



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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



**Department of Nursing Education and Health Studies**

**NURSING 2900 – Fall 1 [A2, B2]**

**2015 – 2016 COURSE OUTLINE**

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Committee, April 2013

©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 2013

Copyright © 2009, Grande Prairie Regional College and its licensors.



**Department of Nursing Education and Health Studies**  
**Course Outline – Fall 2015**



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

<b>Course Leaders:</b>	<b>Office:</b>	<b>Email:</b>	<b>Phone:</b>
Bonny Townsend RN, MSN	J223	<a href="mailto:btownsend@gprc.ab.ca">btownsend@gprc.ab.ca</a>	780-539-2213
Karen Oostra RN, MSN	H205	<a href="mailto:koostra@gprc.ab.ca">koostra@gprc.ab.ca</a>	780-539-2449
<b>Tutorial Instructors:</b>			
Bonny Townsend RN, MSN	J223	<a href="mailto:btownsend@gprc.ab.ca">btownsend@gprc.ab.ca</a>	780-539-2213
Karen Oostra RN, MSN	H205	<a href="mailto:koostra@gprc.ab.ca">koostra@gprc.ab.ca</a>	780-539-2449
<b>Lab Instructors:</b>			
Deena Honan RN, MSN	H208	<a href="mailto:dhonan@gprc.ab.ca">dhonan@gprc.ab.ca</a>	780-539-2752
Wendy McMillan RN, MN	J208	<a href="mailto:wmcmillan@gprc.ab.ca">wmcmillan@gprc.ab.ca</a>	780-539-2784
Tamara VanTassell RN, MN	H231	<a href="mailto:tvantassell@gprc.ab.ca">tvantassell@gprc.ab.ca</a>	780-539-2798
Susan Moodie RN, MN	H204	<a href="mailto:smoodie@gprc.ab.ca">smoodie@gprc.ab.ca</a>	780-539-2019

*See individual instructor for specific office hours. Extra meetings may be scheduled as needed.*

**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* (6<sup>th</sup> ed., 3<sup>rd</sup> printing). Washington, DC: Author.

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

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.

Chow, J., Ateah, C.A., Scott, S.D., Scott Ricci, S., & Kyle, T. (2012). *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* (6<sup>th</sup> ed.). Philadelphia, P.A.: F. A. Davis

Doenges, M. E., & Moorhouse, M. F., & Murr (2013). *Nurse's Pocket Guide, Diagnosis, Prioritized Interventions and Rationales* (13<sup>th</sup> ed.). Philadelphia, P.A.: F. A. Davis

Sold as a Bundle\*

\* Hazard Vallerand, A., Sanoski, C.A., & Hopfer Deglin, J. (2013). *Davis's Drug Guide for Nurses* (4th ed). Philadelphia, PA: F.A. Davis Company.

\* Van Leeuwen, A.M., Poelhuis-Leth, & D.J., Bladh, M.L. (2013). *Davis's Comprehensive Handbook of Laboratory Diagnostic Tests with Nursing Implications* (5<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis Company.

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

**AND supplement with** Credible website i.e. eCPS or app. Med decks are not acceptable.

McCance, K. L., & Huether, S. E. (2015). *Pathophysiology: The biologic basis for disease in adults and children* (7<sup>th</sup> ed.). St. Louis: Mosby.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., & Wood, M. J. (2014). *Canadian fundamentals of nursing* (5<sup>th</sup> ed. revised reprint). 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.

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

## 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) 2014-2015*. 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.

**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.”

Please refer to Alberta Transfer guide for current transfer agreements:

[www.transferalberta.ca](http://www.transferalberta.ca)

