to prevention, treatment and care.

<http://unesdoc.unesco.org/images/0014/001461/146114e.pdf>

WORLD Health Organisation (2006). The World Health Report 2006

– working together for health.  
<http://www.who.int/whr/2006/en/index.html>

Pinfold, J.V. (1999) Analysis of different communication channels for promoting hygiene behaviour. *Health Education Research*, 14: (5) 629-639.

<http://her.oxfordjournals.org/cgi/content/abstract/14/5/629>

Loevinsohn, B.P. (1990) Health education Interventions in Developing Countries: A Methodological Review of Published Articles. *Int.J. Epidemiol.* 19:88-794

<http://ije.oxfordjournals.org/cgi/content/abstract/19/4/788>

Lynch, J.W., Kaplan, G.A. and Salonen, J.T (1997). Why do poor people behave poorly?: Variation in adult health behaviours and psychosocial characteristics by stages of the socio-economic life course. *Soc.Sci.Med.* 44(6): 809-819.1

<http://www.toniyaney.com/hsm242/may06b.pdf>.

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>CLINICAL EPIDEMIOLOGY&amp; BIOSTATISTICS</b>
<b>COURSE CODE:</b>	<b>NURS 2502</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>Nil</b>

### **COURSE DESCRIPTION/RATIONALE**

This course is designed to enable the nursing students to appreciate and use scientific methodologies in the management of health care. It covers data collection, analysis and presentation. It also introduces the student to the process of surveillance, epidemiological investigations.

### **LEARNING OUTCOMES**

Upon completion of the course the student will be able to:

1. Relate statistics to the study of human populations and the management of uncertainty.
2. Examine the role of statistics in health sciences and healthcare delivery.
3. Appreciate and use scientific methodologies in the management of healthcare.
4. Demonstrate the competencies in data collection, analysis and presentation.
5. Integrate scientific knowledge with practice to make informed judgments and valid clinical decisions.

### **CONTENT**

- Epidemiological variables
- Natural history of diseases and levels of prevention
- Introducing Biostatistics
- Rates as a mechanism for measuring morbidity and mortality
- Presenting Data: Tables and Charts
- Surveillance
- Describing Data: Summary Measures

- Screening
- Probability
- Investigation and management of Epidemics
  - Making Inferences

## **TEACHING METHODOLOGY**

Lectures/Discussions

PBL

## **ASSESSMENT**

**Coursework Assessment: 60%**

- |                                 |      |
|---------------------------------|------|
| • Two (2) take-home assignments | 20 % |
| • Midterm Quiz                  | 10 % |
| • PBL                           | 10%  |

**Final Exam:40%**

## **REQUIRED READING**

### **ESSENTIAL**

**Clinical Epidemiology: The Essentials**  
 Fletcher, Fletcher & Wagner L.W.W.

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>INTRODUCTION TO NURSING RESEARCH</b>
<b>COURSE CODE:</b>	<b>NURS 2302</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>One (1)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>Nursing Informatics &amp; Clinical Epidemiology, Biostatistics</b>

### **COURSE DESCRIPTION/RATIONALE**

This course will provide the student with a detailed description of the research process and its utility to applied nursing. Specific focus would be on the ability to critiquing articles while providing practice in reading research articles, understanding research reports, and applying the components of the research process to the formulation of a research proposal, integrating scientific knowledge with practice to make informed judgments and valid clinical decisions that are evidenced based.

### **LEARNING OUTCOMES**

Upon completion of this course, the student will be able to:

1. Discuss the importance of research to the discipline of nursing.
2. State the relevance of science and the research process to the nursing process.
3. Describe the steps in the nursing process.
4. Describe how a theoretical/conceptual framework guides research.
5. Describe selected methodological approaches to research.
6. Compare and contrast quantitative and qualitative research approaches.
7. Discuss ethical issues related to research studies.
8. Critique research for its application to nursing practice.
9. Identify researchable clinical nursing problems.
10. Complete a research proposal.

### **CONTENT**

- Introduction to Research

- The Research Process
  - The Research Problem and Hypothesis
  - The Literature Review and Conceptual Framework
  - Research Designs
  - Sampling Concepts
  - Data Collection Methods
  - Data Analysis and Interpretations
  - Ethical Considerations
- Utilization of Nursing Research

## **TEACHING METHODOLOGY**

Critiques

Class discussion/PBL

Research Presentation

ONLINE

## **ASSESSMENT**

### **Coursework Assessment: 60%**

- |                        |     |
|------------------------|-----|
| • Critiques x 3        | 15% |
| • Class discussion/PBL | 10% |
| • Research Proposal    | 15% |

### **Final Exam: 40%**

## **REQUIRED READING**

**Wood**

## **REFERENCE**

### **Essentials of Nursing Research**

Polit, C; Beck, M. (2003).

Lippincott, Williams & Wilkins; 5<sup>th</sup> ed Philadelphia PA.

### **APA Manual (current edition)**

### **References/Bibliography Vancouver Style**

Quick Guide – How to **USE IT**:

The University of Queensland, Australia.

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>CONCEPTS AND THEORIES IN ONCOLOGY NURSING I</b>
<b>LEVEL</b>	<b>Bachelor</b>
<b>COURSE CODE</b>	<b>NURS 2600</b>
<b>SEMESTER</b>	<b>FOUR (4)</b>
<b>NO. OF CREDITS</b>	<b>THREE (3)</b>
<b>PREQUISITES</b>	<b>NURS 1100, NURS 2100, NURS 1201, NURS 2201 NURS1202</b>

### **COURSE DESCRIPTION**

In this course students apply and integrate knowledge and skills from the biological, physical, psychological and social sciences with nursing science. Pre-developed health care problems help students learn to more effectively assist individuals, families and communities with issues relative to treatment, supportive care and management of advanced cancer cases using interventions that are evidenced based and caring in nature. There is increasing emphasis on students' ability to locate, assess and apply credible information in their practice, enhancement of critical thinking and integration of theories and concepts that support the planning of nursing care. In addition the course focuses on developing students' ability to analyze and discuss issues affecting cancer care delivery systems and to suggest individual and group strategies for addressing these issues. Emphasis is also placed on applying effective assessment and therapeutic communication skills.

### **LEARNING OUTCOMES**

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

1. Demonstrate an understanding of the influence of context on health and illness across the cancer care continuum.
2. Apply relevant concepts and theories to oncology cases.
3. Apply learning and teaching principles in the context of the course content.
4. Refine and utilize concepts of problem-based learning in small groups.
5. Examine diverse oncology nursing roles and professional standards.
6. Examine professional evolution of self and the oncology nursing profession.

## **CONTENT**

1. The role of the nurse in oncology care.
2. Concepts, models and theories as they relate to oncology nursing
3. APA referencing
4. Problem-based learning and group dynamics.
5. Format of learning plan

## **TEACHING METHODOLOGY**

1. Seminar / Discussion/ Debate
2. PBL
3. Case based learning
4. Scholarly paper

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |  |      |
|--|------|
| • Learning Objective Assignment          | 40 % |
| - Poster Presentation / Written document |      |
| • PBL assignment ( 3 Problems)           | 15 % |
| • Scholarly Paper                        | 40 % |
| • Class Participation                    | 5 %  |

## **REQUIRED READING**

**In NURS 2600 there are no required readings per se. This course emphasizes students' ability to locate, assess and use credible, trustworthy information.** The following is a helpful but by no means exhaustive list of suggested resources:

## **REFERENCE**

**\* University of the West Indies, St Augustine .Faculty of Medical Sciences - library resources - Oncology E - journal.**

### **Concepts for Oncology Nursing Practice**

\*American Cancer Society (ACS). 2004. *Cancer source book for nurses*. (8<sup>th</sup> ed.). Sudbury, MA: Jones & Bartlett

Barton-Burke M., & Wilkes, GM. (2006) *Cancer therapies*. Sudbury, MA: Jones & Bartlett.

Bastable, S. B. (2003, 2008). *Nurse as educator: Principles of teaching and learning for nursing practice* (2<sup>nd</sup> & 3<sup>rd</sup> eds). Sudbury, MA: Jones and Bartlett Publishers Inc.



