



UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM



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

NURSING 3900 **Section A2/B2/C2/D2** **2010 – 2011 COURSE OUTLINE**

September 1- October 22, 2010

Dorothy MacIntyre BN. RN M.Ed.(Course Leader)	Office: H217 Phone: 539-2048 Email: dmacintyre@gprc.ab.ca Office hours: as posted
Joan Jacobson BScN RN (Tutor & Lab)	Office: L221 Phone: 539-2046 Email: jjacobson@gprc.ab.ca Office hours: as posted
Casandra Jordan BScN RN (Tutor & Lab)	Office: L224 Phone: 539-2927 Email: cjordan@gprc.ab.ca Office hours: as posted

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2011

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Approved: May 2010

Nursing 3900 Course Outline

CALENDAR STATEMENT:

NURS 390 Nursing in Context C *5 (fi 10) (first term, 1.5-6s-3 in 6 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: NURS 151, 291, 294, 295.

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.

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.

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) 2010-2011*. 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.

REQUIRED RESOURCES (available on Moodle)

1. Core Concept Map: NURS 3900
2. Working Definitions
3. Learning Packages: Thomas; Jennifer Hardy; Janice Kay; Carl Claybourn & Mae James; Understanding Professional Nursing
4. Graduate Competencies and Year-end Outcomes
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
7. Tutorial Assessment Guide (TAG)

RECOMMENDED RESOURCES (site specific)

Nursing Interventions Classification, available on CARNA website

Required Texts:

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.

Lewis, S.M., Heitkemper, 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.

Ricci, S.S., & Kyle, T. (2009). *Maternal & pediatric nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

Recommended Textbooks

Perry, A.G., & Potter, P.A. (2009). *Clinical Nursing Skills and Techniques* (7th ed.). St. Louis: Mosby.

McIntyre, M., & McDonald, C. (2010). *Realities of Canadian Nursing: Professional, practice, and power issues*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

McCance, K. L., & Huether, S. E. (2010). *Pathophysiology: The biologic basis for disease in adults and children* (6th ed.). St. Louis: Mosby.

Ross Kerr, J.C., & Wood, M.J. (2003). *Canadian Nursing: Issues and perspectives* (4th ed.) St. Louis, MO: Mosby.

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

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

REQUIRED EVALUATION

1. Evaluation of student behaviour in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 3 outcomes (from 'Graduate Competencies and Year-end Outcomes' document) is required.

Course Schedule/ Tentative Timeline: Appendix C

GRADING CRITERIA:

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

- Self Directed Learning
- Group Process
- Critical thinking

Clinical Judgement Exercise	15%	Due Date
Scholarly Paper	30%	
Final Exam	40%	
OSCE	PASS/FAIL	
TAG	15%	
Total	100%	

1. Clinical Judgment Exercise (15 %)

Students will be given a nursing situation and asked to provide a solution to the health care problem. **This assignment will be placed in the students' mailboxes on September 22nd @ 11:30 am and will be handed in on September 23rd @ 8:30 am in tutorial.**

Areas that you will be asked to specifically address are:

1. What assessments would be necessary?
2. What **3 key** nursing diagnoses would be probable with rationale?
 - (a) What would the **priority** nursing diagnosis be? (the most important one of the above 3 diagnoses). Provide your rationale for choosing that priority.
3. What is the expected outcome for the client, related to the priority nursing diagnosis?
4. What are the **5 most important** nursing interventions required to address the problem

identified as the priority nursing diagnosis? Provide rationale for these interventions.

5. How would you evaluate the expected outcome related to the priority nursing diagnosis?

APA format, (6th edition) is to be used to cite the references. The page limit is to be no more than 5 pages, including charts and/or tables, but excluding the title page and references. A minimum of 3 references are required. See Appendix A for grading criteria.

****DUE DATE: September 23rd, 2010 @ 8:30 am****

2. Scholarly Paper (30 %)

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

“A **trend** is a direction of events or social attitudes; a change to be noted, described and observed. It has a neutral connotation and exists over a period of time. Trends arise from society and are constantly changing. Examples of trends include: the aging of the Canadian population, reduced government spending, increasing technology, globalization, and primary health care reform....

An **issue** can be described as a point in question and involves an important subject for debate. An issue implies that there is a dilemma or challenge arising from the change. Issues arise out of trends and the challenges they create require a response from individuals, groups or changes to the system. Examples of issues include: reduced health care spending which has created issues for individual nurses and the profession as a whole” (CNA, 2001, pp 3-4).

(Definitions taken from *Working Definitions for the Collaborative Baccalaureate Nursing Program* (revised May 2008).

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 its appropriateness.

Suggested topics:

Specialization in nursing	Professional boundaries
Nursing unions	Legal issues
Ethical issues	Nursing research
Graduate education	International nursing
Professional regulatory bodies	Nurse abuse
Image of nursing	Leadership in nursing
Legislation relative to nursing	Quality of nurses' work life
Spiritual Care	Nursing Workforce Issues
Advanced Nursing Practice	Interdisciplinary Health Care Teams
Nursing Informatics	Role of nurses in policy development
Advanced Practice roles	Interprofessional practice
Robotics in health care	

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 10-12 pages exclusive of title page and references. See Appendix B for grading criteria.

