



**UNIVERSITY OF ALBERTA
COLLABORATIVE BScN PROGRAM**
Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta

**NURSING 3900 A2/B2
COURSE OUTLINE - Fall 2016**
Nursing in Context C 5 (0-6-3) in 7 weeks
Fall I (August 31 - October 14, 2016)

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Originally developed by the Clinical Experience Development Committee
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Approved: May 2013

Nursing 3900 Course Outline

CALENDAR STATEMENT:

NURS 3900 Nursing in Context C 5 (0-6-3) 63 Hours 7 Weeks

Within the context of primary health care, 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 are introduced. Prerequisites: NS2910, NS2940, and NS2950

Transfer: UA

COURSE HOURS: LEC: 9 SEM: 36 LAB: 18

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the life span. The focus shifts to care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health.

PREREQUISITE(S)/COREQUISITE:

NS 2910, NS 2940, NS 2950

REQUIRED TEXTBOOKS AND RESOURCES:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2014). *Psychiatric and mental health nursing for Canadian practice*. (3rd ed). Philadelphia: Lippincott Williams & Wilkins.

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

Chow, J., Ateah, C. A., Scott, S., Ricci, S., & Kyle, T. (2013). *Canadian Maternity and Pediatric Nursing*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Day, R.A., Paul, P., Williams, B., Semltzer, S. C., Bare, B.G. (2014). *Brunner and Suddarth's Textbook of Canadian Medical-Surgical Nursing* (3rd ed). Philadelphia: Lippincott, Williams & Wilkins.

Hazard Vallerand, A., Sanoski, C.A., & Hopfer Deglin, J. (2013). *Davis's Drug Guide for Nurses* (4th ed). Philadelphia, PA: F.A. Davis Company.

Recommended Textbooks:

International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses. * **on reserve in the library***

McCance, K. L., & Huether, S. E. (2013). *Pathophysiology: The biologic basis for disease in adults and children* (7th ed.). St. Louis: Mosby or equivalent Pathophysiology textbook.

McIntyre, M., & McDonald, C. (2014). *Realities of Canadian Nursing: Professional, practice, and power issues*. (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Ross Kerr, J.C., & Wood, M.J. (2011). *Canadian Nursing: Issues and perspectives* (5th ed.) St. Louis, MO: Mosby.

A Laboratory and diagnostic tests manual.

REQUIRED RESOURCES

1. Learning Packages: Mikey; Celine Turcotte; Janice Kay; ErinKozak; Understanding Professional Nursing Practice
2. Graduate Competencies and Year-end Outcomes
3. Grade Descriptors
4. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
5. Tutorial Assessment Guide (TAG)
6. Other site-specific resources

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

DELIVERY MODE(S):

Delivery of this course includes, but is not limited to, group work, lecture, PowerPoint presentations with one individual assignment, a written evaluation, and two exams. Moodle will be utilized for document posting and occasional class discussions.

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 *Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2014-2015*. Attention must be given to the competencies that are identified as being relevant to NURS 390.

1. Demonstrate, independently, self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Apply, independently, the nursing process to scenario clients experiencing acute and complex variances in health.
3. Demonstrate understanding of the client as individuals, families, and groups.
4. Demonstrate increasing knowledge and understanding of nursing as a discipline and as a profession.
5. Demonstrate, with minimal guidance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate knowledge of primary health care, health promotion, and disease prevention as applied to clients experiencing more acute and complex variances in health across the life span.
7. Demonstrate understanding and the ability to perform advanced health assessment and nursing skills.
8. Demonstrate increasing understanding of the concepts of restoration, rehabilitation as applied to clients experiencing more acute and complex 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 be able to apply them in other situations.

LEARNING OUTCOMES:

See Course Objectives as per U of A Collaborative BScN Program

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 for work completed at GPRC to the U of A record.

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**** 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.**

REQUIRED EVALUATION:**GRADING CRITERIA:**

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

Self Directed Learning
Group Process
Critical thinking

1. Evaluation of student behaviour in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. Evaluation strategies consistent with the *Evaluation Strategies Handbook* and congruent with Year-end outcomes (from 'Graduate Competencies and Year-end Outcomes' document) are required.

