FIGURE 1 CASE STUDY   PAM ALLEN

This case study follows Pam Allen and her family through the trajectory of her cancer diagnosis and eventual death. Refer to the Allen family stories in *The Canadian Neighbourhood* (Seasons 1–3) and Pam Allen's medical records to complete this work.

- In Season 1, Pam is diagnosed with colorectal cancer (CA). Complete the following tables regarding an analysis of risk factors and recommended screenings in relationship to what we know about Pam.

Textbook Risk Factors for Colorectal CA	Screening Recommendations for Colorectal CA	Pam's Personal Risk Factors for Colorectal CA	Screenings Performed on Pam (if Any Known)

- What are the classic signs and symptoms of colorectal CA? What signs and symptoms does Pam have in Season 1?

Classic Signs and Symptoms According to Text	Pam's Signs and Symptoms

In Episodes 13 and 14, Pam sees her physician. What assessment findings does the physician notice, and what diagnostic tests are done? What is the relationship of some of her symptoms to the findings?

- Assessment findings:

- Diagnostic tests performed and results:

- What is the relationship of Pam's symptoms to her clinical findings?

At the end of Season 1 and beginning of Season 2, Pam has surgery and begins adjuvant therapy.

- Which of the following best describes the goal of Pam's treatment plan at this point? (Circle one)   Cure   Control   Palliation

- What does adjuvant therapy mean, and what is it in Pam's case?

  _____

- What agents does Pam receive? _____

- Which agents are classified as chemotherapy, and which are considered biotherapy?

  _____

  _____

- What are the actions of the drugs?

  _____

  _____

  _____

- Describe the schedule for administration of her treatment. Explain the purpose of this schedule. Does this follow national recommendations?

  _____

  _____

  _____

  _____

- What are the *major* side effects of these agents, and what would you include in your patient education?

  _____

  _____

  _____

  _____

- What is a PICC line, why is it inserted, and what would you need to teach Pam or Clifford about caring for it at home?

  _____

  _____

  _____

  _____

- In the following table, link Pam's experiences to concepts and nursing diagnoses. What do you consider the top six problems Pam experiences during this time? What concepts do these represent? If you were developing a care plan for Pam, what do you believe are the nursing diagnoses with highest priority?

Top Six Problems	Concepts Represented	Priority Nursing Diagnoses

- Up to this point, what impact has Pam's illness had on Clifford and Gary?

Clifford	Gary

At the beginning of Season 3, Pam suffers a setback. She experiences discomfort to the right upper quadrant of her abdomen, decreased appetite, yellowish tint to her sclera, and dark urine. She learns that the cancer has metastasized to her liver.

- Explain the physiologic causes of the symptoms.

Symptom	Physiologic Explanation
Discomfort in upper right abdomen	
Decrease in appetite	
Yellow sclera	
Dark urine	

- Pam has conflicting thoughts about beginning chemotherapy because of the side effects. Her physician and Clifford talk Pam into starting chemotherapy again. At this point, which of the following best describes the goal for Pam's treatment plan? (Circle one)   Cure   Control   Palliation

In Season 3, Episode 4, Pam's treatment is withheld. Refer to the story and Pam's medical record.

- What is her white blood cell count? _____

    - What problem does this represent? _____

- What is her platelet count? _____

    - What problem does this represent? _____

- What is the specific cause of these problems?

    _____

- If you were the nurse in the chemotherapy clinic, what nursing interventions and education would you provide to Pam and Clifford?

    _____

    _____

    _____

Tension exists between Clifford and Pam regarding her treatment wishes, representing concepts of family dynamics and ethics. Analyze the interactions between the nurse, Pam, and Clifford in Season 3, Episode 6.

- In what ways do you think this was handled well by the nurse? What could have been said or done differently?

- The goal of Pam's treatment shifts to palliation in Season 3, Episode 7. What are the specific goals and nursing interventions for Pam, Clifford, and Gary during this end-of-life care?

FIGURE 2 ROLE-PLAY JESSICA RILEY AND CAROL RAMSEY

Preparation and Briefing:

Divide students into groups of three to four individuals each. Select roles:

1. Jessica Riley
2. Carol Ramsey
3. Observer
4. Observer

Explain to students that the objective of the activity is to role-play an interview involving a nurse and patient who is possibly the victim of domestic violence. For five to ten minutes, students in the roles of Jessica and Carol should role-play the situation described next; observers should take notes about the nonverbal and verbal exchanges and provide feedback. (Consider videotaping the role-play if possible.)

