

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – NURSING 2940

WINTER II (Section C3 & D3)

(March 4th – April 19th, 2013)

COURSE LEADER:	Louise Rawluk, RN, BScN, MN			
INSTRUCTOR(S):	TUTORIAL	TUTORIAL	LAB	LAB
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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

CALENDAR STATEMENT:

NURS 2940 - Nursing In Context B1: * 5 (0-6-3) UT in 7 weeks.

This course is a continuation of NS2900 with increasing situational complexity.

PREREQUISITE(S) / COREQUISITE:

NS 2900, NS2910 or NS2950

REQUIRED TEXT(S) / RESOURCE MATERIALS:**REQUIRED RESOURCES: (Posted on Moodle)**

GPRC Course Documents & UofA Collaborative BScN Program Documents

1. Course Outline & Syllabus
2. Learning Packages: Pierre DuPont, Nik Papadopoulous, Janet, Mr. Woo, & Rebecca
3. Tutorial Assessment Guide (TAG)
4. Lab Manual
5. Working Definitions
6. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
7. Graduate Competencies and Year-End Outcomes 2012-2013
8. Grade Descriptors
9. Other site-specific resources & other references as needed

REQUIRED TEXTBOOKS:

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

Austin, W., & Boyd, M. A. (2010). *Psychiatric and mental health nursing for Canadian practice*. (2nd ed). Philadelphia: Lippincott Williams & Wilkins.

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

OR

Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby.

Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian ed. revised reprint). Toronto, ON: Thomson Nelson.

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins. [updates yearly] 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 reprint). Toronto, ON: Elsevier Mosby.

RECOMMENDED TEXTBOOKS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author. OR Credible APA software equivalent i.e. <http://www.perrla.com/APADetails.aspx>

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of rehabilitation, restoration and support of clients experiencing chronic and less acute variances in health with increasing situational complexity.

CREDIT / CONTACT HOURS:

LEC: 9 SEM: 36 LAB: 18

NS2940 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 NS2940. Course documents and resources will be delivered on-line through GPRC's on-line management system (Moodle).

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 the document *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012-2013*. Attention must be given to the competencies that are identified as being relevant to NURS 2940.

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 an increased knowledge of nursing as a discipline and as a profession.
4. Demonstrate, with minimal assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
5. Demonstrate, in increasingly situational complexity, knowledge of primary health care, health promotion, and disease prevention across the lifespan in clients experiencing chronic and acute variances in health.
6. Demonstrate understanding and the ability to perform intermediate health assessment skills and selected nursing skills
7. Demonstrate an increasing understanding of the concepts of restoration and rehabilitation as applied to clients experiencing chronic and acute variances in health with increased situational complexity.
8. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
9. Integrate the knowledge and skills acquired in all learning settings 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:

In order to pass NURS 2940 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.

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 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

****NOTE****

Students may receive a grade of D or D+ on an assignment, but must have an overall grade of C- to achieve a passing grade in a nursing course.

Please refer to the 2012-2013 GPRC Academic calendar for further details regarding the grading policy and progression criteria in the Bachelor of Science in Nursing Program.

REQUIRED LEARNING EXPERIENCES:

There are three components that make up every tutorial course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated. Absences in any of the organized activities will affect student performance and grades achieved.

1. CBL Tutorial

In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self Evaluation of Performance in Tutorial form.

2. Lab Activities

In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience. Please refer to the NS 1900 Lab Section on Moodle for more information regarding labs.

RECOMMENDED LEARNING EXPERIENCES:

1. Nursing Fixed Resource Sessions (FRS)

FRS includes additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions are testable material. Attendance in fixed resource sessions is highly recommended.

REQUIRED EVALUATION:

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 2 outcomes (derived from the Graduate Competencies & Year End Outcomes' 2012-2013 documents) is required.