- Dossey BM , Keegan L. Guzzetta C.(2005). *Holistic nursing: A Handbook for Practice.(4th ed.)*. Sudbury, MA: Jones & Bartlett.
- Fontaine, K. L. (2000). *Healing practices: Alternative therapies for nursing*. Upper Saddle River, NJ: Prentice-Hall Inc.
- \*Langhorne, M.E., Fulton, J. S. & Otto, S. E. (2007). *Oncology nursing* (5<sup>th</sup> ed). St. Louis, MO: Mosby Elsevier.
- McCaffery, M. & Pasero, C. (1999). *Pain: Clinical manual.(2<sup>nd</sup> ed.)*. St. Louis: Mosby.
- Moore-Higgs G J, Almadrones LA, Huff BC, Eriksson JH. (2000). *Women and cancer: A Gynecologic oncology nursing perspective*. (2nd ed.).Sudbury, MA: Jones & Bartlett.
- Munoz, C. & Luckmann, J. (2005). *Transcultural communication in nursing* (2<sup>nd</sup> ed). Clifton Park, NY: Delmar Learning
- Nursing Professional Advisory Committee, Cancer Care Ontario (2004). *Telephone nursing practice and symptom management guidelines*. Toronto, ON: Author. Also available at:  
<http://www.cancercare.on.ca/documents/NursingTelephonePracticeGuidelines.pdf>.
- Parkes, C. M. & Markus, A. (1998). *Coping with loss: Helping patients and their families*. London, UK: BMJ Books.
- Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Assessment & management of pain*.Toronto, ON: Author. (Includes 2007 supplement).
- Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Client-centred care*. Toronto, ON: Author. (Includes 2006 supplement).
- Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Crisis intervention*.Toronto, ON: Author. (Includes 2006 supplement).
- Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Supporting and strengthening families through expected & unexpected life events*. Toronto, ON: Author. (Includes 2006 supplement).
- Registered Nurses' Association of Ontario.. (2002). *Nursing best practice guideline: Establishing therapeutic relationships*. Toronto, ON: Author. (Includes 2006 supplement).
- Wizowski, L., Harper, T. & Hutchings, T. (2006). *Writing health information for patients and families: A guide to creating patient education materials that is easy to read, understand and use* (2<sup>nd</sup> ed). Hamilton, ON: Hamilton Health Sciences.

\*Yarbro, CH, Frogge M H, & Goodman, M. (2005), *Cancer nursing: Principles and practice (6th ed.)*. Sudbury, MA: Jones & Bartlett.

\*Yarbro, CH, Frogge M H, & Goodman, M. (2004). *Cancer symptom management (3<sup>rd</sup> ed )*. Sudbury, MA: Jones & Bartlett.

### **Theories for Nursing Practice**

Nursing theories and other practice-related theories are important influences on nursing practice, education, research and the development of nursing as a profession. Emphasis in NURS 2600 is placed on nursing theories and their application to Oncology Nursing Problems, in an effort to help students apply theory to their clinical practice and their role development as professionals.

Aguilera, D. C. (1998). *Crisis intervention: Theory and methodology (8<sup>th</sup> ed.)*. St. Louis: Mosby.

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice, commemorative edition*. Upper Saddle River, NJ: Prentice Hall.

Egan, G. (2007). *The skilled helper: A problem-management and opportunity-development approach to helping (8<sup>th</sup> ed)*. Belmont, CA: Thomson Brooks/Cole.

Fitch, M.I. (2008). Supportive Care Framework. *Canadian Oncology Nursing Journal*, 18 (1), 6-14.

Fitzpatrick, J.J., & Whall, A.L. (1996) *Conceptual models of nursing: Analysis and application*. (3<sup>rd</sup> ed.). Stamford, CT: Appleton & Lange. (Note: 2004, ed 4 available)

Friedman, M.M., Bowden, V.R., & Jones, E.G. (2003). *Family nursing: Research, theory and practice*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

\*George, J. B. (2002). *Nursing theories: The base for professional nursing practice (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal and Coping*. New York: Springer Publication Co.

Leininger, M., & McFarland, M.R. (2002) *Transcultural nursing: Concepts, theories, research and practice (3<sup>rd</sup> ed.)*. McGraw Hill.

Marriner-Tomey, A. & Alligood, M. R. (2006). *Nursing theorists and their work*. St. Louis, MI: Mosby, Inc.

Miller, J. (2000). *Coping with chronic illness: Overcoming powerlessness (3<sup>rd</sup> ed.)*. Philadelphia: F. A. Davis.

Neuman, B., & Fawcett, J. (2002). *The Neuman systems model* (4<sup>th</sup> ed.). Upper Saddle River: Prentice Hall.

Orem, D. E. (2001). *Nursing: Concepts of practice* (6<sup>th</sup> ed.). St. Louis: Mosby.

Paterson, B.L. (2001). The shifting perspectives model of chronic illness. *Journal of Nursing Scholarship*, 33 (1), 21 – 26. (On reserve)

Pender, N. J., Murdaugh, C. L. & Parsons, M. (2002). *Health promotion in nursing practice* (4<sup>th</sup> ed). Upper Saddle River, NJ: Prentice-Hall Inc.

Peplau, H. E. (1991). *Interpersonal relations in nursing: A conceptual frame of reference for psychodynamic nursing*. New York: Springer Publisher Co.

Roy, S. C., & Andrews, H. A. (1999). *The Roy adaptation model* (2<sup>nd</sup> ed.). Stamford: Appleton & Lange.

Shaefer, K., Pond, J., Levine, M., & Fawcett, J. (1991). *Levine's conservation model: A framework for nursing practice*. Philadelphia: F. A. Davis Co.

Watson, J. (1985). *Nursing: The philosophy and science of caring*. Boulder, CO: Colorado Associated University Press.

### **Evidence-based Practice and Critical Thinking**

Note: Please consult the EBN Journal for abstracts and commentaries of high quality research studies related to specific issues in the Oncology Nursing Problems.

Alfaro-LeFevre, R. (1998). *Critical thinking in nursing: A practical approach* (2nd ed.). Philadelphia: W.B.Saunders.

\*Cullum, N., Ciliska, D., Haynes, R.B., & Marks, S. (Eds.) (2008). *Evidence based nursing: An introduction*. Oxford, UK: Blackwell Publishing.

Thompson, C., & Dowding, D. (2002). *Clinical decision making and judgement in nursing*. New York: Churchill Livingstone.

Sundeen, S. J., Stuart, G.W., Rankin, E.A.D. & Cohen, S.A. (1998). *Nurse-client interaction: Implementing the nursing process* (6<sup>th</sup> ed). St. Louis, MO: Mosby-Year Book Inc.

Wilkinson, J. M. (2001). *Nursing process & critical thinking* (3<sup>rd</sup> ed). Upper Saddle River, NJ: Prentice-Hall Inc.

### **Group Process**

Note: Also, please consult references on group process from your communications course.

Dimock, H. G. & Devine, I. (1997). *Assessing group dynamics* (3<sup>rd</sup> ed). North York, ON: Captus Press.

Johnson, D. W., & Johnson, F. P. (2003). *Joining together: Group theory and group skills* (8<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Sampson, E. E., & Marthas, M. (1991). *Group process for the health professions* (3<sup>rd</sup> ed.). Albany: Delmar Publishers.

### **Problem Based, Learning Group - Self Directed Learning**

Knowles, M. (1986). *Using learning contracts*. San Francisco: Jossey-Bass Publishers.

Rideout, E. (Ed.). (2001). *Transforming nursing education through problem based learning*. Boston: Jones and Bartlett Publishers.

Woods, D. (1994). *Problem-based learning: How to gain the most from PBL*. Hamilton, ON: W.R. Griffin Printing.

Woods, D.R. (1995). *Problem-based learning: Helping your students gain the most from PBL*. Waterdown, ON: Donald R. Woods.

**Additional Resources:** American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.).

## **ONCOLOGY**

**COURSE TITLE:**           **ADVANCED THERAPEUTIC COMMUNICATION  
WITH PATIENTS AND FAMILIES IN CANCER  
CARE**

**LEVEL:**                   **Bachelor**

**COURSE CODE:**       **NURS 2514**

**SEMESTER:**           **FOUR (4)**

**NO. OF CREDITS:**      **THREE (3)**

**PRE-REQUISITE:**  **COMS 1001, COMS 1002**

### **COURSE DESCRIPTION:**

The focus of this course is the development of therapeutic, patient centered communication skills relevant to the role of the nurse in a variety of cancer care settings. Therapeutic communication requires the seamless integration of multiple communication theories and concepts with relevant, goal-oriented intentions and strategies in a natural, comfortable and patient-focused manner. Students' reflections on particular communication needs/challenges they have experienced within their professional nursing roles will guide an in-depth approach to the course content and the interview process.