Situation:

Jessica Riley from The Canadian Neighbourhood *presents for a routine prenatal visit with Carol Ramsey, the certified nurse midwife. Carol notices that Jessica has some bruises on her upper arms and an older bruise under her right eye. Jessica's boyfriend is waiting for her in the waiting room.*

Debriefing:

Following the five- to ten-minute role-play, lead the entire class in a discussion of the following questions:

1. What questions should Carol have asked, and how should they have been asked?

2. What information should be documented on Jessica's record?

3. What information should Carol share with Jessica before she leaves the clinic?

4. What is Carol's legal responsibility in this situation?

FIGURE 3 SIMULATION LEARNING ACTIVITY

Topic: Patient following outpatient colonoscopy with conscious sedation

Target Concepts: Assessment, oxygenation, medication management, communication, safety

Neighbourhood Characters/Season Featured: Greg Ross and Ben Jaramillio—Season 1, Episode 14 (and after)

Learning Objectives:

1. Assess patient condition.
2. Recognize abnormal findings.
3. Implement appropriate interventions related to scenario.
4. Demonstrate appropriate therapeutic communication skills during scenario.
5. Reflect on scenario during debriefing; identify missed opportunities related to interventions and communication strategies.

Total Time Allotment for Simulation Activity: **1 hour**

- briefing for all students   10 minutes
- data gathering   5 minutes
- exchange of report   5 minutes
- assessment of vital signs   5 minutes
- intervention related to vital signs   3 minutes
- response for help   2 minutes
- debriefing   30 minutes

Setting of Simulation Interaction:

- Outpatient procedures unit

Equipment and Props Needed:

- Hospital bed with bedside table and call light
- Blood pressure cuff
- Stethoscope
- Oxygen saturation probe
- Assortment of oxygen delivery devices, including Ambu bag
- Medication cart (assortment of medications, including Narcan and Romazicon)
- Medical record from procedure
- Drug book
- IV fluid 0.9% NaCL to gravity, TKO rate

Active Participants Needed:
- Student Nurse #1 (to be played by student)
- Student Nurse #2 (to be played by student)
- Primary Nurse (to be played by instructor)
- Ben Jaramillio (to be played by student)

THE CANADIAN NEIGHBOURHOOD LINK: GREG ROSS—SEASON 1, EPISODE 14

Actual Story: Greg continues to have pain and diarrhea and recognizes that he is having an acute exacerbation of colitis. He makes an appointment with the gastroenterologist, who gives Greg a prescription for oral prednisone and sulfasalazine and advises him to drink plenty of fluids. The physician also comments that Greg's blood pressure is 146/96 mm Hg. The gastroenterologist explains that his blood pressure is higher than it should be, and his abdominal pain might have something to do with it. Greg is told to have his blood pressure rechecked when he is feeling better.

What-If Scenario: *What if the gastroenterologist wanted to do a colonoscopy?* Greg's gastroenterologist recommends that he undergo a colonoscopy procedure. Greg goes to the outpatient gastrointestinal lab at Neighbourhood Hospital. He has been NPO since breakfast and should tolerate conscious sedation for the procedure. Greg asks Ben to take a break from his intense training to pick him up at the hospital after the procedure. The primary focus of this scenario is communication and appropriate intervention.

Situation:
- Greg has just been transferred from the procedure room to the recovery area following a colonoscopy with conscious sedation.
- Two nursing students are assigned to care for Greg during the recovery period. A primary nurse is working with them. The students receive the report from the primary nurse, who tells them that during the procedure Greg received 10 mg Versed and 4 mg morphine. The procedure occurred without incident, and Greg is in stable condition. The primary nurse instructs the students to assess Greg and provide post-procedure care.
- Ben is at Greg's bedside. It is expected that Greg will be discharged home within a few hours.

Roles:

Student Nurses: Receive assignment and the patient's chart with the patient history, conscious sedation medications given, and procedure that was completed. The student nurses are expected to get the report from the primary nurse before caring for the patient. The student nurses will have five minutes to review the chart and obtain the report from the primary nurse prior to starting the simulation (accepting care of the patient).

