



## COLLABORATIVE BACCALAUREATE NURSING PROGRAM

Grande Prairie Regional College  
Grant MacEwan Community College  
Keyano College  
Red Deer College  
University of Alberta

### Nursing 1900

Course Outline Fall 1999

**CALENDAR STATEMENT:** \*7(0-6S-3) in weeks

This course provides an introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation will be introduced. Health assessment and basic nursing skills will be introduced.

**COURSE HOURS:**           Lecture: 0                   Seminar: 6                   Lab: 3  
Fixed resource sessions are also offered once a week.

### COURSE DESCRIPTIONS:

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be integrated throughout the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

<u>Tutors</u>	<u>Office</u>	<u>Phone</u>	<u>Group</u>
Dr. Dorothy Eiserman	H202	539-2756	C2
Rose-Aline Begalke	H218	539-2758	A2
Sharon Peterson	H201	539-2784	B2

**Resource Persons:**

<u>Discipline</u>	<u>Resource Person</u>	<u>Office</u>	<u>Phone</u>
Anatomy & Physiology	Dr. Sean Irwin	J223	539-2860
Psychology	Dr. Kendel Tang	C427	539-2867
Sociology	Dr. Laurie Nock	C215	539-2830

**COURSE OBJECTIVES:**

Upon completion of Nursing 1900, the nursing student will be able to:

1. Discuss organization of health care in Canada (i.e. health care delivery systems, ideologies, primary health care model, health promotion, disease and injury prevention, health determinants).
2. Discuss roles and functions of professional nurses in health promotion and disease and injury prevention (i.e. communication, professional attitudes and values, legal and ethical responsibilities).
3. Discuss methods of organizing knowledge for nursing (i.e. nursing models and theories).
4. Recognize the impact of biological, psychological, spiritual, sociological, cultural factors on the human response.
  - 4.1 Apply knowledge of growth and development of toddler/preschooler, school age, young and older adult.
  - 4.2 Apply select knowledge from the disciplines of Physiology, Psychology, Sociology, Medical Microbiology, Anatomy, Pharmacotherapeutics, and Patho physiology.
5. Demonstrate effective learning skills in self-directed, context-based, small group learning (i.e. skills in group dynamics, communication, critical thinking, and identify, seek out, and effectively use various learning resources).
6. Describe elements of evidence-base nursing practice.
7. Demonstrate beginning competencies in selected nursing skills.

**Grading System:**

Scores from each assignment will be converted at the end of the term to a nine point grading system.

<u>9 - Point Grade</u>	<u>Percentage Equivalence</u>	<u>Designation</u>
9	90 - 100	
8	80 - 89	Excellent
7	72 - 79	
6	65 - 71	Good
5	57 - 64	
4	50 - 56	Pass
3	45 - 49	Fail
2	26 - 44	
1	0 - 25	

**Attendance:**

Attendance and participation is required of all students in seminars (tutorials) and labs. It is recommended that students attend all fixed resource sessions.

**Absences:**

Students are asked to discuss the absence with the Tutor to determine the most appropriate way to make up missed tutorials and labs.

**Assignments:**

Assignments are to be submitted as scheduled in the course unless an extension has been granted by the tutor.

It is expected that ALL assignments are completed in order to pass a course.

All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted in the case of illness or extenuating circumstances but must be negotiated with the instructor prior to the due date and with a date specified for late submissions. A penalty of 5% for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper scored at 75% would receive an adjusted grade of 70% if handed in one day late. Late assignments are due by 4:00 p.m. and **must be verified, stamped with date and time received by nursing office personnel.**

**Change to Course Outline:**

Changes to course outline will be made with the mutual consent of the course Tutors and students involved.

**Required Learning Experiences:**

In Nursing 1900, students will work through five Learning Packages.

## NS 1900 Course Schedule

### Tutorials, Labs and Fixed Resource Sessions

#### Tutorials

All Sections		Room
A2	Mondays, Wednesday - 1300 - 1450, Friday 1000 - 1150	B205
B2	Mondays, Wednesday - 1300 - 1450, Friday 1000 - 1150	A209
C2	Mondays, Wednesday - 1300 - 1450, Friday 1000 - 1150	H223

Students will work in small groups of nine or ten, guided by a Tutor, with the focus on addressing potential health care issues and/or solving clinical problems through the use of scenarios/case studies. The scenarios are about real people and/or health issues and provide the starting point for student learning. Tutorial groups meet three (3) times per week for two (2) hour sessions.

#### Labs

Section L1	Monday	0830 - 1120	H225
Section L2	Wednesday	0830 - 1120	H225

A three (3) hour lab practice session, guided by a Tutor, is scheduled each weeks for groups of students. Labs are experiential in nature, therefore students are expected to come to lab for hands-on learning.