Essential components of this course involve: 1) an emphasis on students' self awareness, ii) acquisition of advanced communication knowledge and theory, and iii) weekly opportunities for guided communication practice in which students apply their newly acquired theory.

The course builds on the basic communication skills developed in COMS 1001 and 1002. The interviewing activity and selected readings are focused specifically on situations commonly encountered in oncology nursing practice. The course incorporates the three elements of self-awareness, knowledge and practice that are considered important to effective communication skill development for nurses working with patients and families in cancer care.

### **LEARNING OUTCOMES:**

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

1. Describe relevant concepts and theories that influence nursing communications, relationships and behaviors with individuals and families.
2. Integrate theoretical and scientific perspectives that enhance the holistic understanding of individuals, families and groups encountered within the professional

- nursing role in cancer care.
3. Develop comprehensive assessments, utilizing selected theoretical models, which improve the nurse's understanding of individuals and families.
  4. Utilize the identified formulation of patient/family problems/issues to guide the therapeutic communication process.
  5. Identify personal attitudes, values, biases and behaviours that enhance or interfere with the communication process.
  6. Identify personal learning needs/objectives related to communication skills that are based upon an awareness of one's own strengths and limitations.
  7. Test developing communication knowledge and skill through guided practice opportunities with selected simulated patients and interviewers.
  8. Demonstrate a goal oriented, patient-centered, and collaborative approach that enhances communication effectiveness with individuals and families.
  9. Experience a different perspective of selected patient communication encounters from that of the nurse/health care provider (i.e., that of the patient).
  10. Evaluate own and other's communication knowledge and skill development and provide both positive and constructive feedback to peers on a weekly basis.
  11. Examine the current evidence supporting the influence of improved nurse-patient communication on health care outcomes of patients and families.

## **CONTENT**

1. Introduction to therapeutic communication models and theories
2. Foundations of the Therapeutic Nurse-Patient Relationship
3. Integrating Communication Theories to Practice
4. Theories of family development and function
5. Family assessment models / Theories.

## **TEACHING METHODOLOGY**

5. Seminar / Discussion/ Debate
6. Simulation / Role play
7. Movie Review
8. Reflection
9. Scholarly paper

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |  |     |
|--|-----|
| • Difficult Communication Encounter              | 25% |
| • Movie Review                                   | 20% |
| • Scholarly paper                                | 25% |
| • Synopsis of Interview /Simulation preparation/ | 15% |
| • Actual Interview                               | 10% |
| • Class participation                            | 5%  |

## **REQUIRED READINGS**

- Adams, C., & Jones, P. Therapeutic communication for health professional  
ISBN : 9780073402086
- Handouts

### **ADDITIONAL READINGS**

- Aguilera, D. C. (1998). *Crisis intervention: Theory and methodology* (8<sup>th</sup> ed.). St. Louis: Mosby.
- Beckman, H.B. & Frankel, R.M. (2003). Training practitioners to communicate effectively in cancer care: It is the relationship that counts. *Patient Educational and Counseling*, 50(1), 85-89.
- Buckman, R. (1988). *I don't know what to say: How to help and support someone who is dying*. Toronto: Key Porter Books Ltd.
- Chant, S. (2002). Communication skills: Some problems in nursing education and practice. *Journal of Clinical Nursing*, 11, 12-21
- Cioffi, J. (2003). Communication with culturally and linguistically diverse patients in an acute care setting: Nurses' experiences. *International Journal of Nursing Studies*, 40, 299-306.
- Clayton, J. M. et al. (2007). Sustaining hope when communicating with terminally ill patients and their families: A systematic review. *Psycho-Oncology*, DOI10.1002/pon.1288. Retrieved June 2008 from <http://www3.interscience.wiley.com/cgi-bin/fulltext/116844805/PDFSTART>.
- Delvaux, N., Razavi, D., Marchal, S., Bre´dart, A., Farvacques, C., & Slachmuylder, J-L. (2004). Effects of a 105 hours psychological training program on attitudes, communication skills and occupational stress in oncology: A randomized study. *British Journal of Cancer*, 90, 106 – 114.
- Egan, G. (2007). *The Skilled Helper: A problem-management and opportunity development approach to helping* (8<sup>th</sup> ed.). Belmont, CA: Thomson/Brooks Cole Publishing Co
- Friedman, M.M., Bowden, V.R., & Jones, E.G. (2003). *Family nursing: Research, theory and practice*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Fulcher, C.D., Badger, T., Gunter, A.K., Marrs, J.A., & Reese, J.M. (2008). Putting evidence into practice: Interventions for depression. *Clinical Journal of Oncology Nursing*, 12 (1), 131 – 140.
- Gregory, R. (2001). Listening. *Journal of Psychosocial Nursing*, 39 (2), 48-51.
- Griffin, T. (2003). Facing challenges to family-centered care: Anger in the clinical setting

*Pediatric Nursing*, 29 (3), 212-214.

Kanel, K. (2002). *A guide to crisis intervention*. Belmont, CA: Brooks Cole Publishing.

Kennedy-Sheldon, L., Barrett, R., & Ellington, L. (2006). Difficult communication in nursing. *Journal of Nursing Scholarship*, 38 (2), 141-147.

Kruijver, I., Kerkstra, A., Bensing, J., Van de Wiel, H. (2001). Communication skills of nurses during interactions with simulated cancer patients. *Journal of Advanced Nursing*, 34 (6), 772-79.

Lewis, D.M. (2002). Response to the violent incident: Physical restraint or anger management. *Journal of Psychiatric and Mental Health Nursing*, 9 (1), 57-63.

Lin, H-R. & Bauer-Wu, S. M. (2003). Psycho-spiritual well-being in patients with advanced cancer: An integrative review of the literature. *Journal of Advanced Nursing*, 44 (1), 69 – 80.

Makoul, G. (2001). The SEGUE framework for teaching and assessing communication skills. *Patient Education and Counseling*, 45, 23-34.

Maguire, P., & Pitceathly, C. (2003). Managing the Difficult Consultation. *Clinical Medicine*, 3 (6), 532-537.

McCabe, C. (2004). Nurse –patient communication: An exploration of patients' experiences. *Issues in Clinical Nursing*, 13, 41-49.

Miller, K., & Massie, M. J. (2006). Palliative and supportive care: Depression and anxiety. (2006). *The Cancer Journal*, 12 (5), 388 – 397.

Shuster, P.M. (2002). *Communication: The key to the therapeutic relationship*. Philadelphia: FA Davis Co.

Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Client-centered care*. Toronto, ON: Author. (Includes 2006 supplement).

Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Crisis intervention*. Toronto, ON: Author. (Includes 2006 supplement).

Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Supporting and strengthening families through expected & unexpected life events*. Toronto, ON: Author. (Includes 2006 supplement).

Registered Nurses' Association of Ontario. (2002). *Nursing best practice guideline: Establishing therapeutic relationships*. Toronto, ON: Author. (Includes 2006 supplement).



- Rodwel, L. C. (1996). An analysis of the concept of empowerment: Assumption or reality. *Journal of Advanced Nursing*, 19, 733-37.
- Sundeen, S. J., Stuart, G.W., Rankin, E.A.D. & Cohen, S.A. (1998). *Nurse-patient interaction: Implementing the nursing process* (6<sup>th</sup> ed). St. Louis, MO: Mosby.
- Sundin, K. (2003). Understanding and being understood. *Journal of Clinical Nursing*, 12 (1), 107-116.
- Taylor, E. (1993). Factors associated with meaning in life among people with recurrent cancer. *Oncology Nursing Forum*, 20 (9), 1399-1405.
- Thomas, S. P., Groer, M., Davis, M., Droppleman, P., Mozingo, J., & Pierc, E. M. (2000). Anger and cancer: An analysis of the linkages. *Cancer Nursing*, 23 (5), 344-349.
- Vos, M. S., & de Haes, J. C. J. M. (2007). Denial in cancer patients: An explorative review. *Psycho-oncology*, 16, 12-25.
- Williams, A. (2001). A literature review on the concept of intimacy in nursing. *Journal of Advanced Nursing*, 33 (5), 660-67.
- Wright, L. & Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3<sup>rd</sup> ed.). Philadelphia: F.A. Davis Co.

