



Department of Nursing Education & Health Studies

Course Outline – Nursing 2910 Winter 2 (Section BC1 & BC2) (February 28th – April 15th, 2011)

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Originally developed by the Clinical Experience Development Committee
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Approved: May 2010

Prerequisite(s) / Co-requisite:

NS1900, NS1910, NS1940, NS1950.

Resource Materials: U of A Collaborative BScN Program Documents

1. Working Definitions (On Moodle)
2. Graduate Competencies and Year End Outcomes - (on Moodle)
3. Evaluation of Nursing Practice (ENP) – (on Moodle)
4. Orem Care Plan Worksheets - (on Moodle)
5. Schedule of Two Months – (On Moodle)

Recommended Text(s) / Resource Materials:

1. Ackley, B. J., & Ladwig, G. B. (2010). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.
2. Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby
3. Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian edition). Toronto: Thomson Nelson.
4. 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.
5. Marriner Tomey, A. & Raile Alligood, M. (2010). *Nursing theorists and their work* (7th ed.). St. Louis: Mosby.
6. McCance, K. L., & Huether, S. E. (2010). *Pathophysiology: The biologic basis for disease in adults and children* (6th ed.). St. Louis: Mosby.
7. Perry, A.G., & Potter, P.A. (2010). *Clinical Nursing Skills and Techniques* (7th ed.). St. Louis: Mosby.
8. Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto, Ontario: Elsevier Mosby.
9. Medication Drug Guide
10. Laboratory Tests and Diagnostic Procedures

Calendar Description:

NURS 2910 Nursing Practice III *7 (fi 14) (either term, 0-3s-28c 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 centers and continuing care agencies.

Credit/Contact Hours:

Lec: 0 Sem: 21 Lab: 21 Clinical: 175

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.

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.

Overarching Statement

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. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with the following documents (located on Moodle):

- 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 Learning Experiences:

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

1. During this course, students will have a continuous experience on a medical or surgical unit that includes nursing practice with adults experiencing chronic or less acute variances in health.
2. Where the clinical setting allows, students will coordinate safe care for a minimum of 2 clients by the end of the clinical experience.
3. Participate in site selected lab and seminar activities. (See Lab maps)
4. Use the Orem nursing model to perform a client assessment appropriate to the clinical setting.
5. Participate in client education.
6. Collaborate with clients, family, nurses and members of other disciplines.

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.

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

<p>ENP (Evaluation of Nursing Practice)</p>	
<p>Students must pass the ENP in order to pass the course. If a student receives an “F” in any one area of the ENP criteria it constitutes a clinical failure. If a student does not pass the ENP he/she will obtain an overall grade of no greater than “D” in the course.</p>	
<p>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, seminar and journal entries.</p>	<p>80 %</p>
<p>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.</p>	
<p>Application of the OREM Nursing Theory/Model in a Nursing Care Plan.</p>	
<p>Students will develop a nursing care plan that applies a nursing theory/model for a client with chronic or less acute variances in health. This is a two part assignment which includes plans for care while the client is in the institution and a written narrative in APA format describing the application of the care plan to the patient by you, the nurse.</p> <p style="text-align: center;">The assignment has two parts: A: Care Plan B: Written Narrative</p> <p><u>Note:</u> Full directions on the requirements for this assignment are available in the Course Syllabus.</p>	<p>20 %</p>
	<p>100 %</p>

Assignment Policy

It is expected that ALL assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one alpha grade for each working day that an assignment is submitted after the due date will be deducted from the final mark of the assignment. For example, an assignment marked at a B+ would receive an adjusted grade of B if handed in one day late. Late assignments passed into the Nursing Office are due by 0830 and must be verified (stamped with date and time) by nursing office personnel. If students submit assignment electronically, the student is responsible to determine that the assignment has been received.

Please check with your clinical instructor for issues related to your specific clinical assignments.

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.

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 2010-2011 Grande Prairie Regional College calendar for further details regarding the grading policy and progression criteria in the Bachelor of Science in Nursing Program.

Student Responsibilities:

Attendance

Students are expected to be punctual during their clinical experience in the agency. Attendance and participation is expected of all students in all seminars, labs, and clinical days. If you must be absent from a scheduled activity in the clinical agency, the student must contact the agency directly and also inform the instructor.

If a student misses his/her off unit experience day (s) due to illness, it is their responsibility to make arrangements to make up that day in consultation with the instructor.

A student who is absent for more than two (2) clinical days in one clinical nursing course may need to make up the lost time before being allowed to continue in the program.

Professional Dress

Students are expected to abide by the dress code of the particular agency. It is expected that all students will wear a GPRC name tag at all times, including clinical areas where you may be observing (i.e. OR, RR, PAC, ICU, ER, dialysis and the Cancer Clinic).

Plagiarism And Cheating

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

Course Schedule / Tentative Timeline: Feb 28 th – Apr 15 th , 2011		Time	Room #
Clinical Schedule:	Each student will have their own clinical schedule prior to the start of the course.		
Seminar Schedule:	Fridays (Mar 4, 11, 18, 25, Apr 1, 8, 15)	0830 - 1120	H223
Important Dates:	February 28 th	Course Orientation	0900 – 1200 J227
	March 1 st	Lab (wear your scrubs)	0900 - 1200 H225
	March 2 nd	Hospital Orientation	0900 – 1200 04S or 05S
	March 3 rd	Clinical Day	
	March 25 th	Journal # 1 due	0830 **
	April 1 st	PIP Presentations	0830
	April 5 th	Orem Nursing Care Plan due	
	April 8 th	PIP Presentations	0830
	April 11 th	ENP self evaluations due	**
April 15 th	Clinical Evaluations	TBA	
** Please check with your individual instructor about how to submit assignments **			