



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta



NURSING 2900 – Fall II [C2, D2]

2014 – 2015 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Committee, April 2013

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Department of Nursing Education and Health Studies
Course Outline – Fall 2014



NS2900 Nursing in Context B 5(0-6-3), UT, 63 hours, 7 Weeks

GROUP	C2, D2, S2		L3	L4
INSTRUCTOR	Dory Dooley BN, RN, MN (Course Leader)	Louise Rawluk RN, BScN, MN	Louise Rawluk RN, BScN, MN	Joan Jacobson RN, BScN, MN
OFFICE	H227	H230	H230	L221
OFFICE HOURS	Consult individual instructor			
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PREREQUISITE(S)/COREQUISITE: Prerequisites: NS1940 and NS1950.

REQUIRED TEXT/RESOURCE MATERIALS:

REQUIRED RESOURCES

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

REQUIRED TEXTBOOKS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author.

Austin, W., & Boyd, M. A. (2014). *Psychiatric and mental health nursing for Canadian practice*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins. [available October 2014]. *Textbook will be swapped once available.*

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

Chow. (2013). *Canadian essentials of maternity and pediatrics nursing*. Philadelphia: Lippincott, Williams, & Wilkins.

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.

Hazard Vallerand, A., Sanoski, C.A., & Hopfer Deglin, J. (2013). *Davis's drug guide for nurses* (4th ed.). Philadelphia, PA: F.A. Davis Company. **Supplemented with Credible website i.e. eCPS or app. Med decks are not acceptable.**

Lewis, S. M., Heitkemper, M., Dirksen, S. R., Barry, M., Goldworthy, S., & Goodridge, D. (2014). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (3rd 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., Astle, B. J., & Duggleby, W. (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON: Elsevier Mosby.

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.

Stephen, T. C., Skillen, D.L., Day, R.A., & Jenson, S. (2012). *Laboratory manual for Canadian Jensen's nursing health assessment: A best practice approach*. Philadelphia: Lippincott, Williams & Wilkins

Sylvestri, L. A., (2014). *Saunders comprehensive review for the NCLEX-RN examination* (6th ed.). St. Louis, MO: Elsevier Saunders.

Van Leeuwen, A.M., Poelhuis-Leth, & D.J., Bladh, M.L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications* (5th ed.). Philadelphia, PA: F.A. Davis Company.

Venes, D. (2013). *Taber's cyclopedic medical dictionary*. (22nd ed.). Philadelphia, PA: F.A. Davis Company.

OPTIONAL TEXTBOOKS

Doenges, M. E., & Moorhouse, M. F., & Murr. (2013). *Nurse's pocket guide, diagnosis, prioritized interventions and rationales* (13th ed.). Philadelphia, P.A.: F. A. Davis.

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

CALENDAR DESCRIPTION:

NS2900 5 (0-6-3) UT 63 Hours 7 Weeks

Nursing in Context B

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. Pre-requisites and co-requisites are site specific and adhere to course sequences specified in respective university calendars.

CREDIT/CONTACT HOURS: LEC: 0 SEM: 6 LAB: 3

NS2900 consists of 6 hours of seminar, 3 hours of lab, and 1 hour and 20 minutes of Fixed Resource Sessions each week.

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).

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.

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: 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) 2013-2014*. Attention must be given to the competencies that are identified as pertaining to NURS 290.

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.

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

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.

****Note:** Refer to the 2014-15 Grande Prairie Regional College Calendar for further details regarding the Grading Policy and Progression Criteria in the Bachelor of Science in Nursing program.

EVALUATIONS:**REQUIRED EVALUATION**

1. Evaluation of student behaviour in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. Evaluation strategies consistent with the *Evaluation Strategies Handbook* and congruent with Year-end outcomes (from 'Graduate Competencies and Year-end Outcomes' document) are required.

Evaluation Components

In order to pass Nursing 2900 students must receive 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.	Mid-Term Exam	25%
	Final Exam	35%
2.	Poster	30%
3.	OSCE	Pass or Fail
4.	Tutorial Evaluation of Behaviors in CBL (TAG)	10%

1. 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.

The Mid-Term Exam is scheduled for Friday November 21st at 0830-0950hrs in Room A211. The Final Exam is scheduled in the GPRC Final Exam Period [December 13 - 19, 2014] as per the GPRC Final Exam Policy. Date: December 15th. Time: 1130-1430. Location: Gym.

Note: Please refer to the Grande Prairie Regional College Calendar 2014-2015 for the Academic Regulations that pertain to Examinations and Examination Procedures.

2. ASSIGNMENT: CULTURAL COMPETENCE POSTER (30%)

Students will create a Cultural Competence Poster according to APA (6th edition) format. Please refer to Course Syllabus for further information.

Due: November 18th at 1130hrs by e-mail to your instructor.

3. OSCE (Pass/Fail)

OSCE Testing is scheduled during regular lab time. Refer to Course calendar for specific dates and times.

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

***** In order to receive credit for NS2900, the student must pass the OSCE *****

If the student is unsuccessful in passing the OSCE after a total of 3 attempts; the student will receive a course failure.

4. Tutorial Evaluation (10%)

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 will be completed by the instructor and will be sent to you by e-mail.

EXAMINATIONS:

Mid-Term Exam, Final Exam, and OSCE.

STUDENT RESPONSIBILITIES:

Nursing Program Policies and Dates:

Please refer to the 2014/15 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 date, time, and place they are due as specified by the individual instructor. Extensions on assignments may be granted and must be negotiated with the instructor **prior** to the due date and with a date and time specified for late submissions. If a student submits an assignment electronically, it is their responsibility to ensure it is received in its entirety by the instructor.

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 alpha grade for each calendar day (24 hours) that an assignment is submitted after the due date and time will be deducted from the final mark. Every subsequent 24-hours elapsed will result in the deduction of an additional alpha grade. For example: A late assignment due on Friday at 0830hrs must be received no later than Saturday at 0830hrs to have only one alpha grade deducted. An assignment graded at (B+) would receive an adjusted grade of (B) if handed in one calendar day late.

Please refer to the **Assignment Submission Policy** and **Late Assignment Policy** at:
<http://moodle.gprc.ab.ca/course/view.php?id=3830>

Labs and OSCE's

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

Attendance

Attendance at CBL tutorials, labs and OSCE's is mandatory; absence will jeopardize successful completion of the course.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the 2014/15 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 Grande Prairie Regional College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies/>

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

COURSE SCHEDULE/TENTATIVE TIMELINE:**October 27 – December 12, 2014****TUTORIAL CLASS**

Section	Instructor	Room	Dates	Times
C2	Dory Dooley	F309	Tues/Thurs	1130-1420
D2	Louise Rawluk	A209	Tues/Thurs	1130-1420

NURSING FIXED RESOURCE

Section/Instructor	Room	Dates	Times
S2/Varies	A211	Friday	0830-0950

LABS

Section	Instructor	Room	Dates	Times
L3	Louise Rawluk	J131	Monday	0830-1120
L4	Joan Jacobson	J131	Wednesday	0830-1120