## **ONCOLOGY**

**COURSE TITLE: CRITICAL APPRAISAL AND EVIDENCE BASED PRACTICE**

**COURSE CODE: NURS 2515**

**LEVEL: Bachelors**

**SEMESTER: Four (4)**

**NO. OF CREDITS: Four (4)**

**PRE-REQUISITE: NURS 2302; NURS 2502**

### **COURSE DESCRIPTION/RATIONALE**

This course provides an introduction to in-depth critical appraisal of research evidence from the health sciences literature. The basic principles of research for both quantitative and qualitative research designs will be reviewed. Students will refine important research skills such as how to write an answerable clinical research question, how to efficiently search for evidence and how to critically appraise the strengths and weakness of a particular piece of evidence (research article).

### **LEARNING OUTCOMES**

At the end of this course students will be able to:

1. Demonstrate a working knowledge of general research concepts related to quantitative and qualitative research. These concepts include: how to develop a research question, how to match research designs to a question, how to identify sampling and measurement issues, and how data may be analyzed.
2. Apply research knowledge to the critical appraisal of selected clinical studies, including critical appraisal of:
  - studies of the effectiveness of treatment or prevention interventions,
  - systematic reviews,
  - studies of causation in health/illness,
  - studies using qualitative methods, and
  - clinical best practice guidelines.
3. Apply the process of evidence-based practice, including: developing a focused clinical research question; searching for the highest level of evidence; applying critical appraisal skills to assess whether evidence is strong enough to be utilized in

practice; and, identifying strategies for and barriers to utilizing research evidence in clinical practice.

## **Content**

Unit I – Course Orientation; Introduction to Evidence-Based Practice

Unit II – Introduction to Advanced Critical Appraisal; Exploring Researchable Questions in Oncology Nursing

Unit III – Common Research Designs for Cancer-Related Studies

Unit IV - Exploring Sampling Issues in Oncology Nursing and Other Cancer Care Research

Unit V - Quantitative Measurement & Analysis Issues in Oncology Nursing and Other Cancer Care Research

Unit VI - Critical Appraisal of Cancer Treatment/Intervention Studies

Unit VII – Critical Appraisal of Systematic Reviews and Meta-analyses of Cancer Treatment/Intervention Studies

Unit VIII – Critical Appraisal of Cancer-Related Causation Research

Unit IX – Critical Appraisal of Qualitative Studies in Oncology Nursing

Unit X – Hierarchies of Evidence and Clinical Best Practice Guidelines for Oncology Nursing

Unit XI – From Research to Oncology Nursing Practice – Real Life Issues and Examples

## **TEACHING METHODOLOGY**

Seminar / Tutorials

Lecture / Discussion

Student / group presentation

PBL

Audio-visual Technology

Online Myelearning

This course utilizes a combination of tutorial discussions and independent study. The tutor may also provide a short lecture during some tutorials to explain key concepts. **Although tutorial performance is not graded in this course, attendance at the weekly tutorial discussions is mandatory and participation in the discussion is required. Students are expected to complete the required readings and activities in preparation for the weekly tutorial, and attend tutorial prepared to discuss concepts**

from the readings, raise questions, respond to questions, and contribute to the discussion on the critical appraisal of articles.

## **ASSESSMENT**

### **1. Course Work Assessment: 60%**

- Short Paper: \_ 15%
- Critical Appraisal Assignment - Treatment Study 10%
- Critical Appraisal Assignment - Qualitative Study 10%
- Class Participation 5%

### **2. Final Examination: 40%**

Note: A UWI-approved calculator will be required for the final examination.

## **REQUIRED READINGS**

1. Essential:  
*Evidence based nursing: An introduction* Cullum, N., Ciliska, D., Haynes, R.B., & Marks, S. (Eds.) (2008). Oxford, UK: Blackwell Publishing
2. Handouts provided by lecturer.

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>INTRODUCTION TO PALLIATIVE CARE IN NURSING</b>
<b>COURSE CODE:</b>	<b>NURS 2610</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Five (5)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1100; NURS 2100 NURS 1201; NURS 2201 NURS 1202 NURS 2514 NURS 3100</b>

### **COURSE DESCRIPTION/RATIONALE**

This course is designed for health care professionals and those working in fields related to cancer and/or palliative care. Individuals who care for patients with life-threatening illnesses can face particularly pressing and difficult moral choices. This course provides them with an opportunity to gain a deeper and more systematic understanding of these issues, and to explore the moral problems they may face in their work. The course aims to increase the students understanding of the philosophical basis of good practice, and to enhance their ability to think systematically about the ethically challenging decisions that they may face in the course of their work.

Lectures will cover the pharmacology of analgesics, pain management, pathophysiology of nausea and vomiting, and other issues of management of dying patients. The roles of spirituality, ethics, and social work in palliative care are explored. Care of the geriatric patient with an end of life condition is reviewed. Several lectures are devoted to psychological and psychiatric issues for both patients and families.

### **LEARNING OUTCOMES**

Upon completion of this course the students will be able to:

1. Define palliative care and explain the differences between Hospice and Palliative care.
2. Describe models of palliative care and delivery and the specialized environments in which they exists.
3. Understand the pharmacology of analgesics, pain management.

4. Relate the pathophysiology of nausea and vomiting, and other issues of management of dying patients.
5. Understand the roles of spirituality, ethics, and social work in palliative care.
6. Care of the geriatric patient with an end of life condition is reviewed.
7. Apply the main concepts and theories used in healthcare ethics.
8. Understand end of life issues, quality of life, death, and dying.

## **CONTENT**

### **Unit 1**

- Welcome and Overview
- Overview Palliative Care: Traditional view versus contemporary
- Meeting the psychosocial needs along the continuum

### **Unit 2: Symptom Assessment and Management including:**

- Pain
- Nausea and vomiting
- Constipation
- Diarrhea
- Dyspnea
- Fatigue
- Mouth care

### **Unit 3: This unit is designed to assist Health Care Professionals provide psychosocial, spiritual and end of life care to the dying patient and their families**

- Family systems
- How to talk to children
- Cultural care
- Spiritual care
- Grief and bereavement
- Preventing burnout

### **Unit 4: Pain and Symptom Management**

- Medical management of pain, pathophysiology, pharmacology, and equi-analgesic dosing
- Non-medical techniques in pain management-Anesthesiology, Radiation Therapy

## **TEACHING METHODOLOGY**

Seminar

PBL  
Case-based learning  
Field study

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |  |     |
|--|-----|
| • Four (4) Case studies (10 points each) | 40% |
| • Presentation                           | 10% |
| • Theoretical Paper                      | 25% |
| • Clinical Paper                         | 25% |

## **REQUIRED READING**

### **ESSENTIAL**

**A Palliative Ethics of Care:** Clinical Wisdom at Life's End – Fins MD,  
Joseph J. (2006) Sudbury, AM: Jones & Bartlett

## **ONCOLOGY**

**COURSE TITLE:** CONCEPTS AND THEORIES IN ONCOLOGY  
NURSING II

**COURSE CODE:** NURS 2601

**LEVEL:** Bachelor

**SEMESTER:** Five (5)

**NO. OF CREDITS:** Three (3)

**PRE-REQUISITE(S):** NURS 2600

### **COURSE DESCRIPTION/RATIONALE**

This course is a continuation of Concepts and Theories in Oncology Nursing I. In this 'theory' course, students continue to apply and integrate, at an increasingly sophisticated level, knowledge and skills from the biological, physical, psychological and social sciences with nursing science and concepts of caring. The cancer-related 'paper' Health Care Problems provided for students are focused on assisting individuals, families and communities with health promotion and maintenance, cancer prevention, recovery from cancer and managing advanced cancer using interventions that are evidence-based and caring in nature.

### **LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the influence of concepts on Health and illness.
2. Apply relevant concepts and theories to Oncology cases.
3. Apply learning and teaching principles in the context of the course content.
4. Refine and utilize concepts of Problem-Based Learning in small groups.
5. Examine diverse Oncology Nursing roles and professional standards.
6. Examine Professional Evolution of self and the Oncology Nursing profession.

