

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Grant MacEwan Community College
Keyano College
Red Deer College
University of Alberta

Nursing 3900

COURSE OUTLINE

Fall 2004

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CALENDAR STATEMENT:**Nursing 3900:Nursing in Context C** *5 (0-6s-3) in 7 weeks

Within the context of primary health care, the focus is on restoration, rehabilitation, and support of clients experiencing more acute variances in health. Discussion related to health promotion and disease prevention continues. Advanced health assessment and nursing skills will be introduced. Prerequisites for Collaborative students: NURS 291, 294, 295.

COURSE HOURS: Lecture: 0 Seminar: 6 Lab: 3

Course Description: The goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health, through the process of CBL.

Course Objectives:

In addition to maintaining competency with previous course objectives, and based on the current Core Concept Map, upon completion of Nursing 3900, the nursing student will be able to:

1. Apply concepts and principles of primary health care in acute and complex practice settings when analyzing issues related to the delivery of health care in Canada and their implications for registered nurses.
2. Demonstrate skills and attitudes for learning.
3. Demonstrate and understanding of the role of the nurse in social and political action at a beginning level.
 - Support rights and responsibilities of the client.
 - Identify issues of power that need investigation
4. With minimal assistance, demonstrate competence in using information technology to support scholarly activity.
5. With minimal assistance, demonstrate competence with self-directed, context-based, small group learning.
6. With guidance, analyze knowledge related to biological, psychological, sociological, cultural and spiritual dimensions of the human response to acute and complex variances in health.
7. Analyze and apply nursing knowledge according to selected models and theories.

8. With minimal assistance, demonstrate competence with the application of the nursing process/clinical decision-making process with clients experiencing acute and complex variances in health.
9. With minimal assistance, apply knowledge of research process to nursing.
10. With assistance, demonstrate competence in dealing with ambiguity and diversity.
 - In assisting clients in decision-making
 - In evaluating resource networks
11. Demonstrate beginning competence in leadership and managements skills
 - With guidance
 - Use effective time management strategies
 - Apply decision making processes
 - Lead small group of peers
 - Evaluate self and others
12. Discuss the roles and functions of registered nurses in acute and complex settings:
 - Demonstrate an understanding of delegation
 - Analyze effective decision making
13. Demonstrate caring in complex situations.
14. With guidance, demonstrate competence in developing and modifying a plan of care which illustrates collaboration with the client and members of the health care team.
15. Demonstrate competence in selected nursing skills for care of clients experiencing acute and complex variances in health.

Required Resources:

!NS 3900 Core Concept Map
!Working Definitions for Core Concept Map (2004)
!Graduate Competencies and Level Outcomes

Textbooks Required for NS 3900:

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-Surgical nursing: Assessment and management of clinical problems*, (6th ed.) St. Louis: Mosby.

Pilletteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia, PA: Lippincott.

McIntyre, M. & Thomlinson, E. (2003). *Realities of Canadian nursing: Professional practice and power issues*. Philadelphia: Lippincott.

Stuart, G. & Laraia, M. (2001). *Principles and practice of Psychiatric Nursing* (7th ed.). St. Louis: Mosby.

OR

Fortinash, K.M. & Holoday-Worret, P.A. (2004). *Psychiatric mental health nursing* (3rd ed.). St. Louis: Mosby.

Recommended:

Ross Kerr, J., & MacPhail, J. (2002). *Canadian Nursing: Issues and perspectives* (4th ed.) St. Louis, MI: Mosby.

Pathophysiology textbook

Pharmacology textbook

Laboratory Tests & Diagnostic Procedures Text

Other references as needed

Important Dates:

September 13 (Monday) Last day to change registration adding fall semester and full-year courses.

September 17 (Friday) Last day to change registration by dropping fall semester and full-year courses. Students dropping fall or full-year courses after this date will be assessed full fees for those courses. Fall fees are due. Last day to opt out of the Student Health plan.

October 8 (Friday) Last day to withdraw with permission from first block in second and third year Nursing. Withdrawal from a course after this date will result in a failing grade.

Grading System:

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

Alpha	4-point equivalence	Descriptor	
A+	4.0		
A	4.0		Excellent
	A-	3.7	First Class Standing
B+	3.3		
B	3.0	B-	2.7
			Good
	C+	2.3	
C	2.0	C-	1.7
			Satisfactory

These are considered passing grades

in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

These are NOT considered passing

grades in Nursing courses.