Primary Nurse: Give students their assignment and Greg's medical record to review. Ask students to review the chart before getting the report. The primary nurse will give the report to the students before they begin caring for Greg.

Ben Jaramillio: When student nurses go in to assess Greg, Ben has pushed the call light on and tells the students he thinks something is wrong with Greg. However, he is un-

able to say what is wrong, other than that Greg just does not seem right. Ben becomes very loud and disruptive the longer it takes for the problem to be determined and action taken.

Scenario Data and Expected Student Behaviour:

1. Assess and evaluate Greg's vital signs and level of sedation.
   - Respiratory: respiratory rate of 4 breaths/min, room air SPO_2 = 80%, decreased breath sounds at the bases; patient will continue to decompensate until reversal agent is given.
   - Neurological: patient is excessively sedated and will continue to become less responsive as time progresses until he receives reversal agent.
2. Assess Safety
   - Safety: side rails of bed will be down x4, and bed will be completely elevated.
3. Therapeutic Communication
   - Ben becomes concerned, overly anxious, and subsequently interferes with care.
4. Expected Student Actions
   - Raise side rails/lower bed.
   - Take a set of vitals.
   - Recognize sedation level and inadequate oxygen exchange.
   - Attempt to arouse patient.
   - Encourage deep breathing and administer proper oxygen delivery system.
   - Review medical record for medications given during procedure and critically think of reversal agent(s).
   - Obtain help from primary nurse if patient remains excessively sedated or there is no improvement in respiratory status.
   - Primary nurse may guide students to the use of a reversal agent for patient.
   - Calm Ben down and communicate they are getting help for Greg.

FIGURE 4 CONCEPT ANALYSIS PAPER

Choose one of the following *Neighbourhood* characters—Anthony Martin, Jimmy Bley, or Ryan Riley—and identify three concepts best represented by that character. The following table contains a list of potential concepts.

Examples of Concepts

- Nutrition
- Fluid electrolyte balance
- Thermoregulation
- Oxygenation
- Inflammation
- Infection
- Tissue integrity
- Elimination
- Communication
- Coping
- Stress
- Acid–base balance
- Metabolism
- Perfusion
- Reproduction
- Motion
- Pain
- Fatigue
- Nausea and vomiting
- Family dynamics
- Mood and affect
- Anxiety
- Sleep
- Cellular regulation
- Intracranial regulation
- Clotting
- Sexuality
- Immunity
- Developmental delay
- Addiction
- Interpersonal violence
- Cognitive impairment
- Altered thought process

For each concept, describe the concept (based on the literature) and how the character exemplifies the concept (currently or in the past). Comment on the interventions described in the stories, including whether they are consistent with recommended nursing and collaborative care in the literature.

Your paper should not exceed 10 double-spaced pages (not including your title page or references). Follow APA style for your citations. You can use your textbooks as references, but you should also use nursing journals. Do not cite lecture notes, PowerPoint presentations, and so on; they are not a substitute for the nursing literature. The idea is that you read, reflect, and then write. Also, you do not need to cite *The Canadian Neighbourhood* when you include specific examples from the stories.

This paper is worth _____% of your final course grade. Your project will be graded on the following criteria:

Character introduction (_____ points)

Concepts exemplified (_____ points)

Grammar, APA formatting, quality of presentation/references (_____ points)

This project can be done individually or in small groups (no more than four students per group). If you decide to work in a group, be aware that all group members will earn the same grade. Also be aware that after everyone contributes their sections, your group must read each other's work for clarity, use of references, and so on.

HEADINGS TO USE FOR YOUR PAPER

Introduction of Character
Provide a general overview of the character's story. (Pretend your reader does not know the character.) In this overview, you must mention the applicable featured concepts.

Featured Concepts Exemplified

Concept

Description of the concept

How character exemplifies this concept

- *Risk factors*

- *Onset of problem*

- *Impact of problem on the character and family*

Interventions done for the character

Concept

Description of the concept

How character exemplifies this concept

- *Risk factors*

- *Onset of problem*

- *Impact of problem on the character and family*

Interventions done for the character

Concept

Description of the concept

How character exemplifies this concept

- *Risk factors*

- *Onset of problem*

- *Impact of problem on the character and family*

Interventions done for the character

Summary

FIGURE 5 *THE CANADIAN NEIGHBOURHOOD* **JEOPARDY**

The basic game of *Jeopardy* requires that teams/players alternate in the selection of a category and points (e.g., "'Teach Me Something' for 400"). They are given an answer, and the team/player must state the question. Correct responses win the corresponding points, and the team/player with the most points at the end of the game wins. If a team/player is unable to answer a question, the opposite team/player gets the opportunity to answer the question and receive the points.

