



UNIVERSITY OF ALBERTA
COLLABORATIVE BScN PROGRAM
Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta
NURSING 3900

2011 – 2012 COURSE OUTLINE

October 24th - December 9th, 2011

Dorothy MacIntyre BN, RN M.Ed.(Course Leader)

Office: H217 Phone: 539 2048
Email: dmacintyre@gprc.ab.ca
Office hours: as posted

Joan Jacobson RN, BScN (Tutor)

Office: L221 Phone: 539 2046
Email: jjacobson@gprc.ab.ca
Office hours: as posted

Cassandra Jordan RN, BScN (Tutor)

Office: L224 Phone: 539 2927
Email: cjordan@gprc.ab.ca
Office hours: as posted

Shelley Brown RN, CNCC(C)

Office: H226 Phone: 539 2794
Email: sbrown@gprc.ab.ca
Office hours: as posted

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2011

©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 2011

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; Thompson & Kowalchuk; Understanding Professional Nursing
4. Graduate Competencies and Year-end Outcomes
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
3. 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: Available on Moodle

GRADING CRITERIA:

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

- Self Directed Learning
- Group Process
- Critical thinking

Clinical Judgement Exercise	20%	November 10 th
Midterm Exam	25%	November 21st
Final Exam	40%	December 15th
OSCE	PASS/FAIL	December 7th
TAG	15%	
Total	100%	

1. Clinical Judgment Exercise (20 %)

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 November 9th, 2011 @ 11:30 am and will be handed in on November 10th @ 0830 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). (b) 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 moodle for grading criteria.

2. Midterm & Final Exam (25% & 40 %)

The midterm and final examination will consist of multiple choice and short answer questions. The midterm will include materials listed in the core concept map, labs and fixed resource sessions for both Jennifer Hardy and Thompson & Kowalchuk scenarios. The final exam will test materials from the core concept map, labs and fixed resource sessions related to the scenarios Thomas, Janice Kay and Understanding Professional Nursing. Refer to the *Student Handbook 2011-2012* for the University of Alberta Collaborative Bachelor of Science in Nursing Program with Grande Prairie Regional College for Examination Policies.

****DATE: Midterm: November 21st, 2011 @ 8:30-11:20 am ROOM: F207
Final: December 15th, 2011 @ 11:30 am ROOM: GYM**

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.
- If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.
- Before booking for a retest, students must show they have completed the remedial assignment, if assigned.

****DATE: December 7th, 2011 @ 8:30-11:30 AM****

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

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

[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 2011-2012 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 2011-12 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.