Item	Weighting	Due Date(s):
Clinical Judgement Exercise	20%	As per class schedule
Midterm Exam	30%	As per class schedule
Final Exam	35%	As per class schedule
OSCE	PASS/FAIL	As per class schedule
TAG (Final)	15%	As per tutor
Total	100%	

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

A+ through C- are considered passing grades in Nursing Courses. D through F are not passing grades

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 2016-17 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

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+	90 – 100	4.0	Excellent
A	85 – 89	4.0	
A-	80 – 84	3.7	Very Good First Class Standing
B+	77 – 79	3.3	
B	73 – 76	3.0	Good
B-	70 – 72	2.7	
C+	67 – 69	2.3	Satisfactory
C	63 – 66	2.0	
C-	60 – 62	1.7	
D+	55 – 59	1.3	Minimal Pass
D	50 – 54	1.0	
F	0 – 49	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

1. Clinical Judgment Exercise (20 %)

Students will be given a nursing situation and asked to respond to questions about the situation and work through the nursing process. Dates for this assignment will be as per class schedule.

Areas that you will be asked to specifically address are:

- What assessments would be necessary to complete for your client in this scenario? Include your rationale.
- Identify the **3 key** nursing diagnoses for your client in this scenario.
- Out of the 3 key nursing diagnoses, what would your **priority** nursing diagnosis be? Provide your **rationale** for choosing that as your priority.
- What is the expected outcome/goal for your client, related to the priority nursing diagnosis?
- What are the **5 most important** nursing interventions required to address the priority nursing diagnosis? Provide **rationale** for these interventions.
- How would you evaluate the expected outcome related to the priority nursing diagnosis you have chosen?

This will be an in-class assignment and will be completed within a 3 hour block of time. This is a closed book assignment so textbooks will not be allowed. You will need to rely on your knowledge gained to date and your good judgment.

2. Midterm (30%) & Final Exam (35 %)

Both the midterm and final exams will be written online in a computer lab. The midterm and final examination will consist of multiple choice questions. The midterm will include materials listed in the learning goals, labs and fixed resource sessions for both Celine Turcotte and Erin Kozak scenarios. The final exam will test materials from the learning goals, labs and fixed resource sessions related to the scenarios Mikey, Janice Kay and Understanding Professional Practice.

3. OSCEs (Pass/Fail)

- OSCEs will be graded as either pass or fail
- Students must pass OSCEs to obtain credit in the course.
- If unsuccessful on the first test, opportunity for two retests within the next 5 days can be given. Students may be given remedial work as identified by instructor and student, based on learning needs.
- Before booking for a retest, students must complete all remedial work assigned.

4. Tutorial Assessment Guide (15 %)

Attendance at CBL tutorials is required; absence will jeopardize successful completion of the course. By the end of the course the student must **consistently** demonstrate appropriate behaviors in order to pass. (See Academic Documents on Moodle for the Tutorial Assessment Guide Form). Students are expected to complete a **written self-evaluation** at the completion of the course, the instructor will complete an evaluation.

COURSE SCHEDULE/TENTATIVE TIMELINE: Available on Moodle**FALL I****TUTORIAL**

Section	Instructor(s)	Time	Room
A2	Sheila Elliott	Tues & Thurs 0830-1120	B202
B2	Kim Staples	Tues & Thurs 0830-1120	A308

LABS

L1	Sheila Elliott	Monday 0830-1120	H225
L2	Joan Jacobson	Wednesday 0830-1120	H225

FIXED RESOURCE SESSIONS

S1 (All)	Various	0830-1120	B201
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Important Dates: (see GPRC Calendar)

<https://www.gprc.ab.ca/programs/calendar/>

STUDENT RESPONSIBILITIES:**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 3900 Lab Section on Moodle for more information regarding labs.

Recommended Learning Experiences

Nursing Fixed Resource Sessions (FRS) are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Attendance in fixed resource sessions is highly recommended.

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, at 780.539.2017, as soon as possible.

ALL POLICIES RELATING TO NS 3900:

All GPRC Policies can be located at the following Website:

<http://www.gprc.ab.ca/about/administration/policies.html>

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.

When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

Plagiarism and Cheating

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, 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.

Refer to the 2016-2017 Grande Prairie Regional College calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct.

The instructor reserves the right to use electronic plagiarism detection services.