The five categories are linked to Neighbourhood characters or stories. This can be done with multiple teams competing at the same time in one game or multiple simultaneous games in small groups. Categories can be changed depending on the specific course or class.

In the following example, the table illustrates categories that could be created for a game at any level. The instructor writes the questions/answers for each of the categories (total of 30); questions should get successively more difficult as the point values increase. The sample questions listed at the end of this section could be used as an early Level 1 game as a way to introduce the characters.

Who's Who	Teach Me Something	Name That Concept	Interventions	Drugs
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
600	600	600	600	600

SAMPLE QUESTIONS FOR DRUGS CATEGORY

Drugs 100	**Clue:** Clifford Allen takes this drug as conservative treatment for benign prostatic hyperplasia. **Answer:** What is Proscar?
Drugs 200	**Clue:** Gil Martin takes Atorvastin as a treatment measure for this condition. **Answer:** What is hyperlipidemia?
Drugs 300	**Clue:** Angelo Reyes anticipates long-acting glycemic control with this agent. **Answer:** What is NPH insulin?
Drugs 500	**Clue:** Failure to take this drug places Mrs. James at a very high risk for stroke. **Answer:** What is Coumadin?
Drugs 600	**Clue:** This drug, taken by Danilo Ocampo, is known to reduce mortality following acute myocardial infarction. **Answer:** What is metoprolol?

FIGURE 6 COMPARE AND CONTRAST: SUBSTANCE ABUSE (ALCOHOL) LEARNING ACTIVITY

With your learning group, compare and contrast the stories of *The Canadian Neighbourhood* characters Casey Holmes, Mark Martin, and Bobby Schofield on several aspects of substance abuse.

	Casey Holmes	Mark Martin	Bobby Schofield
Risk factors for alcohol abuse			
Impact of alcohol on their lives			
Impact of alcohol on lives of others			
How is this typical or not typical of presentation in class or in textbooks?			
What interrelated concepts apply?			

Developed by Jean Giddens, PhD, RN, Professor College of Nursing, University of New Mexico

FIGURE 7 LINKING POLICY TO CLINICAL APPLICATION

1. Go to the Public Health Agency of Canada webpage on injury prevention, www.phac-aspc.gc.ca/inj-bles/index-eng.php, and review the injury reports. Which reports link to problems associated with head injury? For each of these reports, what supporting information is given and what prevention measures should be put into place? (Organize your information using a table, as in the following example.)

Public Health Agency of Canada Report	Information/Recommendations

2. Making links to *The Canadian Neighbourhood*: Consider the stories of the characters and community events depicted in the Neighbourhood News. List all examples of evidence in which head injury (from prevention to tertiary care) is represented in *The Canadian Neighbourhood*. List the character or site, season and episode, and situation. (Organize your information using a table, as in the following examples.)

	Season and Episode	Situation

Neighbourhood News	Season and Episode	Situation

Developed by Jean Giddens, PhD, RN, Professor College of Nursing, University of New Mexico

