



University of Alberta Collaborative BScN Program

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

**NS2025 INTRODUCTION TO NURSING PRACTICE
COURSE OUTLINE**

FALL 2016

SECTIONS: AC1, AC2 & AC3

AUGUST 31ST – OCTOBER 14TH, 2016

NS2025 INTRODUCTION TO NURSING PRACTICE

INSTRUCTORS:	Teresa Evans RN, MN Bonny Townsend RN, MScN Asha Parmar BA, RN, MScN	PHONE:	780-539-2805 780-539-2213 780-539-2892
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OFFICE HOURS: To be determined by instructors.

DELIVERY MODE(S):

This 7-week course will consist of 1 week of labs/orientation where there is face-to-face instruction with the tutor. The remaining 5 weeks are in the long term care facility with direct instructor supervision. Student will also have a one-week experience with home care staff working in the community. Post conference occurs daily with the tutor either in the clinical setting or on the facility site. This course uses Moodle for distribution of course documents.

PREREQUISITE(S)/COREQUISITE:

Pre-requisites NS1035, NS1055, PZ1515; Corequisite: NS2015
Available to Nursing Students Only; Transferable to the U of A.

REQUIRED TEXT/RESOURCE MATERIALS:

Doenges, M. E., & Moorhouse, M. F. (2013). *Application of Nursing Process and Nursing Diagnosis, An Interactive Text for Diagnostic Reasoning*. (6th ed.). Philadelphia, P.A.: F. A. Davis

Doenges, M. E., & Moorhouse, M. F., & Murr (2013). *Nurse's Pocket Guide, Diagnosis, Prioritized Interventions and Rationales* (14th ed.). Philadelphia, P.A.: F. A. Davis

Day, R.A., Paul, P., Williams, B., Semltzer, S. C., Bare, B.G. (2014). *Brunner and Suddarth's Textbook of Canadian Medical-Surgical Nursing* (3rd ed). Philadelphia: Lippincott, Williams & Wilkins.

Hazard Vallerand, A., Sanoski, C.A., & Hopper Deglin, J. (2014). *Davis's Canadian Drug Guide for Nurses* (14th ed). Philadelphia, PA: F.A. Davis Company.

Miller, C. A. (2015). *Nursing for wellness in older adults* (Canadian ed). Philadelphia: Lippincott Williams & Wilkins.

Safe Medicate Software – purchased on website.

Van Leeuwen, A.M., Poelhuis-Leth, & D.J., Bladh, M.L. (2015) *Davis's Comprehensive Handbook of Laboratory Diagnostic Tests with Nursing Implications* (6th ed). Philadelphia, PA: F.A. Davis Company.

Supplemental Textbooks:

Balzer-Riley, J. (2012). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Venes, D. (2013). *Taber's Cyclopedic Medical Dictionary*. (22nd ed). Philadelphia, PA: F.A. Davis Company.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., & Wood, M. J. (2014). *Canadian fundamentals of nursing* (5th ed). Toronto, ON: Elsevier Mosby.

Stephen, T.C., Skillen, D.L., Day, R.A., & Jensen, S. (2013). *Canadian Jensen's Nursing Health Assessment: A Best Practice Approach*. Philadelphia: Lippincott, Williams & Wilkins

Stephen, T.C., Skillen, D.L., Day, R.A., & Jensen, S. (2013). *Laboratory manual for: Canadian Jensen's Nursing Health Assessment: A Best Practice Approach*. Philadelphia: Lippincott, Williams & Wilkins

CALENDAR DESCRIPTION:

NS2025 Introduction to Nursing Practice (either term, 0-0-28c) UT 196 hours in 7 weeks.

This course introduces students to nursing practice. Practice focuses on individuals in community and long term care settings.