****DUE DATE: October 4th, 2010 @ 4:00 pm****

3. Exam (40 %)

This three hour final examination will consist of multiple choice and short answer questions. It will include **all materials** listed in the core concept map, material covered in labs and fixed resource sessions.

Refer to the *Student Handbook 2010-2011* for the University of Alberta Collaborative Bachelor of Science in Nursing Program with Grande Prairie Regional College for **Examination Policies**.

****DATE: October 19th, 2010 @ 8:30-11:30 am** Room: TBA**

4. 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 show they have completed the remedial assignment, if assigned.
- Students will wear their scrub uniform to the OSCE Testing

****DATE: October 18th and 20th @ 8:30-11:30 am** Room: H225**

5. 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 Blackboard 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 and the grade will be discussed between the tutor and student.

[Important Dates: \(see GPRC Calendar\)](#)

September 6th, 2010: Labour Day. No Classes.

October 11th, 2010: Thanksgiving. No Classes.

October 15th, 2010: Last day of Classes.

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

Refer to the 2010-2011 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.

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.

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 2010-2011 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

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 in NS 3900 will be translated into a 4-point equivalent; then this number will 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.

Appendix A

NS 3900 Clinical Judgement Grading Criteria

A

- ✓ Key assessment areas identified and are complete, clearly stated and concise. Comprehensive assessment data relevant to scenario.
- ✓ Nursing diagnoses are pertinent, realistic and clearly identified. Written in problem/related to etiology format.
- ✓ Priority nursing diagnosis with rationale.
- ✓ Rationale demonstrates comprehensive insight, clarity, depth and understanding of nursing practice.
- ✓ Goals are comprehensive, relevant, specific, achievable and measurable and related to the priority nursing diagnosis.
- ✓ Nursing interventions are clearly stated, specific, relevant, comprehensive and supported by relevant and credible evidence.
- ✓ Clearly describes how goal achievement would be evaluated.
- ✓ Exceptionally well organized and legible. Relationship between ideas evident. Minimal errors in grammar and spelling.

B

- ✓ Key assessment areas identified but not clearly stated, concise or comprehensive.
- ✓ Nursing diagnoses identified are realistic but not clearly written in problem/related to etiology format.
- ✓ Priority nursing diagnosis with rationale demonstrates very good depth, clarity and insight.
- ✓ Most goals are relevant, specific, achievable, measurable and related to the priority nursing diagnosis.
- ✓ Nursing interventions are clearly stated but less comprehensive. Evidence to support interventions not clearly related to scenario.
- ✓ Identifies how outcomes will be evaluated, but lacks some clarity or depth.
- ✓ Well organized and legible. Some errors in grammar and spelling.

C

- ✓ Assessment areas are incomplete. Relevance and relationship to scenario not clearly evident.
- ✓ Nursing diagnoses identified but are not concise or explicit.
- ✓ Priority nursing diagnosis is identified but rationale lacks some depth, clarity and insight.
- ✓ Some goals are related to nursing diagnosis, but are not measurable or specific.
- ✓ Most obvious nursing interventions are stated, but are not specific. Evidence to support the interventions lacks relevance or is not applicable.
- ✓ Evaluation criteria are undeveloped or lack specificity.
- ✓ Legible, adequately organized although relationship between ideas unclear in places. Several errors in grammar and spelling.

D

- ✓ Assessment is superficial and incomplete in relation to scenario.
- ✓ Identification of probable nursing diagnoses is unclear, ambiguous or irrelevant.
- ✓ A priority nursing diagnosis is identified but rationale does not support relevance to scenario.
- ✓ Few goals are identified but may not be related to nursing diagnosis. Some goals are not measurable or specific.
- ✓ Some relevant nursing interventions are missing and the evidence provided to support nursing interventions lacks credibility, eg: sources are questionable or depth of research is lacking.
- ✓ Evaluation criteria are irrelevant, incomplete, superficial or underdeveloped.
- ✓ Content is present, however lack of structure and organization is evident. Many errors in grammar or spelling.

F

- ✓ Identified assessments inadequate, irrelevant and/or ambiguous.
- ✓ Nursing diagnoses identified are not nursing diagnoses.
- ✓ Unable to clearly identify the priority nursing diagnosis or provide rationale.
- ✓ Goals unrelated to nursing diagnosis, not measurable or specific.
- ✓ Nursing interventions identified are irrelevant. No evidence or sources cited to support the interventions identified.
- ✓ No evaluation criteria stated.
- ✓ Disorganized, difficult to read. Errors in grammar and spelling prohibits clear readability.

