



University of Alberta

Collaborative BScN Program

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

NURSING 2910
Winter 2 Sections BC1 & BC2
2011 – 2012 COURSE OUTLINE
February 27th-April 13th, 2012

INSTRUCTORS:

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Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2010

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Approved: May 2010

Nursing 2910 Course Outline

CALENDAR STATEMENT:

NURS 2910 Nursing Practice III *7 (fi 14) (either term, 3-25c-3 in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centres and continuing care agencies. Prerequisites: NURS 1900, 1910, 1940, 1950. Pre- or corequisite: NURS 2900.

COURSE HOURS: LEC: 0 SEM: 21 CLINICAL: 175 LAB: 21

COURSE DESCRIPTION:

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. Examples include medical/surgical units, day or short stay surgery, sub-acute units, continuing care or rehabilitation units.

WITHDRAWAL DATES:

Last day to withdraw with a refund: March 12th, 2012

Last day to withdraw with permission: March 27th, 2012

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: Clinical tutor tells the student what to do, about what steps to take.

Information: Clinical tutor tells the student specifics about a concept or topic.

Clarification: Clinical 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: Clinical 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: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical 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 statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to NURS 2910.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 2 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
 - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
 2. Demonstrate, with assistance or minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.
 3. Demonstrate, with assistance or minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients experiencing chronic or less acute variances in health across the life span in primary-level acute centres and continuing care agencies.
 4. Demonstrate, with minimal assistance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
 5. Demonstrate, with minimal assistance the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community.
 6. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
 7. Demonstrate the ability to integrate knowledge into clinical practice.

REQUIRED RESOURCES

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
3. Graduate Competencies and Year-end Outcomes
4. Grade Descriptors
5. CNA Code of Ethics

RECOMMENDED RESOURCES

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

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.

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins **OR** 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. (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. revised print.). Toronto, ON: Elsevier Mosby.

Laboratory Tests and Diagnostic Procedures Book

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 2910, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences:

1. During this course, students will have a continuous experience in an institutional setting that includes nursing practice with adults or children experiencing chronic or less acute variances in health.
2. Where the clinical setting allows, students will co-ordinate care for 2 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then co-ordinate care for 1-2 clients. The emphasis should be on learning depth and breadth and client safety.
3. Participate in site-selected activities (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').

4. Participate in a follow-through experience with a client having a medical or surgical procedure in the clinical setting.
5. Use the Orem nursing model to perform a client assessment appropriate to the clinical setting.
6. Participate in client education.
7. Collaborate with clients, family, nurses and members of other disciplines.

Seminar:

Seminars are every Friday 0830-1120, room B302, and will be combined with the other NS 2910 group. Seminar topics will be discussed and how they relate to clinical practice.

Lab:

Students will participate in the following labs which will be completed at the beginning during orientation:

1. IV meds (continuous, intermittent).
2. IV Saline Locks and Pumps and push meds
3. IM/SC/ID injections; mixing insulin
4. General Survey & Assessment of Clients on Medical Unit or Surgical Unit.
5. Charting and Documentation

REQUIRED EVALUATION

Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.

1. ENP plus the Orem care plan and two reflective journals.
 - To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

2. Evaluation of student's clinical performance:

A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor.

This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

EVALUATION CRITERIA

Grading Criteria for Nursing Courses:

Alpha Grade	4 Point Equivalent	Descriptor
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First Class Standing*
B+	3.3	First Class Standing*
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory

Passing Grades in Nursing Courses

Failing Grades in Nursing Courses

Alpha Grade	4 Point Equivalent	Descriptor
D+	1.3	Poor/Minimal Pass
D	1.0	Poor/Minimal Pass
F	0.0	Failure

*Very Good/Above Average is an alternate descriptor for First Class Standing.

POLICIES

PROFESSIONAL DRESS:

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place.

*****All students will wear a Grande Prairie Regional College picture ID.**

LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course syllabus, or as otherwise negotiated with the instructor.
- Extensions of the time specified for submission may be granted in case of illness or extenuating circumstances. Extensions must be negotiated with the instructor prior to the required submission time and date.

A penalty will be imposed for all late assignments and course evaluation strategies. If the instructor is unable to open electronic copy of an assignment on the due date, the assignment will be considered late. One Letter Grade per class day will be deducted from the total value of the assignment for each class day the assignment is late. For example, an assignment valued at B+ and handed in one class day late, will be valued at a B.

PLAGIARISM AND CHEATING:

Please refer to the GPRC policy on plagiarism and cheating.

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

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services: <http://www.gprc.ab.ca/students/disabilities/index.html>