LEARNING OUTCOMES:

At the end of the course the student will be able to:

1. Apply the principles of primary health care and the nursing process to individuals in the community and continuing care
2. Practice professional and therapeutic communication skills
3. Recognize the Registered Nurses' role and scope of practice in a variety of settings
4. Practice collaborative decision making
5. Include the influence of culture in nursing practice
6. Demonstrate safe nursing practice
7. Incorporate teaching and learning for health promotion and disease/injury prevention
8. Assess and evaluate information to inform nursing practice
9. Apply models and theories to support a holistic approach to nursing practice

COURSE OBJECTIVES:

1. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group work employed in inquiry based learning and at the practicum sites (community and schools or child care centres)
2. Demonstrates with minimal assistance, the ability to practice according to the competencies listed for second year, described in the following document: *Graduate competencies and Year End Outcomes Collaborative BScN Condensed Version*.
3. Demonstrate with minimal assistance the ability to use professional and therapeutic communication to collaborate with clients of all ages.
4. Demonstrate with minimal assistance the ability to use professional communication with colleagues, professionals, and other individuals in the clinical setting.
5. Demonstrate with minimal assistance the ability to establish therapeutic relationships with clients.
6. Demonstrate with minimal assistance, the ability to engage clients of all ages in health promotion activities throughout the lifespan.
7. Demonstrate with minimal assistance the ability to perform assessments with individuals of all ages in the context of families in the community.
8. Demonstrate with assistance the ability to engage in inquiry based practice.
9. Demonstrate the ability to integrate knowledge and skills in a clinical setting.

10. Demonstrate with minimal assistance the ability to provide basic care in a safe and competent fashion (hygiene, ADLs, feeding, bed-making, vital signs, medication, mobility, transfer and positioning).
11. Demonstrate with minimal assistance, client education according to the principles of teaching and learning for health promotion
12. Demonstrate a beginning knowledge of health challenges and care of individuals, families and groups in minority situations.
13. Demonstrate knowledge and understanding of the concepts of culturally competent and cultural safety.

CLINICAL PROGRESSION CRITERIA:

Students must complete theory and clinical 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. 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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Fall Term 196 hours in 7 weeks. This course includes hours of laboratory or clinical experience per week. The clinical hours include time spent in nursing practice with clients including pre and post conferences.

Week	Activities	Important Dates
1	Orientation and Labs	
2	Clinical	Labor Day September 5 th – No classes
3	Clinical	Journal # 1 due Sept. 16
4	Clinical	Midterm Evaluations TBA
5	Clinical	Last Day to Withdraw with Permission Sept. 27 th . Care plan presentations this week
6	Clinical	Journal # 2 due October 7 th
7	Clinical	Thanksgiving October 10 th – No classes Last day of classes October 14 th .

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.

REQUIRED LEARNING ACTIVITIES:

In order to pass NS 2025, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences:

1. Complete a continuous experience in an institutional and/or community setting that includes nursing practice with primarily adults experiencing chronic or less acute variances in health.
2. Where the long term care setting allows, students will co-ordinate care for 2-3 residents and be responsible for the care which includes: all Activities of Daily Living (bed making, hygiene, dressing, mobilizing, feeding, etc.), implementing and building upon communication theory, medication administration, learning to work as a team, as well as using psychomotor skills such as dressing changes, health history and physical assessment skills, glucometers, and vital signs.
3. In the Home Care setting, students will examine the role of the registered nurse in providing care for older adults in the community setting. The emphasis should be on learning health promotion, disease/injury prevention, and communication.
4. Participate in site-selected activities with an interdisciplinary focus. Experiences may include a day with: the bath team, the medication nurse (observation), and observation during a patient conference with an interdisciplinary or a multidisciplinary team. Students may also have the opportunity to work with recreational therapy personnel where available.
5. Participate in health-related activities of a community agency.
6. Perform a client assessment appropriate to the clinical setting.
7. Participate in health promotion and client education.
8. Complete two reflective journals.
9. Complete a care plan on one resident.
10. Collaborate with clients, family, nurses and members of other disciplines.

Labs:

Students will participate in the following labs completed during orientation:

1. Nutrition & Feeding
2. Functional Assessment ADL (Activities of Daily Living) – toileting, dressing, grooming, safety; Braden scale, ambulation, transfers and lifts
3. Comfort & Hygiene – bathing, backrubs, bed making, oral hygiene
4. Medication Administration – 7 rights of medication administration, oral, topical, ophthalmic/otic, rectal/vaginal suppositories, inhalation
5. Diabetes & Glucometers
6. Client Safe Handling Program

EVALUATIONS:

Item	Weighting
Evaluation of Nursing Practice (ENP)	80%
Reflective Journals	Part of ENP
Resident Care Plan Assignment	20%
Medication Calculation	Pass/Fail
Medication OSCE	Pass/Fail
Total:	100%

