



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

NURSING 3900 – Fall I [A2, B2] & Fall II [C2, D2]

2012-2013 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2010

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Approved: May 2010

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NURSING 3900 – Fall I [A2, B2] & Fall II [C2, D2] 2012-2013 COURSE OUTLINE

Course Leader: Sheila Elliott, RN, MN	Office: H208	Email: selliott@gprc.ab.ca	Phone: 780-539-2752
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FALL I

Tutors:

Joan Cawthorn, RN, BScN	L220	jcawthorn@gprc.ab.ca	780-539-2893
Joan Jacobson, RN, BScN	L221	jjacobson@gprc.ab.ca	780-539-2046

Lab Tutor(s):

Joan Jacobson, RN, BScN	L221	jjacobson@gprc.ab.ca	780-539-2046
Kim Staples, RN, BScN	H131	kstaples@gprc.ab.ca	780-539-2756

FALL II

Tutors:

Joan Jacobson, RN, BScN	L221	jjacobson@gprc.ab.ca	780-539-2046
Jennifer Hamilton, RN, BN	H212	jhamilton@gprc.ab.ca	780-539-2045

Lab Tutor(s):

Shelley Brown, RN, CNCC(C)	H226	sbrown@gprc.ab.ca	780-539-2794
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See individual Tutor for specific Office Hours. Extra meetings may be scheduled as needed.

CALENDAR STATEMENT:

NS 3900 Nursing in Context C 5 (0-6-3) UT in 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.

PREREQUISITE(S)/COREQUISITE:

NS 2910, NS 2940, NS 2950

REQUIRED TEXT / RESOURCE MATERIALS:

Required Resources – Posted on Moodle:

1. Working Definitions
2. Learning Packages: Celine Turcotte; Janice Kay; Thomas; Thompson & Kowalchuk; Understanding Professional Nursing Practice
3. Graduate Competencies & Year-End Outcomes 2012-2013
4. Grade Descriptors
5. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
6. Tutorial Assessment Guide (TAG)
7. CARNA Website: Nursing Intervention Classifications <http://www.nurses.ab.ca/nic/>

Required Texts

- 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.
- Karch, A. M. (2013). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins. **OR** Credible website i.e. eCPS or app. Med decks are not acceptable.
- 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: Lippincott Williams & Wilkins.

Recommended Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author. **OR** Credible APA software equivalent i.e. <http://www.perrla.com/APADetails.aspx>
- International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses.
- Kee, J. L. (2010) *Laboratory and diagnostic tests with nursing implications* (8th ed.). Upper Saddle River: Pearson Education, Inc. **OR** Credible App
- McIntyre, M., & McDonald, C. (2010). *Realities of Canadian nursing: Professional, practice, and power issues*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.
- Pathophysiology Textbook
- Pharmacology Textbook
- Ross-Kerr, J. C., & Wood, M. J. (2011). *Canadian nursing: Issues and perspectives* (5th ed.). St. Louis: Mosby.

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.

CREDIT/CONTACT HOURS:

LEC: 9

SEM: 36

LAB: 18

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) 2012-2013*. Attention must be given to the competencies that are identified as being relevant to NS 3900.

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.

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

**** 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. ****

GRADING CRITERIA:

Grande Prairie Regional College uses the Alpha grading system and the following approved letter grades for nursing courses. 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, which will be reported to the registrar's office. C- is the minimum passing grade for a nursing course, with the exception of NS 1050 & NS 2150. Please refer to GPRC 2011-2012 Academic Calendar <http://www.gprc.ab.ca/programs/calendar/> for full details. If you have any further questions or concerns, please see your tutor / instructor for more information.

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

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

Note: Refer to the 2012/2013 College calendar for further details regarding the grading policy and the progression criteria in the Bachelor of Science in Nursing program.

EVALUATIONS:

Evaluation of students will be based on the course objectives as well as:

- Self Directed Learning
- Group Process
- Critical thinking

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 2012-2013' document) is required.

ITEM	DUE DATE(S): FALL II	WEIGHTING
1. Clinical Judgment Exercise (CJE)	November 16 th , 2012 @ 1600	20%
2. Midterm Examination	November 23 rd , 2012 @ 0830	30%
3. OSCE	December 12 th , 2012 @ Various	Pass/Fail
4. Tutorial Assessment Guide (TAG)	December 17 th & 18 th by appointment	15%
5. Final Examination	December 19 th -21 st TBA	35%

**** NOTE:** Please see the Course Syllabus for more information on each evaluation. Also, refer to the Examination Policies on the GPRC website <http://www.gprc.ab.ca/about/administration/policies/> as well as pages 7 & 8 in the 2012-2013 Nursing Student Handbook. **

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 1900 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. Please note that information from fixed resource sessions are testable material. Attendance in fixed resource sessions is highly recommended.

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>

Withdrawal Date(s):

Fall I:	Last date to withdraw with refund:	September 21 st , 2012
	Last date to withdraw with permission:	October 5 th , 2012
Fall II:	Last date to withdraw with refund:	November 14 th , 2012
	Last date to withdraw with permission:	November 26 th , 2012

Assignment 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 08:30 and if submitted via drop box at the main office they 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.

Statement on Plagiarism and Cheating:

Please refer to the Student Conduct section in the GPRC 2012-2013 Academic Calendar (p. 47-50) regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. The instructor reserves the right to use electronic plagiarism detection services.

We expect honesty from our students. This demands that the contribution of others be acknowledged. Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat.

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, Jocelyn Smith at 780.539.2017, as soon as possible.

COURSE SCHEDULE / TENTATIVE TIMELINE:
FALL I
TUTORIAL

Section	Instructor(s)	Time	Room
A2	Joan Cawthorn	Tues & Thurs 0830-1120	H225
B2	Joan Jacobson	Tues & Thurs 0830-1120	E305

LABS

L1	Joan Jacobson OR Kim Staples	Monday 0830-1120	H225
L2	Joan Jacobson OR Kim Staples	Wednesday 0830-1120	H225

FIXED RESOURCE SESSIONS

S1 (All)	Various	0830-1120	E306
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FALL II
TUTORIAL

Section	Instructor(s)	Time	Room
C2	Joan Jacobson	Tues & Thurs 0830-1120	E305
D2	Jennifer Hamilton	Tues & Thurs 0830-1120 <i>November 1st</i> <i>December 13th</i>	H225 C316 H211

LABS

L3	Shelley Brown	Monday 0830-1120	H225
L4	Shelley Brown	Wednesday 0830-1120	H225

FIXED RESOURCE SESSIONS

S2 (All)	Various	Friday 0830-1120	E306
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NS 3900 ASSIGNMENT OF FINAL GRADE

Student Name: _____

A letter grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). A grade of C- is the minimum passing grade for any nursing course with exception of NS 1050 and NS 2150. Please see GPRC Calendar for Academic Progression Criteria.

<i>ASSIGNMENT</i>	<i>GRADE EARNED</i>	<i>4 POINT EQUIVALENT</i>	<i>% OF FINAL GRADE</i>	<i>VALUE</i>
1. Clinical Judgment Exercise			20%	
2. Midterm Examination			30%	
3. OSCE			Pass/Fail	
4. Tutorial Evaluation Guide			15%	
5. Final Exam			35%	
			TOTAL:	

Total 4-Point Equivalent Values: _____

Translated to Final Alpha Grade: _____

Letter grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages is added up to make a total.

That total was converted back into the Alpha grade scale to receive your final grade. Final grades are not rounded. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

Instructor Signature: _____

Date: _____