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

****Note: Refer to the 2004-05 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

Assignment Policy (GPRC Department of Nursing Education 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 working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

Course Evaluation :

<u>Assignment</u>	<u>Weighting</u>	<u>Due</u>
Evaluation of Tutorial	15%	End of course
Paper	30%	October 1
Clinical Judgement Exercise	15%	October 6th
Exam	40%	October 20 0900-1200
OSCEs	Pass/Fail	October 21 and 22

1. Evaluation of Tutorial (15 %)

Attendance at CBL tutorials is expected; absence will jeopardize successful completion of the course. By the end of the course the student must **consistently** demonstrate appropriate behaviours in order to pass. (See Appendix for Grading Guide for Evaluation of Students in Tutorial). Students are expected to complete a **written self-evaluation** at the completion of the course, the instructor will complete an evaluation and the grade will be discussed between the tutor and student.

2. OSCEs (Pass/Fail)

- OSCEs will be graded as either pass or fail
- to achieve a passing grade, all identified essential/critical components of the skill must be demonstrated
- students must pass OSCEs to obtain credit in the course.
- If unsuccessful on first test, opportunity for two retests within the next 5 days can be given. Students will be given remedial work as identified by instructor and student, based on learning needs.
- before booking for a retest, students must show they have completed the remedial assignment.

3. Clinical Judgement Exercise (15 %)

Students will be given a nursing situation and asked to provide a solution to the health care problem. This assignment will be given to students on October 5th and will be **due on October 6^h @ 0830**.

Areas that you will be asked to specifically address are:

1. What assessments would be necessary?
2. What nursing diagnoses would be probable? What would the priority nursing diagnosis be? Provide your rationale for choosing that priority.

3. What are the expected outcomes for the client?
4. What nursing interventions are required to address the problem? Provide rationale for these interventions.
5. How would you evaluate the expected outcomes?

References will be expected and should be displayed using APA format, (5th edition)

4. **Exam (40 %)**

The exam will consist of multiple choice and short answer questions and will include all scenarios and material covered in labs and fixed resource sessions.

5. **Term Paper (30 %)**

Each student will write a scholarly paper describing, discussing and analyzing a health care trend* or issue** related to professional nursing practice.

**Trend -“a general direction and tendency (esp. of events, fashion, or opinion, etc...)” The Concise Oxford Dictionary of Current English, 8ty Edition, 1990.

**Issue -“a point in question or a matter that is in dispute, the decision of which is special or of public importance; a point at which a matter is ready for discussion.” from LaSor & Elliott (1977). Issues in Canadian nursing. Scarborough, ON: Prentice-Hall.

Suggested topics for this paper are listed below. If a student wants to choose a topic not listed, they are advised to discuss the chosen topic with their tutor to confirm it's appropriateness.

Suggested topics:

- Specialization in nursing
- Nursing unions
- Ethical issues
- Graduate education
- Professional regulatory bodies
- Image of nursing
- Legislation relative to nursing
- Spiritual Care
- Advanced Nursing Practice
- Nursing Informatics
- Professional boundaries
- Legal issues
- Nursing research
- International nursing
- Nurse abuse
- Leadership in nursing
- Quality of nurse's worklife
- Nursing Workforce Issues
- Interdisciplinary Health Care Teams
- Role of nurses in policy development

The paper should include:

- !definition/description of the issue; discussion/explanation of the trend
- !history and/or evolution of the issue/trend (if applicable)
- !current factors influencing the issue/trend
- !implications now and in the future for nurses/nursing, clients or the health care system

APA format is required. Papers will be approximately 8-10 pages, exclusive of title page and references.

EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL

- A: Excellent
- B: Very Good, Above Average
- C: Good, Satisfactory
- D: Poor, Minimal pass
- F: Failure

Group Process

	A	B	C	D	F
Contributes to the development/maintenance of group objectives /norms					
Helps to keep the group task-oriented					
Come prepared with tasks completed as negotiated with the group					
Communicates ideas and information effectively					
Respects the right of group members to express their ideas and opinions					
Listens and responds to others with respect					
Encourages/facilitates participation of others					
Assists group members in their learning					
Fosters group discussion					
Provides group members with constructive, meaningful feedback					
Takes constructive action to deal with group conflicts and concerns					

Self Awareness/Self Direction

	A	B	C	D	F
Identifies self assessment of learning and possible gaps in knowledge					
Identifies own strengths and weaknesses that affect group and individual learning					
Demonstrates understanding of differences between tutor-directed and self-directed learning; views tutor as facilitator and additional resource					
Relates to peers collaboratively and as resources for learning					
Identifies a variety of valid resources in collecting information					
Collects and validates information gathered to conduct self-assessment					

