



DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

COURSE OUTLINE - FALL 1 AND 2 2012

NURSING 2900 - NURSING IN CONTEXT B 5(0-6-3), UT, 63 HOURS, A2, B2, C2, D2

FALL 2, A2, B2

INSTRUCTOR: Louise Rawluk **PHONE:** 780-539-2037
Course leader **RN, BScN, MN**
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INSTRUCTOR: Karen Crosby- **PHONE:** 780-539-2019
 Rolston BA, BN, RN
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INSTRUCTOR: Karen Oostra BN, **PHONE:** 780-
 BSc, RN **539-2449**
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FALL 2, C2, D2

INSTRUCTOR: Sheila Elliott, **PHONE:** 780-
 MN,RN **539-2752**
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INSTRUCTOR: Tamara Van Tassell **PHONE:** 780-
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 [course leader-Lab]
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INSTRUCTOR: Cindy Davidson **PHONE:** 780-
Lab Fall 1 **B.Sc.N, RN** **539-2894**
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INSTRUCTOR: Joan Jacobson **PHONE:** 780-
Lab Fall 2 **B.Sc.N, RN** **539-2046**
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OFFICE HOURS: Office hours vary. Consult with each individual instructor.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NURS 1940, NURS 1950.

REQUIRED TEXT/RESOURCE MATERIALS:

Ackley, B. J., & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2010). *Psychiatric and mental health nursing for Canadian practice*. (2nd ed). Philadelphia: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby.

Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian edition.). Toronto: Thomson Nelson.

Lewis, S.M., Heitkemper, M., Dirksen, S.R., Barry, M, Goldworthy, S., & Goodridge, D. (2010). *Medical-Surgical Nursing in Canada: Assessment and management of clinical problems* (2nd ed.). St. Louis: Mosby.

McCance, K. L., & Huether, S. E. (2010). *Pathophysiology: The biologic basis for disease in adults and children* (6th ed.). St. Louis: Mosby.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (4th ed.). Toronto, Ontario: Elsevier Mosby.

Ricci, S.S., & Kyle, T. (2009). *Maternal & pediatric nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

Nursing Drug Guide

REQUIRED RESOURCES

1. Working Definitions - Posted on Moodle
2. Learning Packages: Mrs. Elizabeth Snow; Men's Health; Denny & Kokum; Lacey, Evan and Baby Joshua, Parts A & B - Posted on Moodle
3. Graduate Competencies and Year-end Outcomes - Posted on Moodle
4. Grade Descriptors
5. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars - Posted on Moodle
6. Tutorial Assessment Guide (TAG) – Included in Course Syllabus and posted on Moodle
7. Other site-specific resources

CALENDAR DESCRIPTION:

Within the context of primary health care, the focus shifts to restoration, rehabilitation and support of clients experiencing chronic and less acute variances in health. Discussion related to health promotion and disease prevention continues. Intermediate health assessment and nursing skills are introduced. Prerequisites: NURS 1940, NURS 1950,

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the life span. The focus shifts to acute care of individuals within families and support of clients in the community experiencing chronic and less acute variances in health.

CREDIT/CONTACT HOURS: 5(0-6-3), UT, 63 HOURS

DELIVERY MODE(S):

Students will work with tutor through on-site classes [seminar, lab, and fixed resource sessions] to acquire necessary information for NS2900. Course documents and resources will be delivered on-line through GPRC's on – line course management system (Moodle).

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:** Tutor tells the student what to do, about what steps to take.
- Information:** Tutor tells the student specifics about a concept or topic.
- Clarification:** 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:** 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: | Tutor provides positive feedback for correct information and direction provided by the student. |
| Consultation: | The student provides 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 statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year- End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as pertaining to NURS 2900.

1. Demonstrate, with minimal assistance, self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Apply, with minimal assistance, the nursing process and of its components to scenario clients experiencing chronic and less acute variances in health.
3. Demonstrate understanding of the client as individuals and families.
4. Demonstrate increasing knowledge of nursing as a discipline and as a profession.
5. Demonstrate, with minimal assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate increasing knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform intermediate health assessment skills and selected nursing skills.

