

**Grande Prairie Regional College
Nursing Program
Diploma Exit**

NOV 26 1998

Nursing 3200 and 3300

These two courses combined consist of

NS 3200 - 45 hrs Classroom instruction and 180 hrs of clinical

NS 3300 is a continuation of 220 hrs of clinical experience

Winter of 1999

Instructor: Chris Beran, RN., M.Ed.

Office: H228

Phone: 539-2896 Office

" 539-9283 Home

Grande Prairie Regional College - University of Alberta Collaborative Nursing Program - Diploma Completion Route

Nursing 3200 Nursing Care of Individuals Within Families: Management of Complex Situations.

*8 (220 hrs) course credits not transferable to collaborative baccalaureate degree program. This is a theoretical and clinical course. The clinical component will provide students with an opportunity to further practice nursing in an institutional setting. Prerequisite will be NS2050 as well as all other nursing specialty courses, NS 2030, NS 2040, NS 3030.

Classroom: 39 hr

Clinical: 181 hr

Laboratory: 0

Nursing 3300 Transition to the graduate Role

Clinical: 220 hr

Course Description

These courses provides the student with the opportunity to integrate and apply knowledge from previous courses. Organization, management and leadership skills will be the focus for development. Students will explore a number of course topics in the area of professional nursing and care of individuals and families with more complex conditions.

These courses will provide the student who chooses to exit the program at the diploma level to build on past theoretical and practical knowledge in an area of interest. Clinical experience will be provided at a facility Acute or Long Term Care. Through integration of theory and practice the student will be making the transition to the workplace to the level of a beginning practitioner

Marks will be earned in Nursing3200 in seminars and assignments. Nursing 3300 is a continuation of clinical hours. It will be recognized by credit status.

Presentation of Course:

This course will be adapted to the number of students registered. Ideally a small seminar group would be desirable but students can also do this course by directed self study under the guidance of an instructor in order to meet the required hours of theory.

Course Objectives:

1. Expand, integrate and apply knowledge to the practice of nursing in the management of complex situations.
2. Discuss the impact of complex and multiple health problems on the individual and the family.
3. Within a model, utilizes processes of nursing to organize and implement care for individuals and groups of clients.
4. Participates as a beginning member of the health care team.
5. Communicates effectively in individual, group, collaborative interactions.
6. Functions effectively as a member of the interdisciplinary team.
7. Applies ethical and legal principles in nursing practice.
8. Demonstrates accountability for own nursing practice.
9. Understands the roles and services of professional nursing organizations.
10. Takes responsibility for independent and collaborative learning.
11. Uses knowledge and research findings from nursing and related disciplines in nursing practice.
12. Recognizes the impact of own attitudes, feelings, beliefs and values on others.
13. Implements and evaluates strategies of personal growth.
14. Values the dimensions of caring in nursing.
15. Applies principles of teaching and learning to individuals across the lifespan.
16. Uses a problem solving process in own learning and in clinical situations.
17. Safely demonstrates nursing assessment and nursing interventions.

Course Guidelines

The following guidelines are in addition to information from your student handbook and the GPRC Calendar. Please be familiar with these.

Academic Requirements for Diploma Exit

Assignments:	Mark Allocation
1. Complete the I.V learning program study module, You may register with Grant McEwan College to certify in their I.V. training.	15%
2. Do a skill presentation. This works well in a group setting Alternatives are to negotiate with staff in the clinical are to present a skill review if appropriate. Other alternatives can be considered such as an assignment. As course NS3200 focuses on the family an appropriate assignment might be a individual with a condition and the student will include family issues focusing on these through a nursing model. The family relationships and dynamics may also be reflected upon in the journal.	15%
3. Keep a journal for regular review. This should demonstrate reflective thinking in relation to experience and what decisions you made and how you arrived at the conclusion. We are looking for higher cognitive function, critical thinking that is vital to the nursing role. this needs to be submitted twice during the experience.	10%
4. A seminar presentation which would come toward the end of the course If a group of students are in the course, students take turns presenting to the group. Students will discuss and share from their experience and then select a more complex client case to address aspects of higher acuity patient care. Where a student is doing the course by self study this will be achieved in a written assignment. The instructor may assist students with finding a seminar situation such as leading a class in another course.	30%
5. Part A In order to meet the objectives related to the professional issues of nursing practice this major assignment will entail the student researching the roles of the professional provincial nursing association in regards to standards of practice, the responsibilities of individual nurse in practice, in matters of legal and ethical issues. Student will also obtain	

a union contract, interview a union executive. The assignment should reflect a clear understanding of the roles of unions and professional associations.

Part B

Interview a nursing manager, and a registered nurse(2 or more years of experience) employed in a health care facility. What is the role of the front line manager. What decisions and conflict issues does the manager deal with. Please support this with readings on theory of decision making and dealing with conflict. What do these individuals see as the current trends and issues in health care. How is patient care organized on the unit and how does this relate to the readings? 30%

This should be a scholarly paper. Using APA format, the paper should be typed and organized to flow. Reference documents. Length approximately 8-12 pages.

*Special Note:

For independent study students may need to do the above assignments in order to gain knowledge of content. Where there are more than three students alternate methods of learning can be planned such as guest speakers and seminar presentations by students or the instructor, to promote interactive learning.

By week 8 of the clinical experience submit an outline of this assignment to the instructor for comments and feedback

This assignment will be due by week 11 of the clinical experience, or one week before completion of the course

All assignments will be given a grade using the stanine system

Assignment due dates and percentages are negotiable and will be listed in the learning contract.

The contract must be submitted to the instructor by the end of week 1 of the clinical experience. The student may wish to review the objectives with the preceptor for relevance to the clinical setting.

Clinical Requirements

The student must pass clinically in order to pass the course. It is possible to fail clinical. A student must receive a good to excellent clinical evaluation in order to receive a 9 in the course. See criteria for clinical evaluation in this course outline.

Each student is provided with an excellent opportunity to be a learner and participant of a health care team. We recognize that there are ongoing changes and challenges in Health Care. It is important that the student continues to discuss this with his preceptor and instructor should any concerns arise that may affect his/her learning in the clinical setting.

It is possible to fail the clinical experience. Criteria for failure could be:

1. demonstrated potential for causing harm, unsafe practice
2. lack of progress in clinical competence
3. has not incorporated recommendations for improvement from the preceptor or the instructor
4. has not used self evaluation effectively to improve clinical behaviours