### **CONTENT**

Upon successful completion of NURS 2601 the student will be able to:

1. Demonstrate an understanding of the influence of context on health and illness
  - a. Identify important internal and external influences on the health and illness of individuals, families and populations.
  - b. Identify influences affecting health care at local, regional,



- national and global levels.
2. Apply relevant concepts and theories
    - a. Utilize critical thinking in assessing the credibility/trustworthiness of information and data.
    - b. Utilize critical thinking in applying knowledge, concepts and theories.
    - c. Analyze and apply concepts, theories and research from nursing, biological, physical, behavioural and other sciences to define problems/needs, plan care and evaluate outcomes of interventions related to the paper Health Care Problems.
  2. Apply learning and teaching principles in the context of course content and for personal growth
    - a. Integrate new knowledge with prior learning during self-directed study and in tutorial discussions.
    - b. Demonstrate competency in locating and analyzing research-based evidence that supports a philosophy of life-long learning.
    - c. Apply teaching-learning models/theories to specific Health Care Problems and group work.
    - d. Suggest creative learning strategies for use in the context of problem based learning.
    - e. Assess own learning needs, create a plan to meet these needs and engage in self reflection and self evaluation.
    - f. Analyze own learning style(s) and develop strategies to enhance and expand them.
  4. Refine and utilize concepts of problem-based learning in small groups
    - a. Demonstrate skills associated with concepts of problem-based learning and group dynamics.
    - b. Demonstrate responsibility for own learning and evaluate own performance in the group and tutorial process.
    - c. Provide constructive feedback to peers using facts, observations and relevant principles and theories to support statements.
    - d. Demonstrate use of a wide range of learning resources in preparation for tutorial sessions.
  5. Examine increasingly complex and diverse nursing roles and professional standards
    - a. Explore the theoretical foundations of various nursing concepts, theories and models.
    - b. Explain the relevance of concepts, models, philosophies and theories as they relate to the advancement of nursing.
    - c. Demonstrate critical thinking and apply theory and research in planning nursing care as applied to Health Care Problems and specific assignments.
    - d. Explore the concepts of clinical judgment and clinical decision-making, applying them to Health Care Problems.

- e. Develop care plans that
  - i. Integrate scientific and humanistic caring concepts.
  - ii. Emphasize independent and interdependent nursing interventions.
- f. Plan care that includes short and long term patient/patient goals, specific and realistic interventions that integrate patient perceptions and evaluate the impact of interventions using outcome criteria for evaluation that include appropriate time frames.
- g. Identify the ways in which evidence-based practice, standards of practice and codes of ethics influence the implementation of patient/patient care.
- h. Explore ways in which the nurse interacts with other health care providers and community resources to benefit patient/patient care.
- i. Acknowledge and encourage discussion about values related to diversity (e.g., cultural, spiritual, social, age and sexual).
- 6. Examine professional evolution of self and the nursing profession
  - a. Examine own professional nursing practice using relevant concepts, theories and self-evaluative strategies.
  - b. Identify and examine professional nursing associations and legislation affecting clinical practice.
  - c. Identify the potential contributions of members of the interdisciplinary team.

## **TEACHING METHODOLOGY**

1. Students in this course will meet weekly for three (3) hours in small tutorial groups.
2. Tutorial sessions will be jointly facilitated by faculty from SANE and Mc Master University
3. A total of three (3) Oncology Nursing problems will be studied in this course.
4. All supporting data for each problem will be provided at the time the group starts to work on them.
5. The investigation and resolution of specific problems should take a structured approach consistent with the principle of Problem-Based Learning.
6. Each problem will be completed in no more than three (3) sessions and should include
  - A plan of care related to one or more of the patient priority Health Care issues.
  - Summary of Learning.
  - Feedback about the case/problem.

Assignments will be due on the date listed.

## **ASSESSMENT**

**Coursework Assessment: 100 %**

- Individual Assignment (3 papers) 30%
- Essay 40%
- PBL 30%

### **REQUIRED READING**

#### **ESSENTIAL**

Langhorne, M., Fulton, J., & Otto, S. (2007). *Oncology nursing* (5<sup>th</sup> ed.). St. Louis: Mosby Year Book

#### **REFERENCE**

Ferrell, B.R., & Coyle, N. (Eds.) (2001). *Textbook of palliative nursing*. Oxford, UK: Oxford University Press.

PBL Case Studies.

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>ONCOLOGY HEALTH ASSESSMENT</b>
<b>COURSE CODE:</b>	<b>NURS 2611</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Five (5)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1202; NURS 1203</b>

### **COURSE DESCRIPTION/RATIONALE**

This is a clinically-oriented course, focusing on the acquisition of knowledge and skills in patient assessment relevant to the role of the nurse in an oncology setting. It will provide an opportunity for students to gain knowledge and skills in focused, problem-oriented assessment related to common concerns in the oncology population. Focused patient assessment involves the assessment of a specific need or concern (e.g. ventilation, cognition, mobility) unique to a specific patient in a defined setting/situation (e.g. hospital, home, clinic, telephone).

### **LEARNING OUTCOMES**

Upon successful completion of this course the student will be able to:

1. Utilize a holistic approach to Health Assessment.
2. Use specific problem solving methods when recording patient history.
3. Identify important internal and external influences on human health and behavior in varied cancer care settings.
4. Apply relevant concepts and theories in establishing therapeutic nurse/patient relationships.
5. Assume personal responsibility for learning and identify one's role as a self-directed learner.

### **CONTENT**

The focus of this course is the acquisition of knowledge and skills in the assessment of individuals with or at risk of cancer-related concerns. The student is expected to:

1. Utilize a holistic approach to health assessment which includes the physical, social, cultural, economic and political context of the patient.

- Apply knowledge of anatomy, physiology, pathophysiology, assessment principles, human behavior and growth & development to identify and analyze patient data.
  - Demonstrate a logical and comprehensive approach to history taking as well as accurate physical examination techniques in performing patient-centered assessments.
  - Demonstrate ability to summarize relevant data, identify findings, and determine implications of the findings for the patient and his/her significant others.
  - Demonstrate ability to correctly document findings with appropriate terminology.
2. Use the scientific problem-solving method when performing a focused history
    - Determine the history relevant to the patient's presenting situation.
  3. Identify important internal and external influences on human health and behavior and explore the relevance of these for the nursing role varied cancer care settings
    - Identify risk factors that contribute to the health of patients.
  4. Apply relevant concepts and theories in the establishment of a therapeutic nurse-patient relationship
  5. Assume personal responsibility for learning and identify own role as a self-directed learner
    - Identify learning needs based on an awareness of own strengths and limitations.
    - Evaluate own and others' performance and provide constructive feedback.

### **TEACHING METHODOLOGY**

Each week's activities will combine components of presentation, demonstration and practice time. The proposed format for each class meeting will be: A 2-hour tutorial in which the specified assessment will be reviewed, questions will be answered and student presentations will take place, followed by a 1-hour skills practice session on the focused assessment of the involved system from a defined case scenario, and how to report, document and apply the findings of the assessment. Students are expected to do the required reading and preparation for each class in advance and come prepared to perform the required assessments. Students will practice their assessment skills on each other during the laboratory performance component, and are also expected to put their skills into practice in their clinical placement settings.

## **ASSESSMENT**

### **Coursework Assessment: 60%; 40%**

- Presentation for group 40%
- Midterm Quiz 40%
- Individual Performance in Group 20%

## **REQUIRED READING**

### **ESSENTIAL**

Jarvis, Carolyn PhD, APN, CNP (2008) *Physical Examination & Health Assessment*; Saunders Elsevier

### **REFERENCE**

Langhorne, M, Fulton, J., & Otto, SE (2007) *Oncology Nursing* St. Louis: Mosby

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>GUIDED NURSING PRACTICE (CLINICAL COURSE)</b>
<b>COURSE CODE:</b>	<b>NURS 3400</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Five (5)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1100; NURS 2100 NURS 1201; NURS 2201 NURS 2611 ; NURS 2514</b>

### **COURSE DESCRIPTION/RATIONALE**

This clinical course promotes the integration of theory and concepts in cancer nursing with nursing practice in a variety of cancer care settings. Clinical practice provides the opportunity for students to pursue personal learning objectives, examine issues and concepts related to various cancer nursing roles and settings and develop increasing skills and autonomy. Previous and/or concurrent problem-based learning courses promote the integration of critical thinking and clinical reasoning with practice.