Critical Thinking

	A	B	C	D	F
Presents content that is relevant to the learning goals and objectives					
Identifies, explains, explores and uses key concepts with precision and with supporting rationale					
Promotes deeper understanding of topics by raising significant points, asking relevant questions and proposing related concepts and ideas					
Identifies, justifies and/or discards assumptions					
Openly examines own and alternate points of view for strengths and weaknesses in addressing the subject, problem or question at hand					

Uses information that supports claims; considers alternative information that offers contradictory evidence					
Demonstrates creativity					
Describes own reasoning/thinking processes					

Comments:

Student signature

Tutor signature

Date

Grade Descriptors

A Outstanding, Excellent

- Exceeds expectations in level of preparation and assignments
- Understands that the mechanism for learning is the group process
- Able to function independently in some situations with instructor as resource
- Well developed sense of inquiry
- Discriminates between subtle factors and able to make sound critical evaluations of the scenarios and learning group context
- Autonomous but recognizes limitations
- Discusses concepts of theory, practice and research
- Self motivated
- Takes primary responsibility for learning and growth and acts on feedback (self- directed)
- Communicates effectively
- Articulate
- Consistently anticipates needs, events, changes
- Motivated and enthusiastic about learning and nursing
- Always ethical
- Comprehensive grasp of nursing at a beginning level

B Very Good, Above Average

- Preparation is detailed, specific and relevant
- Discusses concepts of theory, practice and research with minimal guidance
- Seeks and responds to feedback by developing strategies for growth and learning
- Seeks appropriate guidance/supervision
- Selects significant factors in most scenarios
- Transfers knowledge from one scenario to another
- Rationale is specific and detailed
- Consistently meets learning objectives
- Needs minimal supervision or interventions by tutor
- Anticipates needs/events in most situations
- Communicates effectively
- Articulate
- Motivated and enthusiastic about learning and nursing
- Always ethical
- Good range of alternative ideas and resources explored in relation to the task
- Substantial knowledge of nursing concepts
- Values the group as a resource for individual learning

C Good, Satisfactory

- Makes obvious links between concepts of theory and practice
- Meets criteria of assignments
- Prepared
- Requires assistance in unusual or complex scenarios or group situations
- Able to develop solutions to moderately difficult problems
- Develops and grows from experiences and feedback
- Can adapt to the usual situations
- Provides rationale for decisions
- Self directed
- May need tutor guidance to focus thinking and approaches to concepts
- Provides accurate and relevant information
- Selects obvious factors in usual scenarios
- Communicates effectively with occasional need for clarification

- Usually motivated and interested in learning and nursing
- Always ethical
- Acceptable grasp of nursing concepts
- Focuses on individual learning in the context of a group

D Poor, Minimal Pass

- Has limited insight into or unrealistic assessment of own abilities
- Requires frequent intervention, guidance and re-mediation in routine situations
- Needs substantial tutor support to recognize opportunities for growth and learning
- Rationale is frequently vague or non-specific and may be tentative at times
- Inconsistent in making links between concepts of theory and practice
- Minimal preparation
- Often uses inappropriate resources
- Frequently brings extraneous information
- Often needs assistance to select obvious factors/information
- Consistently needs intervention in order to communicate effectively
- Motivation/enthusiasm for learning and nursing is inconsistent
- Practices according to code of ethics with support and reminders
- Nursing knowledge is at a minimally acceptable level
- Ability to identify and consider priorities is limited
- Inconsistent in openness to feedback and action taken based on feedback
- Compromises learning of the group
- Lacks conceptual awareness of group as the vehicle for learning
- Perceives tutorial as a group of individuals responsible for own learning

F Failure

- Demonstrates unethical and/or unsafe practice
- Not motivated for learning or nursing
- Does not communicate effectively despite tutor intervention
- Lacks self awareness and not open to feedback
- Lacks self direction
- Behaviour does not change despite feedback given
- Unable to make obvious links between concepts of theory and practice
- Requires consistent supervision or intervention by tutor
- Unable to provide rationale for actions or comments
- Consistently unprepared
- Uses inaccurate or irrelevant information to support decisions
- Does not recognize obvious significant factors
- Resistant to group process and thus interferes with learning of others

Developed by Red Deer College Nursing Faculty