**\*\* 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.

<b>GRADING CONVERSION CHART</b>			
<b>ALPHA GRADE</b>	<b>PERCENTAGE CONVERSION (%)</b>	<b>4-POINT EQUIVALENT</b>	<b>DESCRIPTOR</b>
<b>A+</b>	90 – 100	4.0	Excellent
<b>A</b>	85 – 89.9	4.0	
<b>A-</b>	80 – 84.9	3.7	Very Good First Class Standing
<b>B+</b>	77 – 79.9	3.3	
<b>B</b>	73 – 76.9	3.0	Good
<b>B-</b>	70 – 72.9	2.7	
<b>C+</b>	67 – 69.9	2.3	Satisfactory
<b>C</b>	63 – 66.9	2.0	
<b>C-</b>	60 – 62.9	1.7	
<b>D+</b>	55 – 59.9	1.3	Poor
<b>D</b>	50 – 54.9	1.0	Minimal Pass
<b>F</b>	0 – 49.9	0.0	Failure
<b>WF</b>	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 2015-16 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.	Scholarly Assignment (Ethics Paper)	25%
3.	OSCE	Pass or Fail
4.	TAG	15%

## 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 Tuesday, September 22 at 1130 – 1420 in Room TBA.**

**The Final Exam is scheduled for Tuesday, October 20 at 1130-1420 in Room TBA.**

**Note: Please refer to the Grande Prairie Regional College Calendar 2015-2016 for the Academic Regulations that pertain to Examinations and Examination Procedures.**

## 2. SCHOLARLY ASSIGNMENT: ETHICS PAPER (25%)

Students will write a 1500-2000 word (6 - 8 pages) scholarly paper according to APA (6<sup>th</sup> edition) format. The student will identify and describe an ethical issue or dilemma associated with one of the case scenarios. Utilize appropriate scholarly literature to support your position. *Please refer to Course Syllabus for further information.*

**Due: Friday, October 2nd at 0830 as an electronic submission to your instructor.**

## 3. OSCE (Pass/Fail)

OSCE Practice and OSCE Testing is scheduled during regular lab time.

OSCE Testing:

Monday, October 5<sup>th</sup>, 0830 – 1100 **and**

Wednesday, October 7<sup>th</sup>, 0830 - 1300

(see sign up sheet)

OSCE Retests Wednesday, October 14<sup>th</sup>, 0830 - 1120

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 3 attempts; the student will receive a course failure.**

#### **4. 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: Week of October 19<sup>th</sup>.**

#### **EXAMINATIONS:**

Mid-Term Exam, Final Exam, and OSCE.

## **STUDENT RESPONSIBILITIES:**

### **Nursing Program Policies and Dates:**

Please refer to the 2015/16 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. Refer to the College Policy on Student Rights and Responsibilities at [www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES](http://www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES)

### **Withdrawal Date:**

Last date to withdraw with permission: October 1<sup>st</sup>, 2015

### **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](http://moodle.gprc.ab.ca/course/view.php?id=3830) and [Late Assignment Policy](http://moodle.gprc.ab.ca/course/view.php?id=3830) at: <http://moodle.gprc.ab.ca/course/view.php?id=3830>

### **Labs and OSCE's**

Students are expected to wear scrubs or lab coats to OSCE practice and OSCE examinations. You will not be permitted to wear nursing uniforms/scrubs to other classes, you must change out of your scrubs after the lab.

### **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 2015/16 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 College Student Misconduct: Academic and Non-academic Policy at [www.gprc.ab.ca/d/STUDENTMISCONDUCT](http://www.gprc.ab.ca/d/STUDENTMISCONDUCT)

**\*\*Note: all Academic and Administrative policies are available at [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)**

**COURSE SCHEDULE/TENTATIVE TIMELINE:****September 2 - October 23, 2015****TUTORIAL CLASS**

<b>Section</b>	<b>Instructor</b>	<b>Room</b>	<b>Dates</b>	<b>Times</b>
A2	Bonny Townsend	F309	Tues/Thurs	1130-1420
B2	Karen Oostra	A209	Tues/Thurs	1130-1420

**NURSING FIXED RESOURCE**

<b>Section/Instructor</b>	<b>Room</b>	<b>Dates</b>	<b>Times</b>
S1/Varies	A210	Friday	0830-0950

**LABS**

<b>Section</b>	<b>Instructor</b>	<b>Room</b>	<b>Dates</b>	<b>Times</b>
L1	Deena Honan	J131	Monday	0830-1120
L1	Susan Moodie	J131	Monday	0830-1120
L2	Tamara VanTassell	J131	Wednesday	0830-1120
L2	Wendy McMillan	J131	Wednesday	0830-1120