### **LEARNING OUTCOMES**

Upon completion of the course students will be able to:

1. Become actively involved in the enactment of the nursing role as is played out in the selected clinical context.
2. Demonstrate integration and application of the conceptual and theoretical basis for nursing in the assigned setting.
3. Demonstrate application of evidence-based nursing practice competencies.
4. Acquire an understanding of the organization's structure, and of the changing health care system.
5. Progressively accept more responsibility and assume a beginning leadership role within the clinical placement.
6. Be accountable for effective communication with the Faculty tutor and Clinical Preceptor, as well as individuals and groups in the clinical context, demonstrating application of knowledge about systems entry and inter-professional communication.
7. Demonstrate awareness for self-directed learning in the context of the course requirements including timely submission, negotiation and completion of a Clinical Learning Plan.

8. Demonstrate characteristics of a reflective practitioner.

### **CONTENT**

- Basic knowledge of cancer disease.
- Diagnostic screening tests and treatment and staging systems for prostate cancer.
- Current trends in management in prostate cancer patients.
- Symptom management and supportive care.
- Psychological responses, counseling, rehabilitation and nursing management.
- Application of the holistic approach and self care models in oncology nursing.

### **TEACHING METHODOLOGY**

Seminar

PBL

Case-based learning

Field study

### **ASSESSMENT**

#### **Coursework Assessment: 100%**

- |   |     |
|---|-----|
| • Two (2) assignments/projects          | 20% |
| • Case Study (Inclusive of a care plan) | 20% |
| • Clinical Evaluation                   | 20% |
| • Presentations                         | 20% |
| • Journal                               | 20% |

### **REQUIRED READINGS**

#### **ESSENTIAL**

Oncology Nursing; Langhorne, M, Fulton, J., & Otto, SE (2007) St  
Louis: Mosby.

**Selected Readings and handouts will be distributed to the students.**



## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>CANCER CARE FOR CHILDREN AND YOUNG PEOPLE (ELECTIVE)</b>
<b>COURSE CODE:</b>	<b>NURS 3512</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Five (5)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1100; NURS 2100 NURS 1201 NURS 2515 NURS 2611</b>

### **COURSE DESCRIPTION/RATIONALE**

The course is designed to allow participants to review the most common types of cancers affecting children and young adults. Learning experiences that apply clinical concepts of the complex needs of children and young adults with multi-system alterations in health will be provided. Emphasis will be placed on the physical, social and psychological effects of cancer on children and young adults and their families.

### **LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Demonstrate an understanding of the internal and external influences on the health and illness of individuals, families and populations affected by cancer.
2. Integrate new knowledge with prior learning during self-directed study.
3. Demonstrate critical thinking and apply theory and research in planning nursing care.
4. Explore ways in which the oncology nurse engage in discussion with clients about values related to diversity issues (eg. Cultural and spiritual practices, social, age and sexual).

### **CONTENT**

- Basic knowledge of cancer disease.
- Diagnostic screening tests and treatment and staging systems for various types of cancer.
- Current trends in management in pediatric cancer patients.

- Symptom management and supportive care.
- Psychological responses, counseling, rehabilitation and nursing management.
- Application of the holistic approach and self care models in oncology nursing.

### **TEACHING METHODOLOGY**

Seminar

PBL

Case-based learning

Field study

### **ASSESSMENT**

#### **Coursework Assessment: 60%**

- |   |     |
|---|-----|
| • Two (2) assignments/projects (15% each)       | 30% |
| • One (1) Case Study (inclusive of a care plan) | 20% |
| • Concept Paper                                 | 20% |
| • Presentations                                 | 30% |

#### **Final Exam:40%**

### **REQUIRED READING**

#### **ESSENTIAL**

Oncology Nursing; Langhorne, M. Fulton, J., & Otto, SE St.  
Louis: Mosby.

**Selected Readings and handouts will be distributed to the students.**

## **ONCOLOGY**

<b>COURSE TITLE:</b>	<b>CANCER OF THE PROSTATE (ELECTIVE)</b>
<b>COURSE CODE:</b>	<b>NURS 3515</b>
<b>LEVEL:</b>	<b>Bachelor</b>
<b>SEMESTER:</b>	<b>Six (6)</b>
<b>NO. OF CREDITS:</b>	<b>Three (3)</b>
<b>PRE-REQUISITE(S):</b>	<b>NURS 1100; NURS 2100 NURS 1201 ; NURS 2201 NURS 2515 ; NURS 2611</b>

### **COURSE DESCRIPTION/RATIONALE**

This course will cover the use of epidemiological method to study prostate cancer in populations. Students will examine Primary Health Care and Health Promotion strategies using the management through examination and treatment of individuals with Prostate Cancer. The course will use a case study approach emphasizing leadership, management and care giver roles of the professional nurse with clients and their families.

### **LEARNING OUTCOMES**

Upon successful completion of the course the students will be able to:

1. Manage care of client/families with prostate cancers.
2. Identify risk factors and preventive measures for prostate cancer.
3. Identify screening guidelines for prostate cancer.
4. Describe treatment options and the nurse's role in the management of prostate cancer.
5. Identify the needs of the client in complex patient care situations.
6. Discuss current trends and issues in nursing care of patients with cancer of the prostate.

### **CONTENT**

- Basic knowledge of cancer disease.
- Diagnostic screening tests, treatment and staging systems for prostate cancer.
- Current trends in management in prostate cancer patients.
- Symptoms management and supportive care.
- Psychological responses, counseling, rehabilitation and nursing management.

- Application of the holistic approach and self care models in oncology nursing.

## **TEACHING METHODOLOGY**

Seminar  
PBL  
Case-based learning  
Field study

## **ASSESSMENT**

### **Coursework Assessment: 100%**

- |   |     |
|---|-----|
| • Group Project                                       | 20% |
| • Two (2) assignments/projects (10% each)             | 20% |
| • One (1) Case Study highlighting Primary Health Care |     |
| • and Health Promotion strategies                     | 20% |
| • PBL   | 10% |
| • Presentation  | 20% |
| • Individual  | 10% |

## **REQUIRED READING**

### **ESSENTIAL**

Oncology Nursing; Langhorne, M. Fulton, J., & Otto, SE (2007) St Louis: Mosby.

**Selected Readings and handouts will be distributed to the students**

## **ADDITIONAL READINGS**

Pan American Health Organization – PAHO/WHO (2007) Public Health Capacity in Latin America and the Caribbean: Assessment and Strengthening  
<http://www.lachealthsys.org/index.php?option=comdocman&task=docdownload&gdi=372>

## **ADDITIONAL READINGS Cont'd**

De Maeseneer, J, Willems, S, De Stutter, A, Van de Geuchte, I and Billings, M (2007) Primary health care as a strategy for

achieving equitable care: a literature review commissioned by  
the Health Systems Knowledge Network  
<http://www.wits.ac.za/chp/kn/De%20Maeseneer%202007%20PHC%20as%20strategy.pdf>

Bloche, M G (2007) Health Care for All? The New England Journal of  
Medicine, 357 (12); 1173-1175  
<http://content.nejm.org/cgi/content/full/357/12/1173?query=TOC>

Primary Health Care: 25 years of the Alma-Ata Declaration –  
Questions and Answers  
[http://www.paho.org/English/DD/PIN/alma\\_questions.htm](http://www.paho.org/English/DD/PIN/alma_questions.htm)

Alma-Ata Revisited [http://www.paho.org/English/DD/PIN/Number  
17\\_article\\_4.htm](http://www.paho.org/English/DD/PIN/Number17_article_4.htm)

PAHO/WHO Primary Health Care web links  
<http://www.paho.org/English/DD/PIN/almaata25.htm>

World Health Organization (2007) Promoting Health  
<http://www.who.int/healthpromotion/en/>

Asch, S.M., Kerr, E. A., Keesey, J., Adams, J.L.; Setodji, C.M., Malik,  
S. and McGlynn, E.A. (2006) Who is at Greatest Risk for  
Receiving Poor-Quality Health Care? *The New England  
Journal of Medicine*. 354(11) 1147-1156  
<http://content.nejm.org/cgi/content/full/354/11/1147>

Ehrenberg, J.P. and Ault, S.K. (2005). Neglected diseases of  
neglected populations: Thinking to reshape the determinants of  
health in Latin America and the Caribbean. *BMC Public Health*  
5(119):1186/1471-2458-5-119.  
<http://www.biomedcentral.com/1471-2458/5/119>

Hills, M and McQueen, D V (2007) The Ottawa Charter for Health  
Promotion- A critical reflection.  
[http://www.juhpe.org/upload/File/PE\\_Ottawa\\_07a.pdf](http://www.juhpe.org/upload/File/PE_Ottawa_07a.pdf)

