



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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



NURSING 2940 – Winter 1 [A3, B3] and Winter 2 [C3, D3]

2010 - 2011 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

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Approved: May 2010

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**Department of Nursing Education and Health Studies
Course Outline – Winter 2011**

NS2940 Nursing in context B 5(0-6-3), UT, 63 hours, 7 weeks



GROUP	Winter 1 Group A A3, B3		
INSTRUCTOR	Tina Haayer RN, BScN	Karen Crosby-Rolston BA, BN, RN	Bonnie Hessler RN, BScN [Course Leader] [Lab]
OFFICE	H213	H214	H228
PHONE	780-539-2955	780-539-2019	780-539-2757
E-MAIL	thaayer@gprc.ab.ca	kcrosbyrolston@gprc.ab.ca	bhessler@gprc.ab.ca
OFFICE HOURS	Consult individual instructors		

GROUP	WINTER 2 Group B C3, D3		
INSTRUCTOR	Tamara Van Tassell RN, BScN, MN [Course leader]	Karen Oostra RN, BSc, BN	Linda Duval-Richard RN, BScN, MN [Lab]
OFFICE	H205	H218	H202
PHONE	780-539-2798	780-539-2449	780-539-2714
EMAIL	tvantassell@gprc.ab.ca	koostra@gprc.ab.ca	lduval@gprc.ab.ca
OFFICE HOURS	Consult individual instructors		

PREREQUISITE(S)/COREQUISITE: NS 2900 (NS2910 or NS2950)

REQUIRED TEXT/RESOURCE MATERIALS

REQUIRED RESOURCES – (Posted on Moodle)

1. Core Concept Map: NURS 2940

2. Working Definitions
3. Learning Packages: Adam, Mr. Tran, Norman, Rebecca and Janet
4. Guidelines for Professional Paper and Grading Criteria
5. Graduate Competencies and Year-end Outcomes
6. Grade Descriptors
7. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
8. Tutorial Assessment Guide (TAG)
9. Lab Manual
10. Other site-specific resources

REQUIRED TEXTBOOKS

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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

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

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.). Toronto: Thomson Nelson

Lewis, S.M., Heitkemper, M.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.

Marriner Tomey, A. & Raile Alligood, M. (2010). *Nursing theorists and their work* (7th 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.). St.Louis: Mosby.

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

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 (from Graduate Competencies & Year End Outcomes document).

CALENDAR DESCRIPTION:

NS2940 5 (0-6-3) UT 63 Hours 7 Weeks

Nursing in Context B1

A continuation of NS2900 with increasing situational complexity.

CREDIT/CONTACT HOURS: LEC: 0 SEM: 42 LAB: 21

NS2940 consists of 6 hours of seminar, 3 hours of lab and 1 hour and 50 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 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.

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 student what to do, about steps to take

Information: clinical tutor tells student specifics about a concept, 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. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: clinical tutor provides student with a cue that the 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: student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: indicates that input is provided by clinical tutor 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) 2010-2011*. Attention must be given to the competencies that are identified as pertaining 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 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.”

**** 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 Nursing 2940 students must receive an overall minimum grade of C-. Failure to complete and submit and submit an assignment will result in receiving a mark of zero for that assignment.

ITEM	VALUE
1. Ethics Paper	30%
2. Midterm Exam	20%
3. Final Exam	35%
4. Tutorial Evaluation of Behaviors in CBL (TAG)	15%
5. OSCE	Pass or Fail

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.

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 College calendar for further details regarding the grading policy and the progression criteria in the Bachelor of Science in Nursing program.

1. Ethics Paper (30%)

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.

Due dates for the paper:

Group A: Monday, January 31st, 2011 at 0830

Group B: Monday, March 28, 2011 at 0830

2. Midterm Exam (20%)

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the **Norman** and **Adam** scenarios. Questions will arise from your core concept map including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources. Please refer to your core concept map in your learning package.

The Midterm exam is scheduled for:

Group A: Friday, January 21st, 2011 from 0830 – 0950 B201

Group B: Friday, March 21, 2011 from 0830 – 1120 room TBA

3. Final Exam (35%)

The final exam will be comprised of multiple choice and short answer questions on content covered in the **Janet, Mr. Tran and Rebecca** scenarios. Questions will arise from your core concept map including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources. Please refer to your core concept map in your learning package.

The final exam is scheduled for:

Group A: Monday, February 11th, 2011 from 0830 – 1120 B201

Group B: Will be scheduled in the GPRC exam period April 14-27. We DO NOT have any control on when this exam will be scheduled.

Please refer to the Examination Policies located in your Student Handbook and in the 2009-2010 Grande Prairie Regional College Calendar.

4. Tutorial Evaluation (15%)

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.

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

Evaluation of student in tutorial will be based on the course objectives and on:

- Content
- Critical Thinking
- Group process
- Communication
- Nursing Practice
- Writing across the curriculum

Final Evaluations dates TBA

5. OSCE (pass/fail)

OSCE practice and OSCEs will be scheduled this semester during regular lab time.

Group A:

OSCE Practice: February 10th, 2011, from 1130 - 1420 in H225

OSCE Testing: February 15th, 2011, from 1130 - 1420 in H225

OSCE Re-testing: February 17th, 2011, from 1130 – 1420 in H225

Group B:

OSCE Practice: April 12, 2011, from 1130-1420 in H225

OSCE Testing April 14, 2011, from 1130-1420 in H225

OSCE Re-testing: TBA

OSCEs to be tested will be chosen by the lab and tutorial instructors. Please see Lab Manual for further information. **In order to pass this course you will be required to pass the OSCE.**