



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

NURSING 1910

2011 – 2012 COURSE OUTLINE

October 24, 2011 to December 9, 2011

INSTRUCTORS:

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2010

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Approved: May 2010

Nursing 1910 Course Outline

CALENDAR STATEMENT:

NURS 1910 Nursing Practice I *4 (fi 8) (second term, 1-15c-2 in 7 weeks).

Beginning nursing practice with a focus on health promotion and interaction with clients across the life span in a variety of non-traditional settings. Prerequisites: NURS 190.

COURSE HOURS: LEC: 0 SEM: 7 CLINICAL: 105 LAB: 14

WITHDRAWAL DATES:

Last day to withdraw with a refund: November 7, 2011

Last day to withdraw with permission: November 21, 2011

COURSE DESCRIPTION:

This course will introduce students to beginning nursing practice in the community. The focus is on health promotion and on providing opportunities for students to develop communication skills and establish helping relationships. Nursing practice will include selected assessment of healthy individuals across the life span in the context of family within a community.

COURSE OBJECTIVES:

Levels of Independence

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

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Clinical tutor tells the student what to do, about what steps to take.

Information: Clinical tutor tells the student specifics about a concept or topic.

Clarification: Clinical 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.

Prompting: Clinical 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.

Confirmation: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

Objectives

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to NURS 191.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 1 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
 - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process in context-based learning and in a variety of community settings.
 2. Demonstrate, with assistance, the ability to practice in accordance with Year 1 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.
 3. Demonstrate, with assistance, the ability to use professional and therapeutic communication skills to collaborate with clients across the life span.
 4. Demonstrate, with assistance, the ability to use professional communication skills with colleagues, professionals, and other individuals encountered in the practice environment(s).
 5. Demonstrate, with assistance, the ability to establish a helping relationship with clients.
 6. Demonstrate, with assistance, the ability to engage in health promoting activities with clients.
 7. Demonstrate, with assistance, the ability to conduct selected assessments with healthy individuals across the lifespan in the context of family within a community.
 8. Demonstrate, with assistance, the ability to engage in evidence-based practice.
 9. Demonstrate the ability to integrate knowledge into clinical practice.

Note: Up to three "site specific" objectives related to the clinical settings and/or characteristics of the program location (Edmonton, Fort McMurray, Grande-Prairie, or Red Deer), may be added. This is not a requirement; it is an opportunity for creativity. Such site specific objectives do not require CDC approval but should be approved by the site.

REQUIRED RESOURCES

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
3. Graduate Competencies and Year-end Outcomes
4. Other site-specific resources
5. Grade Descriptors

RECOMMENDED RESOURCES

Vollman, A.; Anderson, E.; & McFarlane, J. (2008) *Canadian community as partner* (2nd ed). Philadelphia, PA: Lippincott, Williams & Wilkins.

Wright, L. & Leahey, M. (2009). *Nurses and families: A guide to family assessment and intervention* (5th ed.). Philadelphia, PA: FA Davis

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 191 and NURS 195, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences:

1. During this course, students will have a continuous experience in the community where clients live and/or in community agencies (non-acute) where services to clients are offered which will include nursing practice with individuals across the life span, in the context of family.
2. Participate in site-selected lab activities (see ‘Map of Theoretical Labs, Clinical Labs, and Clinical Seminars’).
3. Plan and implement visit with a client where the client lives.
4. Participate in health-related activities of a community agency.
5. Complete a comprehensive health history on an individual.
6. Engage in a health promotion activity based on identified needs.
7. Examine the role of the registered nurse.
8. Assess a client using a selected nursing model.
9. Perform selected nursing care (i.e., ADL, hygiene).

EVALUATION CRITERIA

Grading Criteria for Nursing Courses:

Alpha Grade	4 Point Equivalent	Descriptor
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First Class Standing*
B+	3.3	First Class Standing*
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory

Passing Grades in Nursing Courses

Failing Grades in Nursing Courses

Alpha Grade	4 Point Equivalent	Descriptor
D+	1.3	Poor/Minimal Pass
D	1.0	Poor/Minimal Pass
F	0.0	Failure

*Very Good/Above Average is an alternate descriptor for First Class Standing.

POLICIES

PROFESSIONAL DRESS:

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place.

*****All students will wear a Grande Prairie Regional College picture ID.**

LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline, or as otherwise negotiated with the instructor.
- Extensions of the time specified for submission may be granted in case of illness or extenuating circumstances. Extensions must be negotiated with the instructor prior to the required submission time and date.

A penalty will be imposed for all late assignments and course evaluation strategies. If the instructor is unable to open electronic copy of an assignment on the due date, the assignment will be considered late. One Letter Grade per class day will be deducted from the total value of the assignment for each class day the assignment is late. For example, an assignment valued at B+ and handed in one class day late, will be valued at a B.

PLAGIARISM AND CHEATING:

Please refer to the GPRC policy on plagiarism and cheating.

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

REQUIRED EVALUATION

Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.

1. ENP plus 1 other assignment (exceptions at discretion of Dean/Chair).
 - To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

2. Evaluation of student's clinical performance:

A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor.

This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