MdDaid (2007) Meeting of the Expert Group on Social Determinants  
and Health Inequalities  
[http://ec.europa.eu/health/ph\\_determinants/socio\\_economics  
/ev\\_070507\\_en.htm](http://ec.europa.eu/health/ph_determinants/socio_economics/ev_070507_en.htm)

**SCHOOL OF ADVANCED NURSING EDUCATION**  
**TWO YEAR CURRICULUM AT A GLANCE**

<b>*FMS Core Required Courses</b>			<b>Year 1</b>			<b>Year 2</b>		
			<b>Semester 1</b>			<b>Semester 4</b>		
<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>
COMS 1001	Communication Skills For Health Personnel	3	COMS 1001	Communication Skills for Health Personnel	3	NURS 2300	Nursing Research Project I	3
COMS 1002	Communication Skills For The Health Profes	3	NURS 1100	Integrated Basic Health Sciences for Nurses I	5	NURS 2510	Classroom Teaching, Assessment & Evaluation	3
FOUN 1101 OR FOUN 1301	Caribbean Civilization	3	NURS 1201	Pathophysiology/Immunology & Genetics I	3	NURS 2511	Ethical, Legal & Moral Aspects of Nursing & Health Care	3
	Law, Governance, Eco & Society in the Carib		NURS 1500	Nursing Informatics	3	NURS 2512	Educational Psychology & Counselling	3
			* NURS 2502	Clinical Epidemiology & Biostatistics	3	NURS 2513	Theories in Education	3
						NURS 3100	Nursing Pharmacotherapeutics	3
			<b>Semester 2</b>				<b>Semester 5</b>	
						NURS 2301	Nursing Research Project II	3
			COMS 1002	Communication Skills For The Health Professions	3	NURS 2501	Nursing Leadership & Management	3
			NURS 1202	Health Assessment	3	NURS 3200	Nursing Sciences	3
			NURS 1203	Primary Health Care and Health Promotion	3	NURS 3310	Health Policy	3
			NURS 2100	Integrated Basic Health Sciences for Nurses II	5	NURS 3510	Curriculum Methods and Strategies	3
			NURS 2201	Pathophysiology/Immunology & Genetics II	3	NURS 3511	Nursing and Health Education	3
			<b>Semester 3</b>				<b>Semester 6</b>	
			FOUN 1101	Caribbean Civilization <b>OR</b>	3	NURS 2400	Nursing Seminar	3
			FOUN 1301	Law, Governance, Economy & Society in the Caribbean	3	NURS 3300	School Nurse Practicum	6
			NURS 2302	Introduction to Nursing Research	3	NURS 3301	Nurse Educator Practicum	6

						NURS 3302	Nurse Administrator Practicum	6
						NURS 3500	High Risk Populations (Elective)	3
				<b>CREDIT HOURS</b>	<b>41</b>		<b>CREDIT HOURS</b>	<b>45</b>
							<b>TOTAL CREDIT HOURS</b>	<b>86</b>

**SCHOOL OF ADVANCED NURSING EDUCATION**  
**ONCOLOGY CURRICULUM AT A GLANCE**

*FMS Core Required Courses			Year 1			Year 2		
			Semester 1			Semester 4		
Course Code	Course Name	Credit Hours	Course Code	Course Name	Credit Hours	Course Code	Course Name	Credit Hours
COMS 1001	Communication Skills For Health Personnel	3	COMS 1001	Communication Skills for Health Personnel	3	NURS 2511	Ethical, Legal & Moral Aspects of Nursing & Health Care	3
COMS 1002	Communication Skills For The Health Professions	3	NURS 1100	Integrated Basic Health Sciences for Nurses I	5	NURS 2514	Advanced Therapeutic Communication with Patients and Families	3
FOUN 1101 OR FOUN 1301	Caribbean Civilization <b>OR</b>	3	NURS 1201	Pathophysiology/Immunology & Genetics I	3	NURS 2515	Critical Appraisal and Evidence-Based Practice	4
	Law, Governance, Economy & Society in the Caribbean		NURS 1500	Nursing Informatics	3	NURS 2600	Concepts and Theories in Oncology Nursing I	3
			NURS 2502	Clinical Epidemiology & Biostatistics	3	NURS 3100	Nursing Pharmacotherapeutics	3
	<b>TRANSFER CREDIT</b>		Semester 2			Semester 5		
			COMS 1002	Communication Skills For The Health Professions	3	NURS 2601	Concepts and Theories in Oncology Nursing II	3
			NURS 1202	Health Assessment	3	NURS 2610	Introduction to Palliative Care in Nursing	3
			NURS 1203	Primary Health Care and Health Promotion	3	NURS 2611	Oncology Health Assessment	3
			NURS 2100	Integrated Basic Health Sciences for Nurses II	5	NURS 3400	Guided Nursing Practice (Clinical Course)	6
			NURS			NURS		

			2201	Pathophysiology/Immunology & Genetics II	3	2400	Nursing Seminar	3
			<b>Semester 3</b>				<b>Semester 6</b>	
			FOUN 1101	Caribbean Civilization <b>OR</b>	3	NURS 3512	Cancer Care for Children and Adolescents (Elective)	3
			FOUN 1301	Law, Governance, Economy & Society in the Caribbean	3	NURS 2501	Nursing Leadership & Management	3
			NURS 2302	Introduction to Nursing Research	3	NURS 3515	Cancer of the Prostate (Elective)	3
				<b>CREDIT HOURS</b>	<b>40</b>		<b>CREDIT HOURS</b>	<b>43</b>
							<b>TOTAL CREDIT HOURS</b>	<b>83</b>



**UWI SCHOOL OF NURSING (UWISON)**  
**POST-REGISTRATION TIMETABLE**  
**FULL TIME YEAR 1 SEMESTER 1, SEPTEMBER-DECEMBER 2015 -2016**  
**EDUCATION/ADMINISTRATION/SCHOOL NURSING/ONCOLOGY**

**NOTE: Lecture and PBL hours are not reflected separately and it will be up to Lecturers to determine lecture from PBL times**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8 - 9</b>	IBHS I <b>Dr</b> <b>Ovchinnikov</b> <b>Anatomy lab</b>				
<b>9 -10</b>	IBHS I (8 – 10.30)		Pathophysiology <b>Dr Onuoha</b> <b>Classroom 4</b>		
<b>10 - 11</b>	IBHS I		Pathophysiology		
<b>11 - 12</b>	IBHS I		Pathophysiology		
<b>12 -1 H</b>	<b>L</b>		<b>U</b>	<b>N</b>	<b>C</b>
<b>1 -2</b>	Study Time/Student Advising		Study Time/Student Advising		
<b>2 -3</b>	Study Time/Student Advising		Study Time/Student Advising		
<b>3 -4</b>	Communication Skills Writing <b>Mr Munro</b> <b>Classroom 4</b>		Study Time/Student Advising		
<b>4 -5</b>	Communication Skills Writing		Communication Skills Writing <b>Mr Munro</b> <b>Classroom 4</b>		

**EDUCATION/ADMINISTRATION/SCHOOL NURSING/ONCOLOGY**  
**UWI SCHOOL OF NURSING (UWISON)**  
**POST-REGISTRATION TIMETABLE**

**PART TIME YEAR 2 SEMESTER 1, SEPTEMBER-DECEMBER 2015 -2016**  
**EDUCATION/ADMINISTRATION/SCHOOL NURSING/ONCOLOGY**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8 - 9</b>	Study Time/Student Advising			Nursing Informatics <b>Mrs Lootawan Classroom 4</b>	
<b>9 -10</b>	Study Time/Student Advising			Nursing Informatics	
<b>10 - 11</b>	Study Time/Student Advising			Nursing Informatics	
<b>11 - 12</b>	Study Time/Student Advising			Nursing Informatics	
<b>12 - 1 H</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	
<b>1 -2</b>	Nursing Pharmacotherapeutics <b>Dr Guripuir SANE EWMSC</b>		Clinical Epidemiology & Biostatistics <b>Dr Daniel Classroom 4</b>		
<b>2 -3</b>	Nursing Pharmacotherapeutics		Clinical Epidemiology & Biostatistics		
<b>3 -4</b>	Nursing Pharmacotherapeutics		Clinical Epidemiology & Biostatistics		
<b>4 -5</b>	Study Time/Student Advising		Study Time/Student Advising		

**UWI SCHOOL OF NURSING (UWISON) POST-REGISTRATION TIMETABLE  
FULL TIME RETURNING STUDENTS YEAR 2 SEMESTER 1  
SEPTEMBER-DECEMBER 2015-2016**