FIGURE 8 FAMILY HISTORY FOR ANTHONY AND KRISTINA MARTIN

Consider the Martin family in *The Canadian Neighbourhood*. Using character information from the website, along with the following supplemental information, draw a genogram for Anthony Martin and Kristina Martin. After drawing the genogram, list any risk factors that Anthony and Kristina have.
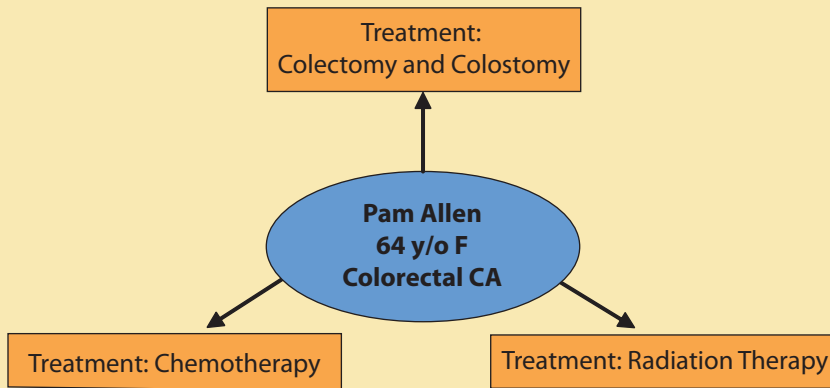
- Mary Martin (age 75) is the youngest of three children. She is in good health, with the exception of having glaucoma and cataracts. She was married for 52 years to Dominic Martin, who died last year at age 80 of prostate cancer. Mary and Dominic had three children: Gilbert (age 53), Isaac (died in a car accident, DUI, at age 20), and Julia (age 49). Julia is a recovering alcoholic and has hypertension.

- Gilbert Martin married Jennifer Sanchez 25 years ago, and they had one son, Mark Martin (age 25). They divorced when Mark was 5 years old. Jennifer has severe asthma; she has not remarried or had other children. Gilbert married Helen Wilson Martin (age 48) 18 years ago. They have two children together: Anthony Martin (age 17) and Kristina Martin (age 16). Helen was previously married to Rick Ames and had one daughter, Tracie Ames (age 20). They divorced soon after Tracie was born.

- Helen has one older brother, Sean Wilson (age 52), who has schizophrenia. Her parents, Jerry and Ruth Wilson, are both deceased. Jerry was an alcoholic and died at age 57 from liver cancer. Ruth died from breast cancer when she was 66.

FIGURE 9 CONCEPT MAP: PAM ALLEN

Consider the story of Pam Allen from *The Canadian Neighbourhood*. Pam has colorectal cancer and has undergone a colectomy with colostomy; she is also receiving chemotherapy and radiation therapy. Using the following table, identify what you consider the most significant problems Pam experiences as a result of each of these treatments.

Colectomy and Colostomy	Chemotherapy	Radiation Therapy

Next, draw a concept map that reflects the problems you identified previously. Following is the beginning of a concept map. Add to this map, using the information you identified in the preceding section. Be sure to show the interrelationship of concepts and problems to one another, as well as collaborative interventions that are described in the story or that could be applied.

Treatment:
Colectomy and Colostomy

Pam Allen
64 y/o F
Colorectal CA

Treatment: Chemotherapy

Treatment: Radiation Therapy

Developed by Jean Giddens, PhD, RN, Professor College of Nursing, University of New Mexico

**FIGURE 10 CARING IN *THE CANADIAN NEIGHBOURHOOD*:
GROUP DISCUSSION AND LEARNING ACTIVITY**

Reading assignment as preparation for class:

1. Ocampo family story—Season 1
2. Brilowski, G., & Wendler, C. (2005). An evolutionary concept analysis of caring. *Journal of Advanced Nursing*, *50*(6), 641–650.

With your learning group, complete the following activities:

1. Discuss examples of caring behaviours that Danilo displays toward Lydia.
2. Categorize the caring behaviours by the attributes of caring (i.e., relationship, action, attitude, acceptance, and variability) that are identified in Brilowski and Wendler's article. Give the rationale for the categorization of each behaviour.
3. Discuss the care Lydia experienced from Bobby (Lydia's primary nurse) when she was hospitalized in Episode 10. Does Bobby exhibit caring behaviour? Why or why not?
4. Develop a plan of care that displays caring for Lydia using the attributes identified by Brilowski and Wendler.
5. Select one member of your learning group to present a summary of your work during the class wrap-up session.

Adapted from an assignment developed by Debra Brady, PhD, Associate Professor College of Nursing, University of New Mexico

FIGURE 11 GARY ALLEN AND COGNITIVE IMPAIRMENT:
SMALL GROUP DISCUSSION

Gary Allen (from *The Canadian Neighbourhood*) has Down syndrome. In your learning groups, engage in a discussion related to Gary and how he exemplifies impaired cognition.

1. Gary Allen has innate cognitive impairment. What does this term mean?

2. Based on Gary's story, how would you characterize his level of intellectual disability? Base your answer on specific examples from Gary's story.

