



**University of Alberta**  
**Collaborative BScN Program**  
Grande Prairie Regional College  
Keyano College  
Red Deer College  
University of Alberta

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**Department of Nursing Education & Health Studies**

**Nursing 1900**

**2011 – 2012 Course Outline/Syllabus**

**September 6 – October 26, 2012**

**(Sections A2, B2, C2, D2 & E2)**

**Originally developed by the Clinical Experience Development Committee**  
**Revised by the Learning Experiences Development Committee, April 2010**

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**Approved: May 2010**

**NS 1900 Course Outline/Syllabus**  
**Nursing in Context A 5 (0-6-3) 63 Hours in 7 Weeks**  
**Sections A2, B2, C2, D2, E2**

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*See individual Tutor for specific Office Hours. Extra meetings may be scheduled as needed.*

**Prerequisite(s)/Co-requisite:**

**Required Resource Materials: (available on Moodle)**

1. Essay Rubric
2. Working Definitions
3. Learning Packages: Ashlynn, Toddler Safety, Megan, The Carpet Bowlers, Spencer
4. Graduate Competencies and Year End Outcomes
5. Grade Descriptors
6. Tutorial Assessment Guide (TAG)
7. Student Handbook
8. NS 1900 Lab Resources

## Required Texts:

Balzer-Riley, J. (2013). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Canadian Nurses Association (2008). *Code of ethics for nurses*. Retrieved from

[http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

Chabner, D. E. (2012). *Medical terminology: A short course* (6<sup>th</sup> ed.). St. Louis, MO: Elsevier Saunders.

e-Dose Software

Karch, A. M. (2011). *Nursing drug guide*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Lewis, S. M., Heitkemper, M., Dirksen, S. R., Barry, M., Goldworthy, S., & Goodridge, D. (2010). *Medical-Surgical Nursing in Canada: Assessment and management of clinical problems* (2nd ed.). St. Louis, MO: Mosby.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (4<sup>th</sup> ed. Revised reprint). Toronto, ON: Elsevier Mosby.

Stephen, T.C., Skillen, D.L., Day, R.A., & Jenson, S. (2012). *Canadian Jensen's Nursing Health Assessment: A Best Practice Approach*. Philadelphia: Lippincott, Williams & Wilkins

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2011). *Canadian community as partner: Theory and multidisciplinary practice* (3<sup>rd</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Wright, L. M., & Leahy, M. (2009). *Nurses and families: A guide to family assessment and intervention* (5<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis Company

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed. 3<sup>rd</sup> printing). Washington, DC: Author. **OR** credible APA software equivalent (i.e. <http://www.perrla.com/APADetails.aspx> for PERRLA software)

**Calendar Description:**

**NURS1900 Nursing in Context A 5** (fi 10) (first term, 1.5-6s-3 in 6 weeks).

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 are introduced. Health assessment and basic nursing skills are introduced.

**Credit/Contact Hours:**

Lec: 9

Sem: 36

Lab: 18

**Course Description:**

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 discussed 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 healthy individuals will be learned during supervised laboratory practice.

**Course Objectives:****Levels of Independence**

In evaluating objectives, the following levels of independence will be used:

<b>With assistance:</b>	The student requires direction and information.
<b>With minimal assistance:</b>	The student requires <i>occasional</i> direction and information.
<b>With guidance:</b>	The student requires clarification, prompting and confirmation.
<b>With minimal guidance:</b>	The student requires <i>occasional</i> clarification, prompting and confirmation.
<b>Independently:</b>	The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.
<b>Direction:</b>	Tutor tells the student what to do, about what steps to take.
<b>Information:</b>	Tutor tells the student specifics about a concept or topic.
<b>Clarification:</b>	Tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.
<b>Prompting:</b>	Tutor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.
<b>Confirmation:</b>	Tutor provides positive feedback for correct information and direction provided by the student.
<b>Consultation:</b>	The student provides tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.
<b>Occasional:</b>	The clinical tutor provides input every now and then.

## **Objectives**

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as pertaining to NURS 1900:

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Demonstrate an understanding of the nursing process and of its components.
3. Demonstrate beginning knowledge of nursing as a discipline and as a profession.
4. Demonstrate understanding of fundamental aspects of communication theory.
5. Demonstrate, with assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate beginning knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform selected aspects of health assessment and selected nursing skills.
8. Demonstrate beginning understanding of the concepts of restoration and rehabilitation.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

## **Transferability:**

This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

**Grading Criteria:**

Grande Prairie Regional College uses the Alpha grading system and the following approved letter grades for nursing courses. Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be converted into a 4-point equivalent. This number will then be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course, which will be reported to the registrar's office. C- is the minimum passing grade for a nursing course, with the exception of NS 1050 & NS 2150. Please refer to GPRC 2012-2013 Academic Calendar page 108, or the website at; <http://www.gprc.ab.ca/programs/calendar/> for full details. If you have any further questions or concerns, please see your tutor / instructor for more information.

