



**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]

2011 - 2012 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2010

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**Department of Nursing Education and Health Studies
Course Outline – Winter 2012**



NS2940 Nursing in Context B1 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	Dot Dooley BN, RN, MN [Course Leader]	Raelynn Shaughnessy BScN, RN
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OFFICE HOURS	Consult individual instructors			

GROUP	WINTER 2 – Group B C3, D3		
INSTRUCTOR	Dot Dooley BN, RN, MN [Course Leader]	Karen Oostra RN, BSc, BN	Linda Duval-Richard RN, BScN, MN
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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 Ennman, Mr. Woo, Pierre DuPont, 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. (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.). 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.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*

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nursing (4th ed. revised reprint). Toronto: ON: Elsevier 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) is required.

CALENDAR DESCRIPTION:

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

Nursing in Context B1

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

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

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

Consultation: The student provides 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 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 294.

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 be 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. Midterm Exam	20%
2. Ethics Paper	30%
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 2011/2012 College calendar for further details regarding the grading policy and the progression criteria in the Bachelor of Science in Nursing program.

EVALUATIONS:

1. Midterm Exam (20%)

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the **Pierre** 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 20th, 2012 from 0830 – 0950; B303

Group B: Friday, March 16th, 2012 from 0830 – 0950; B303

2. 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. Refer to Course Syllabus for further information.

Due dates for the paper:

Group A: Monday, January 30th, 2012 at 0830

Group B: Monday, March 26th, 2012 at 0830

3. Final Exam (35%)

The final exam will be comprised of multiple choice and short answer questions on content covered in the **Janet, Mr. Woo, 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 13th, 2012 from 0830 – 1120; J227

Group B: Will be scheduled in the GPRC exam period [April 16-26th]. We DO NOT have any control over when this exam will be scheduled.

Please refer to the [Examination Policies](#) located in your Student Handbook and in the 2011-2012 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.

Evaluation of students in tutorial will be based on the TAG which includes the Course Objectives, Graduate Competencies, and:

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

Final Evaluation Dates: TBA

5. OSCE (Pass/Fail)

OSCE Practice and OSCEs Schedule.

Group	Winter-1-Group A [L1/L2]	Winter-2 – Group B [L3/L4]
Practice	February 14, 2012; 1130 – 1420 [H225]	April 3, 2012; 1130 – 1420 [H225]
Testing	February 15, 2012; 0830 – 1120 [J131]	April 5, 2012; 1130 – 1420 [H225]
Re-Testing	February 16, 2012; 1130-1420 [H225] & February 17, 2012; 1130-1420 [J131]	April 10 & 12, 2012; 1130-1420 [H225]

OSCE's to be tested will be chosen by the lab and tutorial instructors. Please see Lab Manual for further information.

In order to pass NS2940, the student will be required to pass the OSCE.

If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.

STUDENT RESPONSIBILITIES:

Nursing Program Policies and Dates:

Please refer to the 2011/12 Grande Prairie Regional College Calendar at <http://www.gprc.ab.ca/programs/calendar/> and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

Assignment Policy:

All assignments are expected to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

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.

A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours.

Labs and 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.

Attendance

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

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to 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/

****Note:** all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Winter 1 Group: January 5-February 17, 2012

Winter 2 Group: February 27-April 13, 2012

TUTORIAL

Winter 1 Group

Section	Instructor	Room	Dates	Times
A3	Karen Crosby-Rolston	J131	Mon/Wed	0830-1120
B3	Tina Hayer	B208	Mon/Wed	0830-1120

Winter 2 Group

Section	Instructor	Room	Dates	Times
C3	Karen Oostra	J131	Mon/Wed	0830-1120
D3	Dot Dooley	B208	Mon/Wed	0830-1120

NURSING FIXED RESOURCE

Winter 1 Group

Section/Instructor	Room	Dates	Times
S1/Varies	B303	Friday	0830-0950

Winter 2 Group

Section/Instructor	Room	Dates	Times
S2/Varies	B303	Friday	0830-0950

LABS

Winter 1 Group

Instructors: Dot Dooley and Raelynn Shaughnessy

Section	Instructor	Room	Dates	Times
L1	Varies	H225	Tuesday	1130-1420
L2	Varies	H225	Thursday	1130-1420

Winter 2 Group

Instructors: Karen Oostra and Linda Duval-Richard

Section	Instructor	Room	Dates	Times
L3	Varies	H225	Tuesday	1130-1420
L4	Varies	H225	Thursday	1130-1420