EVALUATION ITEM	VALUE
1. Midterm Exam	20 %
2. Scholarly Assignment	30 %
3. Final Exam	35 %
4. Tutorial Evaluation Guide (TAG)	15 %
5. OSCE	Pass / Fail
TOTAL	100 %

MIDTERM EXAM:

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the Pierre DuPont and Nik Papadopoulos Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

FINAL EXAM:

The final exam will be comprised of multiple choice and short answer questions on content covered in the Janet, Mr. Woo, and Rebecca Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

Please refer to the Examination Policies located in your Student Handbook and in the 2012-2013 Grande Prairie Regional College Calendar.

SCHOLARLY ASSIGNMENT:

Students will write a 1500-2000 word (6 - 8 pages) scholarly paper according to APA (6th 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.*

TUTORIAL EVALUATION:

Attendance at all CBL tutorials and labs is expected; absence will jeopardize successful completion of the course.

Students will be required to submit self-evaluations as well as complete peer-evaluations at the end of each scenario. 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.

Evaluation of students in tutorial will be based on the TAG which includes: Course Objectives, Graduate Competencies, course content, critical thinking, group process, communication, nursing practice, and writing across the curriculum.

LABS & OSCE'S:

Students are expected to wear scrubs to all labs and OSCE's. You will not be permitted to wear scrubs to other classes. A 10 minute allowance will occur at the end of the lab to allow time for changing clothes.

OSCE's to be tested will be chosen by the lab and tutorial instructors. Please see Lab Manual for further information. OSCEs are pass/fail. In order to pass NS2940, the student will be required to pass the OSCE. A total of 3 attempts to pass an OSCE are permitted. The 3 attempts include the initial OSCE test (scheduled on April 18, 2013) and no more than 2 OSCE re-tests. All OSCE Re-testing must be completed within one week of the initial testing date (scheduled on April 18, 2013) in order to receive a pass in NS2940. If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.

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**** NOTE:** Please see the Course Syllabus for more information on each evaluation. Also, refer to the Examination Policies on the GPRC website <http://www.gprc.ab.ca/about/administration/policies/> as well as pages 7 & 8 in the 2012-2013 Nursing Student Handbook.**

STUDENT RESPONSIBILITIES:

ACADEMIC POLICIES:

Please refer to the 2012-2013 GPRC Academic Calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

2012-2013 GPRC Academic Calendar: <http://www.gprc.ab.ca/programs/calendar/>

GPRC Academic & Administrative Policies: <http://www.gprc.ab.ca/about/administration/policies/>

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, mental, or physical health are advised to discuss their needs with Student Services Special Needs Councilor through GPRC Student Services (780) 529 2944, as soon as possible.

PLAGIARISM AND CHEATING POLICY:

Please refer to the 2012-2013 GPRC Academic Calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. Students are expected to be familiar with the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies.

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 calendar 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 are due 24-hours after the original specified due date and time. Late assignments passed into the Nursing Office are due 24-hours by 0830 and must be verified (stamped with date and time) by nursing office personnel.

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. If students submit an assignment electronically, the student is responsible to determine that the assignment has been received.

Please check with your individual instructor about how to submit assignments.

COURSE SCHEDULE / TENTATIVE TIMELINE:

WINTER I: JANUARY 7 TH – MARCH 1 ST , 2013		TIME	ROOM #
TUTORIAL SCHEDULE:	Mondays & Wednesdays	0830 - 1120	E301 / J131
	March 4	Orientation	0830 - 0930
	March 4	Tutorial - Group	0930– 1120 B301 / J131
	March 21	<i>~ Last Day to Drop Course for Refund ~</i>	
	March 22	Exam # 1 – Midterm Exam	0830 B303
	April 1	<i>~ Last Day to Withdrawal with Permission ~</i>	
	April 8	Scholarly Assignment Due	0830 *Check w/ Tutor*
	April ?	TAG Self-Evaluations Due	0830 *Check w/ Tutor*
	April 22	Exam # 2 - Final Exam	0800-1100 B206
	April 16	OSCE Practice	1130 – 1420 H225
	April 18	OSCE Testing	<i>Schedule to be posted</i>

	April 19	OSCE Re-testing	1130 – 1420	H225
	April 23 - 26	Final Evaluations	<i>To be booked with individual tutors</i>	