<b>GRADING CONVERSION CHART</b>			
<b>ALPHA GRADE</b>	<b>PERCENTAGE CONVERSION (%)</b>	<b>4-POINT EQUIVALENT</b>	<b>DESCRIPTOR</b>
<b>A+</b>	95 – 100	4.0	Excellent
<b>A</b>	90 – 94.9	4.0	
<b>A-</b>	85 – 89.9	3.7	Very Good First Class Standing
<b>B+</b>	80 – 84.9	3.3	
<b>B</b>	75 – 79.9	3.0	Good
<b>B-</b>	70 – 74.9	2.7	
<b>C+</b>	66 – 69.9	2.3	Satisfactory
<b>C</b>	63 – 65.9	2.0	
<b>C-</b>	60 – 62.9	1.7	
<b>D+</b>	55 – 59.9	1.3	Poor
<b>D</b>	50 – 54.9	1.0	Minimal Pass
<b>F</b>	0 – 49.9	0.0	Failure
<b>WF</b>	0	0.0	Fail Withdrawal after the deadline

**Students may receive a grade of D or D+ in an assignment,  
but must have an overall grade of C- to achieve a passing grade in a nursing course.**

### **Evaluations / Examinations / Assessments:**

<b>Item</b>	<b>Due</b>	<b>Weighting</b>
1. Essay	October 1 <sup>st</sup> at 0830	25%
2. Final examination	October 23 <sup>rd</sup> at 0830	35%
3. Tutorial evaluation (TAG)	Week of October 24 <sup>th</sup> -28 <sup>th</sup>	30%
4. OSCE	October 17 <sup>th</sup> & 18 <sup>th</sup> (lab time)	Pass/Fail
5. Foundation numeracy assessment	September 12 <sup>th</sup> (0900-1100)	completion
6. Medical Terminology Exam	October 15 <sup>th</sup>	10%

Foundation numeracy assessment is a requirement and must be completed at the above indicated time where students have access to a computer with internet service.

Please see the GPRC policy on examinations: <http://www.gprc.ab.ca/about/administration/policies/> or on pp. 41-45 GPRC 2012-2013 Calendar.

### **Student Responsibilities:**

#### **Required Learning Experiences**

There are three components that make up every tutorial course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated. Absences in any of the organized activities will affect student performance and grades achieved.

- 1. CBL Tutorial:** In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self Evaluation of Performance in Tutorial form.
- 2. Lab Activities:** In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience. Please refer to the NS 1900 Lab Section on Moodle for more information regarding labs.

### **Recommended Learning Experiences**

Nursing Fixed Resource Sessions (FRS) are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions are testable material. Attendance in fixed resource sessions is highly recommended.

### **All Policies Relating to NS 1900:**

All GPRC Policies can be located at the following Website:

<http://www.gprc.ab.ca/about/administration/policies.html>

### **Withdrawal Date:**

Last date to withdraw with permission:        October 5, 2012

### **Assignment Policy:**

It is expected that **ALL** assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one alpha grade for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 08:30 and if submitted via drop box at the main office they must be verified (stamped with date and time) by Nursing office personnel.

When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

### **Statement on Plagiarism and Cheating:**

Please refer to your Rights and Responsibilities section on pp. 47-50 in the GPRC 2012-2013 Academic Calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. The instructor reserves the right to use electronic plagiarism detection services.

We expect honesty from our students. This demands that the contribution of others be acknowledged. Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat.

### **Specialized Support and Disability Services:**

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, mental, or physical health are advised to discuss their needs with Student Services Special Needs Councilor, Bernie Matlock at 539.2017, as soon as possible.

**Course Schedule / Tentative Timeline:****TUTORIAL**

<b>Section</b>	<b>Instructor</b>	<b>Time</b>	<b>Room</b>
A2	Jim Wohlgemuth	Tues/Thurs 0830-1120	C316
B2	Kelly Socha	Tues/Thurs 0830-1120	J202
C2	Asha Parmar	Tues/Thurs 0830-1120	J131
D2	Bonny Townsend	Tues/Thurs 0830-1120	E304
E2	Bonnie Hessler	Tues/Thurs 0830-1120	E311

**LABS**

<b>Section</b>	<b>Day of the Week</b>	<b>Time</b>	<b>Room</b>
L1	Monday	1430-1720	J131
L2	Tuesday	1430-1720	J131
L3	Wednesday	1430-1720	J131
L4	Thursday	1430-1720	J131
L5	Friday	1130-1420	J131

**\*\*Lab sections for the following dates will be in H225; Sept. 24-28, and Oct. 9-12 & 15, 2012\*\***

**FIXED RESOURCE SESSIONS**

All sections	Monday	0830-0950	D308
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**NS 1900**  
**ASSIGNMENT OF FINAL GRADE**

**Student Name:** \_\_\_\_\_

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). A grade of **C-** is the minimum passing grade for any nursing course with exception of NS 1050 and NS 2150. Please see GPRC Calendar for Academic Progression Criteria.

<i>Assignment</i>	<i>Grade Earned</i>	<i>4 Point Equivalent</i>	<i>% of Final Grade</i>	<i>Value</i>
1. Essay			25%	
2. Final Examination			35%	
3. Tutorial Evaluation (TAG)			30%	
4. OSCE			Pass/Fail	
5. Foundation Numeracy Assessment			complete/ incomplete	
6. Medical Terminology Exam			10%	
			<b>Total:</b>	

Total 4-Point Equivalent Values: \_\_\_\_\_

Translated to Final Alpha Grade: \_\_\_\_\_

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages is added up to make a total. That total was converted back into the Alpha grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

**Instructor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_