

THE U.B.C. MODEL FOR NURSING: DIRECTION FOR CURRICULUM DEVELOPMENT

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This paper is devoted to a description of how the U.B.C. Model for Nursing has been made operational in the curriculum of the baccalaureate programme.

As suggested in the preceding article, the model permits a study of man and the way in which nursing assists him to satisfy his basic human needs during critical periods of his life cycle, that is, maturational stages and unpredictable events. It is these two kinds of critical periods which form the organizing centres for the curriculum. While the curriculum objectives serve as the guideposts to the selection of content, the structure and function of the nine subsystems give direction for a more precise selection of content. For example, to be able to assess clients, select appropriate intervention modes and manipulate certain forces, students require a base in both the biological and behavioural sciences. They must also have opportunities to learn how to help clients develop and use new coping behaviours and how to reinforce suitable coping behaviours through the use of such media as teaching, therapeutic groups, therapeutic use of self and crisis intervention. Thus the model gives direction for the development of that part of the curriculum which prepares the student for the unique function of nursing. In addition, the requisite learnings related to the shared and delegated tasks are provided. A brief outline of the curriculum as it is planned for each year of the programme will serve to explicate how the model has been made operational.

FIRST YEAR

In the first year of the B.S.N. programme, the curriculum focus is on the well person, that is, the individual whose coping behaviours are permitting him to satisfy his basic human needs. In the clinical nursing courses, the student learns to assess the well person at different maturational stages. This implies not only an understanding of basic human needs and of cognitive and executive abilities, coping behaviours and forces characteristic of each maturation stage; it implies also the ability to collect data from physical assessments and interviews and to analyze them in relation to subsystem goal achievement. In addition, the student is introduced to those potential patient

problems which exist when there are threats to subsystem goal achievement during the various maturational stages. In this first year, nursing interventions are those related to teaching and comfort and safety measures. The courses taken concurrently include Human Biology, Human Behavioural Science, Microbiology and English.

SECOND YEAR

The second year curriculum focusses on the other kind of critical period in man's life cycle, that is, unpredictable events. It is assumed that an unpredictable event (e.g. circulatory disorder, degenerative process, trauma — to cite three of the categories) leads to a loss or threat of loss and that loss may lead to certain consequences. The loss and the consequences influence the cognitive and executive abilities the individual has and as a result the coping behaviours which he uses. The clinical nursing courses are designed around the concept of loss and the various consequences. The maturational stage the individual is in is seen as a significant force. Two examples of the consequences included are disturbance (impairment) in mobility and disturbance in information processing. The student studies each disturbance in terms of the losses which could cause it (e.g., loss of motor function, transport function, cognitive function), the effects of the disturbance on subsystem goal achievement in terms of actual patient problems, well established nursing interventions, the associated delegated tasks, and community facilities and resources serving clients with the disturbance. In relation to each consequence, prototypes of unpredictable events are included to help students understand the common health problems as negative forces influencing need satisfaction of individuals at different maturational stages. Toward the end of the second year, the student is introduced to the concept of coexisting losses and consequences and their significance to the organization of nursing care. Other courses in the second year include Pathology, an elective from Sociology or Anthropology and a free elective.

THIRD YEAR

In the third year, the scope of the student's attention is extended to include the family, and in particular, the family in which one or more of its members is in a maturational crisis situation. The clinical nursing course in this year is introduced by a study of family structure and interaction. The student then examines the interplay of self-concept and role-performance and the effect of this interplay on subsystem goal achievement during maturational crisis situations.

Therapeutic use of self and therapeutic groups are two forms of nursing interventions the student learns to use as a way of helping family members prevent, alleviate or resolve problems associated with maturational stages. Other courses in the third year include: Elementary Statistics and Research Methodology, either Behaviour Disorders or Deviance and Social Control, an elective from the Faculty of Arts (except Psychology, Sociology or Anthropology), and a free elective.

FOURTH YEAR

The fourth year of the B.S.N. programme is now in the detailed planning stage. The clinical nursing course is being designed to promote both a synthesis of previous learnings related to maturational stages and unpredictable events and a deeper understanding of the impact which an unpredictable event and its associated loss can have on a family. The student will study concepts such as alienation, aggression and hope; anxiety; and pain; considering theories or constructs underlying the concept, clinical manifestations of the concept, relationship of the concept to each subsystem, to the system and to other systems, that is, family members, and nursing interventions used in relation to the concept. The interventions will be provided through media such as reality therapy, crisis intervention, individual and group teaching, and counselling. Courses offered concurrently with this course include: Nursing and the Changing Society, Independent Study in Nursing and a free elective.

In presenting this overview of the clinical nursing courses in each year of the undergraduate programme, an attempt has been made to show how the model for nursing, created at the University of British Columbia School of Nursing, is being used in developing the curriculum of the B.S.N. programme. As the model continues to be refined, so will the curriculum be refined as its development continues to take its direction from the model.