All Documents needed to complete these assignments are located on Moodle

Due Dates and Times are located on the Course Schedule posted on Moodle

1. Evaluation of Nursing Practice (ENP) 80%.

- Nursing practice must be evaluated using the ENP tool located on Moodle. Evaluations will be made by the instructor and may be supplemented with input from the student, peers, the staff of an agency, and the client.
- Students will complete a midterm evaluation half way through the course, and at the end both the instructor and the student will complete the ENP.
- Evaluation of student's clinical performance will be accomplished through observation assessment and evaluation of the student during nursing practice.

Students MUST pass the ENP in order to pass the course. If you receive a grade of "F" in any of the ENP criteria it constitutes a "clinical failure" on the ENP, as the student has then shown unsafe, unprofessional, or unethical nursing practice.
If a student does not pass the ENP they will obtain an overall grade of no greater than a "D" in the course.

1.A. Reflective Journals

- Reflective journaling is an excellent tool to analyze personal and professional growth in the clinical setting. It allows you an opportunity to identify essential clinical events and relate values, beliefs, & behavior to future practice.
- In this clinical placement, students will be expected to submit two journal entries, reflecting on their clinical experience(s). The reflective journals will inform the ENP.
- These journals will not be assigned a separate grade but will be subsumed in evaluative components of the ENP under Knowledge Based Practice; Applies a critical thinking approach to nursing.

2. Resident Care Plan Assignment (20%)

The purpose of this assignment is for the student to develop an understanding of the nursing process and how it is used to enhance health promotion strategies for residents in a long term care (LTC) setting.

Students will be required to work with their assigned resident to determine priority assessments and plan of care that can be implemented during the time they are in the LTC setting. Students will then implement their health promotion plan and evaluate the effectiveness of this plan. Once the care plan for their resident has been implemented and evaluated, students will present to the instructor and their peers what they have learned.

Presentations will be in PowerPoint form and will be no longer than 20 minutes. The PowerPoint presentation will include a reference page using APA format. Students are to use current nursing literature to substantiate all parts of the planning, interventions, implementation, and evaluation in the discussion.

3. Medication Calculation (Pass/Fail)

It is a requirement of NS 2025 that students achieve 90% on the SafeMedicate medication calculation exam in order to be permitted to practice in the clinical setting. If 90% is not achieved on the first exam, two re-writes will be granted.

The student must pass this exam to continue in this course. Failure to achieve a passing grade on the math calculation exam by the end of the 3 attempts [Initial exam and 2 rewrites] will result in the student being asked to withdraw from the course. **Refer to Course Schedule for Dates, Times, and Rooms.**

4. Medication Objective Structured Clinical Examination (OSCE):

The purpose of the OSCE is for the student to demonstrate the lab skill(s) learned at the beginning of the semester. It is called a *clinical examination* because students are performing the skill on a real patient, it occurs in the clinical setting, and it relates to the medication administration skill. Students are asked to apply their knowledge about the skill to their particular client.

The OSCE will occur in clinical when the student is scheduled for medication administration. Content will be based on the medication lab. Students must attempt the OSCE when it is scheduled, and if needed can have **two additional attempts** to ensure success.

Additional attempts will not be permitted on the day of failing the OSCE.

The OSCE is a PASS/FAIL. The student must successfully complete the components of the skill. If the student is unsuccessful after all 3 attempts they will receive an "F" in the appropriate section of the ENP and fail the course.

GRADING CRITERIA:

Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2016-2017

Excellent:	A	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, all of the time.
Very Good:	B	Student meets the objectives at a "Level of Independence" greater than identified on the ENP, majority of the time.
Good/Satisfactory:	C	Student meets the objectives at a "Level of Independence" greater than identified on the ENP some of the time.
Minimal Pass:	D	Student meets the objectives at a "Level of Independence" required on the ENP.
Unsatisfactory	F	Student fails to meet the objectives at a "Level of Independence" required on the ENP.

Note:

Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2016-2017*. All courses contribute to the acquisition of each competence. All students are responsible for integrating all knowledge and skills covered in previous and concurrent coursework.

If a section is grayed out, it indicates that a competency partially applies in this particular clinical course.