3. *Gary presents to the emergency department of Neighbourhood Hospital after work and tells you it hurts to pee.*

   What questions would you typically ask a male who presented with these symptoms? How would you elicit the same information from Gary?

4. *Gary is diagnosed with a urinary tract infection. The physician prescribes Bactrim for five days.*

   What specific discharge instructions would you write, and how would you explain to Gary how to take his medicine?

Developed by Jean Giddens, PhD, RN, Professor College of Nursing, University of New Mexico

FIGURE 12 CARE PLAN ASSIGNMENT

Develop a care plan for Mrs. James of *The Canadian Neighbourhood*, focusing on her visit to Karen Williams at the Senior Centre in Season 1, Episode 3.

Start by completing the database on the first two pages. This information can be found in her weekly stories and the biographical information.

Biographical Data

Name: Gender: M   F   Age:

LMP: Marital Status: Occupation: Source/Reliability:

History

Presenting Problem/Chief Complaint:

History of Presenting Problem (Symptom Analysis):

Past Medical and Surgical History (from Biographical Information):

Current Medications (include dose and frequency from Biographical Information):

Allergies:

Family History:

Social History:

Examination Findings

Vital Signs: T   BP   HR   RR

General Survey (overall appearance, gait, level of orientation, etc):

Lower Extremities:

Problem List (Nursing Diagnoses)

NURSING CARE PLAN

CLIENT ID (INITIALS): _____ SETTING: _____ STUDENT: _____ DATE: _____

Assessment Data	Nursing Diagnosis	Expected Client Outcome(s) or Client Goals	Nursing Interventions and Activities	Evaluation

FIGURE 13 DEVELOPING A TEACHING PLAN: GROUP PROJECT

This is a two-part assignment that involves developing a teaching plan and presenting it to the class. You should complete this assignment with your learning group. Your final grade for this assignment will be the average of points for Parts 1 and 2.

Part 1: Developing a Teaching Plan

With your learning group, design a teaching plan for one of the following *Canadian Neighbourhood* characters. Base all of your work on the character as he or she appears during any point of time during Episodes 1–7, focusing on the identified stage of change.

- Jimmy Bley (preparation stage of change)
- Norma James (precontemplation stage of change)
- Casey Holmes (precontemplation stage of change)
- Jenna Riley (precontemplation stage of change)

For the teaching plan, include all of the following:

1. What data do you need to formulate a comprehensive teaching plan for a client? List the data needed and why you need it. Cite your references.
2. What assessment data do you have that might affect your teaching plan for this individual?
3. Develop five objectives that may be appropriate for your teaching plan.
4. Identify four subjects that you will teach and the methods you will use. State your rationale for the chosen methods and include your references.
5. How would you determine that your teaching plan was effective? What methods would you use to evaluate your teaching?

Part 1 will be graded on the following criteria:

• Assessment data needed with rationale	15 points
• Assessment data you have for your client	15 points
• Objectives and planning	20 points
• Interventions with rationale	20 points
• Evaluation	20 points
• Grammar, spelling, sentence structure, APA format	10 points
Total Points Possible	100 points

Part 2: Student Presentations

After developing the teaching plan, present it to the class, as if you are teaching *The Canadian Neighbourhood* character. The group may provide a lecture, demonstration, group discussion, gaming application, video, CD, or any other method appropriate to the material being taught to the selected *Canadian Neighbourhood* character. Each group will have 20 minutes for the presentation.

Part 2 will be graded on the following criteria:

- Presentation is well organized, clear, and effectively structured.   8 points
  Information is presented in a logical, interesting sequence
  that the audience can follow.
- Presentation begins with a clear purpose. Objectives are   10 points
  reviewed at the beginning of the presentation and met by the end.
- Learning objectives, content, and teaching strategies are consistent.   15 points
- The content presented is comprehensive, accurate, and believable.   10 points
- Approach is creative.   10 points
- Conclusion is clear.   5 points
- Class is included in the learning process.   10 points
- There is evidence of balanced group participation in the presentation.   9 points
- Class evaluation of the teaching effectiveness*   15 points
- Self- and group analysis*   8 points

Total Points Possible   100 points

* Note: Each student will complete an evaluation of teaching effectiveness and evaluate each group member using forms provided by the instructor.