#### Fixed Resource Sessions for Support Course

Anatomy & Physiology (lab)	Monday	1130 - 1250	J130
Anatomy & Physiology	Thursday	0830 - 0950	J202
Anatomy & Physiology	Thursday	1300 - 1420	J202
Sociology	Thursday	1000 - 1120	A303
Nursing	Friday	0900 - 0950	B208
Physiology	Friday	1300 - 1420	B208

These sessions are scheduled once per week and facilitate student access to experts or resources. Some fixed resource sessions are pre-planned to accommodate concepts that are less easily understood. Students are encouraged to request other sessions based on their identified learning needs arising from the scenarios.

### Evaluation of Students in NS 1900

In order to pass Nursing 1900, students must consistently demonstrate satisfactory performance in Context-based Learning tutorials (see Criteria for Evaluation of Student Behaviours in CBL, (page 8) and complete the following requirements:

**1. Term Paper: "What is Health?"**

**Value: 20%**  
**Due: Week 3**

Part A

The first part of the assignment is designed to assist the student to develop a paper describing health and the nurse's role in health promotion should be addressed. The student will develop an outline for the paper, an introductory paragraph that provides a clear statement of the central idea, and a reference list using a minimum of one (1) current journal article, one (1) source from the Internet, and one (1) from a reference book. Feedback on the content and quality of Part a will be provided by the Tutor. Part A will not receive a grade but will be used as a basis for Part B.

Part B

**Due: Week 8**

The second part of the assignment is based on the student's work in Part A and should incorporate the Tutor's feedback. The paper is submitted in APA format and is 5-7 typed pages in length. A grade for the paper will be received at the completion of Part B.

**2. Triple Jump**

**Value: 20%**  
**Due: Week 6**

The triple jump is a three part evaluative procedure which assesses the student's knowledge, self directed learning abilities, problem-solving abilities, and critical thinking skills.

Part 1

The student or students are given a case scenario. The students identify issues or areas of knowledge needed relevant to the case. Individually or as a group, the students then select the issues which require in-depth research and provide rationale for these choices which are submitted to the Tutor for marking.

Part 2

The students search for information from written and/or verbal sources. This part is to be completed within a predetermined time period, usually about two hours.

Part 3

During this final part, the student or students write a short essay or conduct a discussion guided by the questions prepared by the Tutor. This final step is marked by the Tutor.

**3. OSCE (Objective Structured Clinical Evaluation)**

**Value: Pass/Fail**  
**Due: Week 7 &**  
**Week 9**

The OSCE is an objective evaluation procedure used to assess achievement of competence in a wide range of knowledge and variety of clinical skills. Students rotate through a series of timed stations varying in length from 5 to 30 minutes. At each station students are asked to perform a specific task such as taking a patient history, performing a health assessment, or demonstrating specific communication or psychomotor skills. Examiner stations, where an observer scores

student performance, may use a standardized patient or mannequin. At marker stations, students are asked to answer written questions or interpret data, which are then graded.

**4. Student Participation in CBL (tutorials) Value: 15% Due: Week 5 & 10**

At completion of Nursing 1900, students will be evaluated on their performance in tutorials. Students will be evaluated on their group skills and functioning in a group, learning skills and preparation for tutorials, knowledge development, critical thinking and reasoning skills, and skills in giving feedback.

<b>5. Tests</b>			
	<b>Test #1</b>	<b>**Value: 20%</b>	<b>Week 5</b>
	<b>Test #2</b>	<b>** Value 25%</b>	<b>Week 10</b>

Content from the support courses is tested separately, test/exams set by the Resource will be scheduled by them in consultation with the tutors. Please check the support course outlines for testing dates. All tests (except for final exams required by some support courses) occur during a fixed resource session.

\*\*Percentages allotted to the exams refers to the percentage toward the grade in Nursing. Resource People in the support courses designate the percentage of the test that goes toward the final grade in their courses.

**Equipment:**

- Stethoscope
- Penlight

### Textbook Resources:

It is strongly recommended that students consult journals, textbooks, dictionaries, web sites, and databases. A personal reference library is useful.

Balzu & Riley. Communications in Nursing. Toronto: Mosby.

Bates, B., Nickley, L.S. & Hoekelman, R.A. (1995). A Guide to physical examination & History taking (6th ed.). Philadelphia: J.B. Lippincott,

Canadian Nurses Association. (1997). Code of ethics for registered nurses. Ottawa: Author.

Miller & Keane. Encyclopaedia & Dictionary Allied Health, Medicine & Nursing. (6<sup>th</sup> ed.) Saunders

OSIS, M. Dosage Calculations in SI Units. Toronto: Mosby.

Potter, P.A., & Perry, A.G. (1997). Canadian fundamentals of nursing. Toronto: Mosby.

Publication Manual of the American Psychological Association. (4<sup>th</sup> ed.). 1995 Washington, DC: American Psychological Association.

Stewart, M.J. (1995). Community Nursing: Promoting Canadian's Health. Toronto, Canada, W.B. Saunders

Wood, D. Problem based learning: How to gain the most from PBL. Waterdown, ON