



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Grant MacEwan College

Keyano College

Red Deer College

University of Alberta

NURSING 1950

COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, March 2005

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Approved: April 2005

Nursing 1950 Course Outline

CALENDAR STATEMENT:

NURS 1950 Nursing Practice II

*6 (fi 12) (first/second term, 0-3s-20c in 7 weeks). Practice includes health status assessment of clients and appropriate health promotion and disease prevention interventions. Practice occurs in settings where clients live or in community agencies (non-acute) where services to clients are offered. Prerequisites: NURS 1900.

COURSE HOURS: LEC: 0 SEM: 21 LAB: 21 CLINICAL: 119

COURSE DESCRIPTION:

This course will provide opportunities for students to participate in health promotion and primary (disease/injury) prevention activities with clients across the lifespan in selected community settings. Nursing practice will include selected assessment of individuals in the context of family and the assessment of their community, and opportunities to participate in activities of daily living with clients which will occur in various settings. Communication skills and establishing helping relationships will continue to be emphasized.

TUTOR INFORMATION

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COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, upon completion of Nursing 1950, the nursing student will be able to:

1. PROFESSIONAL RESPONSIBILITY and ETHICAL PRACTICE

- 1.1 Demonstrate application of legal and ethical standards in selected nursing situations by consistently demonstrating:
 - Respect
 - for the values, beliefs, and rights of others
 - through appropriate communication
 - honesty
 - integrity
 - responsibility and accountability by:
 - preparing for clinical practice to provide safe, competent care
 - practicing according to the policies and procedures of host agencies and educational unit.
 - using informed consent
- 1.2 Demonstrate, with assistance,
 - self-awareness
 - self-appraisal

- 1.3 With minimal assistance, demonstrate attitudes and skills for learning by
 - identifying own strengths and limitations
 - identifying strategies to address own limitations
 - seeking assistance appropriately
 - completing self-evaluation
 - demonstrating initiative re: change
- 1.4 Demonstrate an understanding of social and political action at a beginning level by
 - discussing client rights
 - initiating change for individual clients
- 1.5 Utilize selected information technology in gathering information and preparing assignments.
- 1.6 Demonstrate effective use of skills in self-directed, context-based, small group learning in clinical tutorials and conferences.

2. KNOWLEDGE BASED PRACTICE

- 2.1 With assistance, utilize selected areas of knowledge related to biological, psychological, sociological, cultural, and spiritual factors in interacting with individuals and families across the lifespan, who are experiencing stable variations in health.
- 2.2 With assistance, apply a selected model/ theory to guide the use of metaparadigm concepts in nursing practice.
- 2.3 With assistance, apply critical thinking strategies to examine health promotion and primary prevention activities through
 - creative thought
 - reflective thinking
 - insight
 - identifying credible resources and material relevant to clinical practice.
- 2.4 With assistance, examine research findings and describe the relevance of research to nursing practice.
- 2.5 With assistance, incorporate research by
 - examining research findings
 - using research to explore issues related to client care
- 2.6 Identify issues related to ambiguity and diversity in:
 - learning situations by exploring contributing factors for clients and/or self
 - selected nursing situations
- 2.7 With assistance, demonstrate awareness of quality assurance and risk management processes to enhance nursing practice related to:
 - Workplace Hazardous Materials Information Sheet (WHMIS)
 - Fire and Safety

- Universal precautions
- Working alone
- Personal safety
- Emergency procedures

- 2.8 Describe competent leadership related to:
- decision making
 - priority setting
 - performance appraisal of self and peers

3. PROVISION OF SERVICE TO THE PUBLIC

- 3.1 With minimal assistance, apply the principles of primary health care with a focus on health promotion.
- 3.2 Demonstrate caring behaviors in professional situations by:
- recognizing the uniqueness, and the worth and dignity of self and others
 - demonstrating respect and sensitivity to self and others
 - establishing, maintaining and terminating professional relationships in a supportive manner
- 3.3 With assistance, develop cooperative relationships with colleagues, clients, community members, community agencies and registered nurses through:
- promoting participation, choice and control
 - recognizing the importance of using organizational hierarchy
- 3.4 Demonstrate competence in selected skills required for health promotion of well clients by:
- consistently demonstrating proficiency in skills indicated in the University of Alberta Collaborative Nursing Program Integrated Lab Map
 - demonstrating, with assistance, application of the nursing process through:
 - data collection
 - planning
 - evaluation
 - and with assistance, using effective communication skills through:
 - appropriate verbal and written skills
 - documentation of relevant findings
 - appropriate teaching skills
 - appropriate lines of communication
 - communicating / reporting relevant information accurately and in a timely manner

REQUIRED RESOURCES

1. Working Definitions
2. Integrated Lab Map
3. Graduate Competencies and Level Outcomes
4. Other site-specific resources
5. Grade Descriptors

1. Nursing Drug Handbook or program for Personal Data Assistant (for students in Continuing Care). Nursing Drug Handbooks may be signed out from the Library for the four weeks.
2. Various textbooks on reserve in library.

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 1950, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences:

1. Over the course, students will have a continuous experience in the community where clients live which will include nursing practice with individuals across the lifespan, in the context of family.
2. Participate in site selected lab activities
 1. ADL (Activities of Daily Living – Toileting, Dressing, Grooming).
 2. Nutrition Assessment and Feeding.
 3. Comfort and Hygiene – Bathing, Backrubs, Bed Making, Oral Hygiene, Braden Scale.
 4. Ambulation, Transfers and Back Care: Aids for Mobility (Canes, Walkers, Lifts, and Wheelchairs), Restraints, Assessment of ROM Exercises and Safety, Nurse Safety (Back Care).
 5. Environmental Precautions (Emergency Procedures, WHMIS).
 6. Medication Administration – Oral, Topical, gtts, Suppositories, Drug Calculations and 5 Rights. (see Lab Map).
3. Participate in health related activities of a community agency.
4. Examine the role of a registered nurse.
5. Using a selected nursing model, assess a client.
6. Perform selected nursing care (ie. ADL, hygiene).
7. Participate in Clinical Seminars

REQUIRED EVALUATION

Nursing practice will be evaluated according to the following elements

- Content
- Critical thinking
- Group process
- Communication
- Nursing practice
- Writing across the curriculum.

Evaluation of student's clinical performance:

A formative and written summative evaluation of Nursing Practice will be completed by the student and the instructor.

This will be accomplished through observation assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with

input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Direct Clinical Observation document from the Evaluation Strategies Committee.

2. Reflective Journal and Learning Plan

ASSIGNMENT OF FINAL GRADE:

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). Rationale will be given as to the assigned grade. Grading descriptors will be provided for each assignment.

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

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.

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

PROGRESSION CRITERIA:

- A. Students must complete theory and practice components of nursing courses to receive credit. **Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component must be completed for credit to be granted.**
- B. A student who is absent more than two clinical days in one clinical nursing course may need to make up lost time before being allowed to continue in the program. **Absences from the clinical site may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F.**
- C. Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.
- D. An instructor, in consultation with the Chair, may immediately deny assignment of a student: withdraw a student from; or vary terms, conditions or a site of a practicum/clinical placement if the instructor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.