



**UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

**NURSING 2910**  
**2014 – 2015 COURSE OUTLINE**  
**September 4th, 2014 to October 24th, 2014**

**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, and MMI 1330. 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.

### 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) 2013-2014*. 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 2013-2014*. 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 2013-2014*.
  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.

Note: Up to three "site specific" objectives related to the clinical settings and/or characteristics of the program location (Edmonton, Fort McMurray, Grande-Prairie, or Red Deer), may be added. This is not a requirement; it is an opportunity for creativity. Such site specific objectives do not require CDC approval but should be approved by the site.

## **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. Other site-specific resources

## **REQUIRED RESOURCES**

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

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

Karch, A. M. (2013). 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. (2014). Medical-Surgical Nursing in Canada: Assessment and management of clinical problems (3rd ed.). St. Louis: Mosby.

e-dose software that can be purchased from the bookstore

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

Ross-Kerr, J.C., & Wood, M.J., Astle, B., & Duggleby, W. (2014). Canadian fundamentals of nursing (4<sup>th</sup> ed. revised print.). 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

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

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.

Venes, D. (2013). Taber's Cyclopedic Medical Dictionary. (22nd ed).

## **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 A209 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.

- ENP plus the Orem care plan and one 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.

**GRADING CRITERIA:**

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

<p><b>Orem Care Plan Assignment</b></p> <p>The Self-Care Deficit Nursing Theory, also known as the <u>Orem Model of Nursing</u> is used as a basis for assessment and development of a nursing care plan. The central philosophy of the Self-Care Deficit Nursing Theory is that all patients want to care for themselves, and they are able to recover more quickly and holistically by performing their own self-care as much as they're able.</p> <p>Students will choose a client from the clinical setting and provide a detailed description of the nursing process and the plan that was implemented through the application of Dorothy Orem's Model of nursing care.</p> <p><b>Note: Full directions on the requirements for this assignment are available in the Course Syllabus.</b></p>	<p><b>20 %</b></p>
<p><b>Evaluation of Nursing Practice (ENP)</b></p> <p><b>Students must pass the ENP in order to pass the course.</b></p> <p>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 transformative learning, it is recommended that client preparation, reflective practice, nursing care and case scenarios be evaluated through discussion during the clinical day and seminar. This will be facilitated through the student submitting and discussing two reflective practice journals. Each student will have the opportunity to discuss their journal in seminar.</p> <p><b>A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor.</b> 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 posted on Moodle.</p>	<p><b>80 %</b></p>
	<p><b>100 %</b></p>

## 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 instructor. Grading Criteria for Nursing Courses:

### Grading Criteria for Nursing Courses:

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

#### Passing Grades in Nursing Courses

#### Failing Grades in Nursing Courses

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

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

**\*\*NOTE\*\*** 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. Refer to the 2013-2014 Grande Prairie Regional College Calendar for further details regarding the grading policy and progression criteria in the Bachelor of Science in Nursing Program. \*\*

## **POLICIES**

**STUDENT RESPONSIBILITIES:** (See pages 44-46 in the 2013-2014 College Calendar titled: Student Conduct)

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### **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 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>

**Department of Nursing Education and Health Studies Policies can be located in Moodle through:**

<http://moodle.gprc.ab.ca/course/view.php?id=3830>