Levels	Levels of independence (beginning of term → end of term)	Description (beginning of term → end of term)
Level 1, junior 1	With assistance → with minimal assistance	The student requires direction and information → The student requires occasional direction and information.

LEVEL OF INDEPENDENCE (There is an expected progression within a course and between levels).

The following levels of independence will be utilized (unless otherwise indicated):

Definition of terms:

Direction: faculty tells student what to do, about steps to take

Information: faculty tells student specifics about a concept, topic

Clarification: faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

Confirmation: faculty provides positive feedback for correct information and direction provided by the student

Consultation: student provides faculty with information and/or direction and asks specific questions about the information.

Occasional: indicates that input is provided by faculty now and then.

ASSIGNMENT OF FINAL GRADE:

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. **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.**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at:

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

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the GPRC Department of Nursing Education & Health Studies Student Handbook on Moodle.

STATEMENT ON PLAGIARISM AND CHEATING:

The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. Students who are unsure whether a particular course of action might constitute plagiarism are advised to consult with the instructor.

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

****Note:** all Academic and Administrative policies are available at

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

UNIVERSITY TRANSFER:

**** 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.**

Please refer to the Alberta Transfer guide for current transfer agreements:

www.transferralberta.ca

IMMUNIZATIONS, CPR & WHMIS CERTIFICATION:

Students are responsible for ensuring that all immunization and CPR (CPR-HCP) requirements are met and remain current throughout your nursing program. Students who do not complete immunization and CPR requirements may be barred from taking clinical courses. See GPRC College Calendar re: immunization requirements and Standard First Aid certification. Students must bring their immunization and CPR records to the Nursing Office – H206. Immunizations must meet U of A criteria to transition into Year 4 of the program.

CLINICAL ABSENCES:

Students are expected to attend labs, seminars and clinical experiences according to the dates published in the academic calendar. Students are expected to be available for final evaluations during exam week, unless otherwise negotiated with your instructor well in advance.

Absence from any part of the clinical experience including labs, orientation, clinical, and seminars will jeopardize overall clinical performance. Absences from clinical may result in the instructor being unable to evaluate the student's clinical performance, resulting in an overall grade of an "F". Such absences also compromise other students' learning experiences.

Orientation is an essential component to ensure students are prepared to provide safe, competent care to clients and their families in the clinical setting. Students will not be permitted to start clinical rotations without orientation to the specific unit(s) to which they have been assigned. See the 2016 – 2017 Student Handbook for more information related to clinical absences.

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.

Expectations for Student Clinical Experiences

The input of the nurse in the Clinical Agency is valued and welcome. GPRC and the clinical agency can benefit when the nurse:

1. Role models professional nursing behaviours including attitudes, techniques, awareness and adherence to agency policies.
2. Maintains an interest and openness to teaching and learning with faculty and students.
3. Alerts faculty and students to additional learning experiences.
4. Promote learning opportunities for students as observers in addition to hands on practice.
5. Assists students when faculty is not available if appropriate for level of student and if responsibilities permit.
6. Gives constructive feedback about performance of faculty and student when asked. Receive constructive feedback about self.
7. Shares in open dialogue with faculty, concerns or difficulties related to student assignments.

As a Faculty Member in the Clinical Agency, the Nursing Instructors are expected to:

1. Role model professional nursing behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and students.
3. Clearly indicate the skills the students are allowed to practice. Ideally supervise students doing any skills or procedures for the first time.
4. Share in open dialogue with nursing staff, concerns and difficulties in the management of student assignments.
5. Assume responsibility for student evaluation and delegate supervision of students appropriately, after consultation with staff.
6. When asked by the unit manager, give constructive feedback about performance of staff. Receive constructive feedback about self.
7. Discuss student individual learning needs and assignments with nursing staff as appropriate.

Students in the Clinical Agency are expected to:

1. Demonstrate professional behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and faculty.
3. Prepare for clinical assignment.
4. Complete assignment in collaboration with instructor, assigned nurse and other health care professionals.
5. Document in a timely manner.
6. Communicate with instructor and assigned nurse regarding status of the client(s) and include a concise verbal or taped report when leaving.
7. When requested, provide constructive feedback about performance of faculty and staff. Receive constructive feedback about self.
8. Demonstrate an appropriate level of independence.

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