



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 2017

**SECTIONS: AC1, AC2, AC3 & AC4
AUGUST 30TH TO OCTOBER 20TH 2017**

INSTRUCTORS:	Teresa Evans RN, MN Bonnie Hessler RN, MN Asha Parmar Jim Wohlgemuth	PHONE:	780-539-2805 780-539-2757 780-539-2892 780-539-2709
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OFFICE HOURS:	To be determined by instructors.		

DELIVERY MODE(S):

This 7-week course will consist of 1.5 week of labs/orientation where there is face-to-face instruction with the instructor. The remaining 5.5 weeks are in the long-term care facility with direct instructor supervision. Student will have an 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; Co-requisite: NS2015
Available to Nursing Students Only; Transferable to the U of A.

REQUIRED TEXT/RESOURCE MATERIALS: new old

Ackley, B.J., Ladwig, G.B. & Flynn Makic, M.B. (2017). *Nursing diagnosis handbook: An evidence-based guide to planning care.* (11th Ed.). St. Louis, MO:Elsevier.

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

Drug Guide/App/eCPS – library

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

Pagana, K. & Pagana, T.J. (2013). *Mosby's Canadian manual of diagnostic and laboratory tests.* (1st Canadian Ed.). Toronto, ON: Elsevier

Potter, P.A., Perry, A. & Ostendorf, W.R. (2018). *Clinical nursing skills & techniques.* (9th ed.). St. Louis, MO:Elsevier

Safe Medicate Software – purchased on website.

Supplemental Textbooks:

Balzer-Riley, J. (2017). *Communications in nursing* (8th ed.). Toronto, ON: Mosby.

Jarvis, C. (2014). *Jarvis physical examination & health assessment.* (2nd Canadian Ed.). Toronto, ON: Elsevier.

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

CALENDAR DESCRIPTION:

NS2025 Introduction to Nursing Practice 6 (0-0-28) 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 this 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 childcare centres).
2. Demonstrate, 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, transferring 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 will not receive 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 Safe Medicate	Aug 29 th – Sept 8 th see Orientation Schedule August 31 st in E306 (see schedule for time) HOLIDAY – September 4 th (Labour Day)
2	Clinical	September 12 th – varies in time
3	Clinical	Reflective Journal # 1 due Friday, September 22 nd @ 1900 via email
4	Clinical	Care plan presentations dates may vary according to clinical placement Midterm Evaluations September 26 th – 29 th .
5	Clinical	Last Day to Withdraw with Permission September 27 th ENP due October 16 th @ 0800
6	Clinical	Reflective Journal # 2 due October 6 th @ 1900 via email
7	Clinical	Last day of classes October 20 th

EVALUATIONS:

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

All documents needed to complete these assignments as well as the due dates and times are located on Moodle and in the Course Syllabus.

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:

www.gprc.ab.ca/d/STUDENTRESPONSIBILITIES

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.

www.gprc.ab.ca/d/STUDENTMISCONDUCT

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

www.gprc.ab.ca/about/administration/policies/

UNIVERSITY TRANSFER:

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.

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

www.transferalberta.ca