**EDUCATION/ADMINISTRATION/SCHOOL NURSING**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8-9</b>	Study Time/ Student Advising	Study Time/ Student Advising	Study Time/Student Advising	Study Time/ Student Advising	Study Time/ Student Advising
<b>9 - 10</b>	Educational Psychology & Counselling <b>Mrs Mootoo</b> <b>Main Lect</b> <b>Theatre</b>	Study Time/ Student Advising	Classroom Teaching Assess and Evaluation <b>Mrs</b> <b>Richardson</b> <b>Main Lect</b> <b>Theatre</b>	Study Time/ Student Advising	Nursing Research Project 1 <b>Dr Ocho</b> <b>Main Lect</b> <b>Theatre</b>
<b>10-11</b>	Educational Psychology & Counselling	Study Time/ Student Advising	Classroom Teaching Assess and Evaluation	Study Time/ Student Advising	Nursing Research Project 1
<b>11-12</b>	Educational Psychology & Counselling	Study Time/ Student Advising	Classroom Teaching Assess and Evaluation	Study Time/ Student Advising	Nursing Research Project 1
<b>12-1</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
<b>1-2</b>	Nursing Pharmacothera peutics <b>Dr Guripuir</b> <b>SANE</b> <b>EWMSC</b>	Ethical, Legal & Moral Aspects of Nursing & Healthcare <b>Dr Ocho</b> <b>Classroom 4</b>	Theories in Education <b>Dr Onuoha</b> <b>Main Lect</b> <b>Theatre</b>	FREE	Study Time/ Student Advising
<b>2-3</b>	Nursing Pharmacothera peutics	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Theories in Education	FREE	Study Time/ Student Advising
<b>3-4</b>	Nursing Pharmacothera peutics	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Theories in Education	FREE	Study Time/ Student Advising
<b>4-5</b>	Study Time/ Student Advising	Study Time/ Student Advising	Study Time/ Student Advising	FREE	Study Time/ Student Advising

**UWI SCHOOL OF NURSING (UWISON)**  
**POST-REGISTRATION TIMETABLE**  
**PART TIME YEAR 3 SEMESTER 1, SEPTEMBER-DECEMBER 2015 -2016**  
**EDUCATION/ADMINISTRATION/SCHOOL NURSING**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8-9</b>	Study Time/ Student Advising		Study Time/Student Advising		
<b>9 - 10</b>	Educational Psychology & Counselling <b>Mrs Mootoo</b> <b>Main Lect</b> <b>Theatre</b>		Classroom Teaching Assess and Evaluation <b>Mrs</b> <b>Richardson</b> <b>Main Lect</b> <b>Theatre</b>		
<b>10-11</b>	Educational Psychology & Counselling		Classroom Teaching Assess and Evaluation		
<b>11-12</b>	Educational Psychology & Counselling		Classroom Teaching Assess and Evaluation		
<b>12-1</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
<b>1-2</b>	Study Time/ Student Advising	Ethical, Legal & Moral Aspects of Nursing & Healthcare <b>Dr Ocho</b> <b>Classroom 4</b>	Theories in Education <b>Dr Onuoha</b> <b>Main Lect</b> <b>Theatre</b>		
<b>2-3</b>	Study Time/ Student Advising	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Theories in Education		
<b>3-4</b>	Study Time/ Student Advising	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Theories in Education		
<b>4-5</b>	Study Time/ Student Advising	Study Time/ Student Advising	Study Time/ Student Advising		

**UWI SCHOOL OF NURSING (UWISON) POST-REGISTRATION TIMETABLE**  
**FULL TIME RETURNING STUDENTS YEAR 2 SEMESTER 1**  
**SEPTEMBER-DECEMBER 2015-2016**  
**ONCOLOGY**

**UWI SCHOOL OF NURSING (UWISON) POST-REGISTRATION TIMETABLE**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8-9</b>	Study Time/ Student Advising	Study Time/ Student Advising	Study Time/Student Advising	Study Time/ Student Advising	Study Time/ Student Advising
<b>9 - 10</b>	Study Time/ Student Advising	Critical Appraisal & Evidence Based Practice <b>Mrs Siewdass</b> <b>Classroom 2</b>	Advanced Therapeutic Communication <b>Mr Williams</b> <b>Classroom 2</b>	Study Time/ Student Advising	Study Time/ Student Advising
<b>10-11</b>	Study Time/ Student Advising	Critical Appraisal & Evidence Based Practice	Advanced Therapeutic Communication	Study Time/ Student Advising	Study Time/ Student Advising
<b>11-12</b>	Study Time/ Student Advising	Critical Appraisal & Evidence Based Practice	Advanced Therapeutic Communication	Study Time/ Student Advising	Study Time/ Student Advising
<b>12-1</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
<b>1-2</b>	Study Time/ Student Advising	Ethical, Legal & Moral Aspects of Nursing & Healthcare <b>Dr Ocho</b> <b>Classroom 4</b>	Concepts & Theories in Oncology Nursing <b>Mrs Tobias</b> <b>Classroom 2</b>	FREE	Study Time/ Student Advising
<b>2-3</b>	Nursing Pharmacotherap eutics <b>Dr Guripuir</b> <b>SANE,</b> <b>EWMSC</b>	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Concepts & Theories in Oncology Nursing	FREE	Study Time/ Student Advising
<b>3-4</b>	Nursing Pharmacotherap eutics	Ethical, Legal & Moral Aspects of Nursing & Healthcare	Concepts & Theories in Oncology Nursing	FREE	Study Time/ Student Advising
<b>4-5</b>	Nursing Pharmacotherap eutics	Study Time/ Student Advising	Study Time/ Student Advising	FREE	Study Time/ Student Advising

**PART TIME RETURNING STUDENTS YEAR 3 SEMESTER 1**  
**SEPTEMBER-DECEMBER 2015-2016**  
**ONCOLOGY**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8-9</b>		Study Time/Student Advising	Study Time/Student Advising		
<b>9 - 10</b>		Critical Appraisal & Evidence Based Practice <b>Mrs Siewdass</b> <b>Classroom 2</b>	Advanced Therapeutic Communication <b>Mr Williams</b> <b>Classroom 2</b>		
<b>10-11</b>		Critical Appraisal & Evidence Based Practice	Advanced Therapeutic Communication		
<b>11-12</b>		Critical Appraisal & Evidence Based Practice	Advanced Therapeutic Communication		
<b>12-1 H</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	
<b>1-2</b>		Ethical, Legal & Moral Aspects of Nursing & Healthcare <b>Dr Ocho</b> <b>Classroom 4</b>	Concepts & Theories in Oncology Nursing <b>Mrs Tobias</b> <b>Classroom 2</b>		
<b>2-3</b>		Ethical, Legal & Moral Aspects of Nursing & Healthcare	Concepts & Theories in Oncology Nursing		
<b>3-4</b>		Ethical, Legal & Moral Aspects of Nursing & Healthcare	Concepts & Theories in Oncology Nursing		
<b>4-5</b>		Study Time/Student Advising	Study Time/ Student Advising		

**POST-REGISTRATION TIMETABLE OPTION**  
**PART TIME YEAR 2 SEMESTER 1, SEPTEMBER-DECEMBER 2015 -2016**  
**EDUCATION/ADMINISTRATION/SCHOOL NURSING/ONCOLOGY**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8 - 9</b>	Study Time/Student Advising				
<b>9 -10</b>	Educational Psychology & Counselling <b>Mrs Mootoo</b> <span style="color: red;">Main Lect Theatre</span>				
<b>10 - 11</b>	Educational Psychology & Counselling				
<b>11 - 12</b>	Educational Psychology & Counselling				
<b>12 -1 H</b>	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	
<b>1 -2</b>	Nursing Pharmacotherapeutics <b>Dr Guripuir</b> <span style="color: red;">SANE</span> <span style="color: red;">EWMSC</span>		Clinical Epidemiology & Biostatistics <b>Dr Daniel</b> <span style="color: red;">Classroom 4</span>		
<b>2 -3</b>	Nursing Pharmacotherapeutics		Clinical Epidemiology & Biostatistics		
<b>3 -4</b>	Nursing Pharmacotherapeutics		Clinical Epidemiology & Biostatistics		
<b>4 -5</b>	Study Time/Student Advising		Study Time/Student Advising		