Appendix B Scholarly Paper Criteria and Grade Equivalents

Grade	Descriptor	Criteria
A⁺	Outstanding	Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. Consistent identification of salient argument(s) throughout. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to the topic. Grammatical presentation and APA format requires minimal revision.
A	Excellent	Excellent writing ability demonstrated. Paper has structure and is well organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Thoughtfully evaluates major alternative points of view. Draws warranted conclusions. Grammatical presentation and APA format requires minimal revision.
A⁻	Very Good to Excellent	Demonstrate a majority of the elements of an excellent paper, however, some elements are presented at the very good level.
B⁺	Very Good	Sound writing ability evidenced. Structure and organization of paper is appropriate. Integration of theoretical and/or empirical knowledge is evident. Accurate interpretation of evidence, statements, graphics, and questions related to the topic, allows for identification of most key ideas. Justifies conclusions appropriately. Grammatical presentation and APA format requires some revision.
B	Good to Very Good	Demonstrates a majority of the elements of a very good paper, however, some elements are presented at a good level.
B⁻	Good	Generally well written with some specific areas regarding structure and/or organization requiring improvement. Integration of theoretical and/or empirical knowledge with own ideas is evident in the identification of key ideas. Offers some relevant supporting evidence for ideas. Draws conclusions. Explanation of assumptions and reasons for conclusions is inadequate. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.
C⁺	Satisfactory to Good	Demonstrates a majority of the elements of a good paper, however, some elements are presented at a satisfactory level.
C	Satisfactory	Acceptably written with several specific areas regarding structure and organization needing improvement. An attempt to integrate theoretical and/or empirical knowledge with own ideas is evident. Identifies a few key ideas, however, information is incomplete and/or superficial. Several incorrect grammatical structures and spelling errors are present. APA format is inconsistently followed throughout the paper.
C⁻	Satisfactory to Pass	Demonstrates a majority of the elements of a satisfactory paper, however, some elements are presented a pass level
D	Minimal Pass	Content is present, however, there is a lack of structure and organization within the paper. Poor integration of theoretical and/or empirical knowledge with own ideas. Little evidence of analysis or evaluation or alternative points of view. Justifies few conclusions with superficial explanation of reasons. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.
F	Fail	Organization and scope if ideas are inadequate. Misinterprets evidence, statements, graphics, questions, etc. Draws unwarranted or fallacious conclusions. Writing demonstrates inability to carry out assignment directions. Information is superficially addressed. Ignores alternative points of view. Many grammatical and spelling errors. Minimal evidence of APA format. Paper not handed in. Paper is plagiarized.

NURS 3900 Tutorial Assessment Guide
Use in conjunction with the course objectives

STUDENT'S NAME (Print): _____ **TUTOR'S NAME (Print):** _____

**Student's overall performance will be assessed in each of the three categories.*

A- Excellent	B -Very Good	C – Good/Satisfactory	D-Marginal	F-Unsatisfactory
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Excellent (A)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, all of the time.

Very Good (B)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, majority of the time.

Good/Satisfactory (C)

Student meets the objectives at a "Level of Independence" required on the TAG some of the time.

Marginal (D)

Student meets the objectives at a "Level of Independence" required on the TAG inconsistently.

Unsatisfactory (F)

Student fails to meets the objectives at a "Level of Independence" required on the TAG.

RCO = Relevant Course Objectives Please refer to the course outlines for the course objectives.					
RCO	1.SELF-DIRECTED LEARNING				
4, 5, 6	1.1 Identifies gaps in knowledge.				
3	1.2 Acknowledges own strengths and weaknesses in the process of learning.				
3	1.3 Participates actively in defining own learning objectives.				
6, 8	1.4 Selects appropriate resources to meet own learning needs.				
3, 8	1.5 Uses credible and/or evidence-based resources to meet own learning needs.				
3	1.6 Demonstrates effective actions to meet own learning needs.				
1	1.7 Takes responsibility for actions and their consequences to self and group.				
4	1.8 Evaluates learning outcomes.				
3, 12	1.9 Seeks constructive feedback.				
12, 14	1.10 Responds to constructive feedback.				
Comments:					

RCO	2. GROUP PROCESS					
11	2.1 Contributes to the development of group objectives and norms.					
10, 11, 12	2.2 Helps keep the group task oriented.					
10, 14, 15	2.3 Communicates ideas and information using a variety of communication skills.					
1, 11	2.4 Assumes leadership role in group interaction.					
1, 11	2.5 Actively facilitates the learning of others.					
12, 1	2.6 Respects the values and opinions of others.					
1, 11, 14	2.7 Provides constructive feedback to others.					
1, 3	2.8 Completes all tasks as negotiated within the group.					
11, 12	2.9 Takes constructive action to address group concerns or conflict.					
1	2.10 Is present and punctual.					
Comments:						
RCO	3. CRITICAL THINKING					
2, 4	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	3.4 Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	3.5 Demonstrates an understanding of underlying concepts.					
1, 3, 4	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6, 13	3.8 Generates and considers alternative perspectives.					

3, 4, 6	3.9 Justifies reasons or actions.
Comments:	
Summary comments:	

Overall Score: _____ Date: _____

Student's Signature

Tutor's Signature