8. Demonstrate increasing understanding of the concepts of restoration and rehabilitation as applied to clients experiencing chronic and less acute variances in health.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and are able to apply them in other situations.

REQUIRED LEARNING EXPERIENCES:

1. CBL Tutorial
2. Lab Activities

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.**

GRADING CRITERIA:

| 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 |
| F | 0 – 49.9 | 0.0 | Failure |
| WF | 0 | 0.0 | Fail Withdrawal after the deadline |

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.

Note: Refer to the 2012-13 Grande Prairie Regional College Calendar for further details regarding the Grading Policy and Progression Criteria in the Bachelor of Science in Nursing program.

EVALUATIONS:

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 2 outcomes (from 'Graduate Competencies and Year-end Outcomes' document) is required.

EVALUATION COMPONENTS:

Students must complete all components of evaluation in order to pass Nursing 2900 and receive credit for the course with an overall minimum grade of C-. Failure to complete and submit an assignment will result in receiving a mark of zero for that assignment.

| ITEM | VALUE |
|--|--------------|
| 1. Critical Thinking Exercise | 25% |
| 2. Mid-Term Exam | 25% |
| 3. Final Exam | 35% |
| 4. Tutorial Evaluation of Behaviors in CBL | 15% |
| 5. OSCE | Pass or Fail |

EXAMINATIONS: Mid-Term Exam, Final Exam, and OSCE Exam.

1. CRITICAL THINKING EXERCISE (25%)

The purpose of the exercise is to develop critical thinking for nursing practice. This is accomplished by brainstorming a scenario independently and identifying a priority concern for developing a nursing diagnosis. The critical thinking exercise worksheet with instructions will be given at the time of writing. Part 2 is take home and will involve creating a plan of care to address that priority concern. It should be noted that scenarios for the critical thinking exercise may contain new disease processes/pathology.

It is an expectation that students will treat the Critical Thinking Exercise like an exam. There will be no assistance from any tutors for this exercise for either part one or part two.

Critical thinking exercise instructions and grading rubric are in the course syllabus.

- Fall 1 Group:** Part 1: September 21st during FRS.
Part 2: Due September 24th at 0830 hrs.
- Fall 2 Group:** Part 1: November 16th during FRS.
Part 2: Due November 19th at 0830hrs.

2. MID-TERM and FINAL EXAM

Value:

Mid-Term Exam: 25%

Final Exam: 35%

The mid-term and final exam will be comprised of multiple choice and short answer questions. Questions will include pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources. Please refer to your learning packages.

Fall 1 Group:

The Mid-Term Exam is scheduled for Friday September 28 at 0830-0950hrs

The Final Exam is scheduled for Wednesday, Oct. 24th at 0830-1120hrs

Fall 2 Group:

The Mid-Term Exam is scheduled for Friday November 18th at 0830-0950 hrs.

The Final Exam date, time, and place TBA. This Final Exam will be scheduled in the College Wide Exam Period December 19-21 as per the 2012-2013 *Grande Prairie Regional College* calendar.

Note: Please refer to the *Grande Prairie Regional College* calendar 2012-2013 for the Academic Regulations that pertain to Examinations and Examination Procedures.

3. TUTORIAL EVALUATION (15%)

Students will be required to submit daily self-evaluations as well as complete daily peer-evaluations. A formative self-evaluation at midpoint in the course and a summative self-evaluation at the end of the course will be completed and submitted to the tutor.

For each student the tutor will consider input from the individual and peers to arrive at the final grade. By the end of the course the student must consistently demonstrate appropriate behaviors in order to pass.

Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course.

