



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BScN PROGRAM**

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

**NURSING 3900  
2014-2015 COURSE OUTLINE**

**Fall I (September 4 - October 24, 2014)**

Sheila Elliott, MN, RN (Tutor, Lab & Course Leader)

Office: L224 Phone: 539 2897

Email: [selliott@gprc.ab.ca](mailto:selliott@gprc.ab.ca)

Office hours: as posted

Dorothy MacIntyre MEd, BN, RN (Tutor & Lab)

Office: L220 Phone: 539 2048

Email: [dmacintyre@gprc.ab.ca](mailto:dmacintyre@gprc.ab.ca)

Office hours: as posted

**Fall II (October 27 – December 12, 2014)**

Wendy McMillan, MN, RN (Tutor & Course Leader)

Office: H208 Phone: 539 2752

Email: [wmcmillan@gprc.ab.ca](mailto:wmcmillan@gprc.ab.ca)

Office hours: as posted

Tracy King, BScN, RN (Tutor)

Office: H214 Phone: 539-2874

Email: [tking@gprc.ab.ca](mailto:tking@gprc.ab.ca)

Office hours: as posted

Bobbi Rose, BScN, RN (Tutor & Lab)

Office: H202 Phone: 539-2714

Email: [brose@gprc.ab.ca](mailto:brose@gprc.ab.ca)

Office hours: as posted

**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 (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 and co-requisites are site specific and adhere to course sequences specified in respective university calendars.

**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

### 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) 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

1. Learning Packages: Thomas; Celine Turcotte; Janice Kay; Thompson & Kowalchuk; 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

## RECOMMENDED RESOURCES (site specific)

**Nursing Interventions Classification, available on CARNA website**

### Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2010). *Psychiatric and mental health nursing for Canadian practice*. (2<sup>nd</sup> ed). Philadelphia: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby.

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins

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.

Chow. (2012). *Canadian Essentials of Maternity and Pediatrics Nursing*. Philadelphia: Lippincott, Williams, & Wilkins

Lippincott Williams & Wilkins (2014). *Lippincott's NCLEX-RN Pass Point Powered by Prep-U.*, Philadelphia, PA: Lippincott Williams & Wilkins [[Online purchase through Lippincott](#)]

### 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 \*

Kee, J. L. (2010). *Laboratory and diagnostic tests with nursing implications* (8<sup>th</sup> ed.). Upper Saddle River: Pearson Education, Inc.

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

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

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

Sylvestri, L. A. (2014). *Saunders Comprehensive Review for the NCLEX-RN Examination* (6<sup>th</sup> ed.). St. Louis: Elsevier Saunders.

### REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

**Course Schedule/ Tentative Timeline:** Available on Moodle

### 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:

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

- 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. 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%	

### 1. Clinical Judgment Exercise (20 %)

Students will be given a nursing situation and asked to provide a solution to the health care problem. 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 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?
  - **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 (30% & 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 Thompson & Kowalchuk scenarios. The final exam will test materials from the learning goals, labs and fixed resource sessions related to the scenarios Thomas, 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.

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

#### 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**

Refer to the 2014-2015 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:**

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 2014-15 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.

<b>GRADING CONVERSION CHART</b>			
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.**

**COURSE SCHEDULE/TENTATIVE TIMELINE:****FALL I****TUTORIAL**

<b>Section</b>	<b>Instructor(s)</b>	<b>Time</b>	<b>Room</b>
A2	Sheila Elliott	Tues & Thurs 0830-1120	A204
B2	Dorothy MacIntyre	Tues & Thurs 0830-1120	A209

**LABS**

L1	Sheila Elliott	Monday 0830-1120	H225
L2	Dorothy MacIntyre	Wednesday 0830-1120	H225

**FIXED RESOURCE SESSIONS**

S1 (All)	Various	0830-1120	B201
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**FALL II****TUTORIAL**

<b>Section</b>	<b>Instructor(s)</b>	<b>Time</b>	<b>Room</b>
C2	Wendy McMillan/Tracy King	Tues & Thurs 0830-1120	A204
D2	Bobbi Rose	Tues & Thurs 0830-1120	A209

**LABS**

L3	Bobbi Rose	Monday 0830-1120	H225
L4	Bobbi Rose	Wednesday 0830-1120	H225

**FIXED RESOURCE SESSIONS**

S2 (All)	Various	Friday 0830-1120	B201
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