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**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 and Health Studies

**NS 1910 (Sections AC1, BC1, A1, B2)**

**2012 - 2013 Course Outline**

**October 29, 2012 to December 18, 2012**

### **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

### COURSE SCHEDULE:

NS 1910 runs from October 29, 2012 to December 18, 2012

Clinical Schedule	Seminar Schedule
<b>Days: Mon, Tues, Weds, Thurs</b>	<b>Days: Friday</b>
<b>Hours: 0830h to 1630h</b>	<b>Hours: 0830h to 1120h</b>
<b>Place: Grande Prairie clinical agencies as assigned</b>	<b>Room: TBD</b>

### WITHDRAWAL DATES:

Last day to withdraw with a refund: November 14, 2012

Last day to withdraw with permission: November 26, 2012

### 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.

### **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. (2011) *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

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

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>

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

e-dose software

### **REQUIRED LEARNING EXPERIENCES (METHOD OF DELIVERY)**

**In order to pass NURS 1910 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 visits 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).

## **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 (ENP) 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.

## **COURSE WORK and DUE DATES**

- **Feedback Forms:** At the end of each week of teaching you will self evaluate your performance using feedback forms. This self evaluation will be incorporated into your final ENP grade. Feedback forms are found on the Moodle site. Please note there are feedback forms specific to your clinical experience (HIV North Feedback Form, Public Health Feedback Form, and Health Promotion in the Schools feedback form).

**Feedback Due Date: Fridays @0900h following your week of teaching.**

- **Midterm Evaluation of Nursing Practice:** At midterm the student and instructor will discuss the student's nursing practice and clinical experiences to date. This evaluation will be arranged with each student per the instructor's discretion. The instructor will provide the student with guidance and the necessary documents to complete the midterm evaluation.

**Midterm Evaluation to occur the week of November 19th, 2012.**

- **Calgary Family Assessment Model (CFAM) Assignment (See course syllabus)**

**Weighting: 20% of course grade**

**Due Date: November 30, 2012 at 0900h**

- **Final Evaluation of Nursing Practice:** A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor (refer to course syllabus).

**Weighting: 80% of course grade**

**Final Evaluation of Nursing Practice to occur on or before *December 18th, 2012.*** This evaluation will be arranged with each student per the instructor's discretion.

## EVALUATION CRITERIA

### Final Grade Assignment

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. If you have any questions or concerns, please see your tutor / instructor for more information.

## GRADING CONVERSION CHART

ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	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

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**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.**

**TRANSFERABILITY:**

\*\* 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

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**POLICIES and STUDENT RESPONSIBILITIES**

**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.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)\*\*\*Note: all Academic and Administrative policies are available on the same page