Evaluation of student in tutorial will be based on the TAG which incorporates the Course Objectives, Graduate Competencies, and:

- Content
- Critical Thinking
- Group process
- Communication
- Nursing Practice
- Writing across the curriculum

Final Tutorial Evaluations:

Fall 1 Group: Week of October 17th

Fall 2 Group: Week of December 10th or 17th

4. OSCE (Pass/Fail)

OSCE practice and OSCE Exams are scheduled during regular lab time.

Fall 1 Group:

| | | | |
|----------------|----------------|-----------|-------------|
| OSCE Practice: | October 9 | 1130-1420 | Both groups |
| OSCE Testing: | October 11 | 1130-1420 | Both groups |
| OSCE Retest: | October 16 | 1130-1420 | |
| OSCE Retest: | By appointment | | |

Fall 2 Group:

| | | | |
|----------------|----------------|-----------|-------------|
| OSCE Practice: | December 11 | 1130-1420 | Both groups |
| OSCE Testing: | December 13 | 1130-1420 | Both groups |
| OSCE Retest: | December 18 | 1130-1420 | |
| OSCE Retest: | By appointment | | |

The OSCE to be tested will be **catheterization**. Please see Lab Manual for further information.

Note: In order to receive credit for the NS2900, the student must pass the OSCE Examination. There will be **one test** with a maximum 2 repeat tests in order to achieve a pass.

STUDENT RESPONSIBILITIES:

Nursing Program Policies and Dates:

Please refer to the 2012/2013 Grande Prairie Regional College Calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

Assignment Policy: (See student Handbook)

ALL completed assignments contribute to a student's ability to pass a nursing course. All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor **prior** to the due date and with a date specified for late submissions. If a student submits an assignment electronically, it is their responsibility to ensure it is received in its entirety.

Assignments will only be accepted through e-mail, face-to-face with instructor, and through the nursing office-timed and dated by Nursing Office personnel. Assignments placed in or under an instructor's office door WILL NOT be accepted.

A penalty of one letter 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 scored at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

Labs and OSCE's

Students are expected to wear scrubs to all labs and to OSCE practice and OSCE examinations. You will not be permitted to wear nursing uniforms or nursing scrubs to other classes therefore, a 10 minute allowance will occur at the end of each lab in order to allow time for changing clothes.

Attendance

Attendance at CBL tutorials and labs is expected; absence will jeopardize successful completion of the course.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the 2012-2013 Grande Prairie Regional College Calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

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/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Fall 1 Group: September 5 - October 26, 2012

Fall 2 Group: October 29 – December 18, 2012

TUTORIAL CLASS

Fall 1 Group

| Section | Instructors: | Room: | Dates: | Times: |
|---------|----------------------|-------|---------|-----------|
| A2 | Karen Crosby-Rolston | C316 | Mon/Wed | 0830-1120 |
| B2 | Karen Oostra | A204 | Mon/Wed | 0830-1120 |

Fall 2 Group

| Section | Instructors: | Room: | Dates: | Times: |
|----------------|---------------------|--------------|---------------|---------------|
| C2 | Tamara Van Tassell | L104 | Mon/Wed | 0830-1120 |
| D2 | Sheila Elliott | C316 | Mon/Wed | 0830-1120 |

NURSING FIXED RESOURCE

Fall 1 and 2 Groups

| Section/Instructor: | Room: | Dates: | Times: |
|----------------------------|--------------|---------------|---------------|
| S1/S2/Varies | D308 | Friday | 0830-0950 |

LABS

Fall 1 Group

| Section | Instructors: | Room: | Dates: | Times: |
|----------------|---------------------|--------------|---------------|---------------|
| L1 | Cindy Davidson | H225 | Tuesday | 1130-1420 |
| L2 | Cindy Davidson | H225 | Thursday | 1130-1420 |

Fall 2 Group

| Section/Instructor: | Room: | Dates: | Times: | |
|----------------------------|--------------------|---------------|---------------|-----------|
| L3 | Joan Jacobson | H225 | Tues/ | 1130-1420 |
| L4 | Tamara Van Tassell | | Thurs | |