



DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – NURSING 3910

FALL I (Section AC1 & AC2)

(September 8 – October 19, 2011)

| | | |
|-----------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|
| COURSE LEADER: | Liz Richard, MN, RN | |
| INSTRUCTOR(S): | <u>MEDICAL UNIT INSTRUCTOR</u> Cindy Davidson, RN, BScN, CON(C) | <u>SURGICAL UNIT INSTRUCTOR</u> Tina Haayer, RN, BScN |
| PHONE: | (780) 539 2894 | (780) 539 2955 |
| OFFICE: | C202 | H213 |
| | <i>Office hours by appointment only</i> | |
| EMAIL: | cdavidson@gprc.ab.ca | thaayer@gprc.ab.ca |

Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2010

© 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 2010

PREREQUISITE(S) / COREQUISITE:

PZ 1510; NS 2910, 2940, 2950; NS 3900 (pre or corequisite)

REQUIRED TEXT(S) / RESOURCE MATERIALS:

U of A Collaborative BScN Program Documents

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
3. Graduate Competencies and Year-End Outcomes
4. Grade Descriptors

RECOMMENDED TEXT / RESOURCE MATERIALS:

Moodle Resources
Medical Surgical Nursing Textbook
Pathophysiology Textbook
Pharmacology Textbook or Nurses' Drug Guide
Other References as needed

CALENDAR DESCRIPTION:

NURS 3910 - Nursing Practice V: *7 (fi 14) (either term, 3-26c-2 in 7 weeks).

Nursing practice focuses on restoration, rehabilitation, and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life span. Practice occurs in primary, secondary, and tertiary level acute care settings.

CREDIT / CONTACT HOURS:

LEC: 0 SEM: 21 LAB: 14 CLINICAL: 182

COURSE DESCRIPTION:

Opportunities will be provided for students to develop advanced skills in health assessment, intervention and communication with clients across the life span. The focus of this clinical course will be the client and their families with more acute variances in health. Students will continue to utilize health promotion, and all levels of prevention in nursing practice. Nursing practice over a continuous block of time will occur in various acute care settings.

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: Clinical tutor tells the student what to do, about what steps to take.

Information: Clinical tutor tells the student specifics about a concept or topic.

Clarification: Clinical 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: Clinical 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: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical 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.

OVERARCHING STATEMENT

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to NURS 3910.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 3 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- **CARNA Nursing Practice Standards (2003) and all other CARNA standards**
 - **The CNA Code of Ethics for Registered Nurses (2008).**
1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
 2. Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.
 3. Demonstrate, with guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing more acute variances in health.
 4. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of settings (primarily, secondary and/or tertiary level acute care settings).
 5. Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
 6. Demonstrate the ability to integrate knowledge into clinical practice.

REQUIRED LEARNING EXPERIENCES:

In order to pass NS 3910, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences. Students are expected to implement previously learned nursing skills.

1. During this course, students will have a continuous experience in an acute care setting with adults or children, and/or home care which will include nursing care of clients and families experiencing increasingly complex and more acute variances in health.
2. Where the clinical setting allows, students will co-ordinate care for 3 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then co-ordinate care for 2-3 clients. The emphasis should be on learning depth and breadth and client safety.
3. Participate in site-selected lab activities (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').
4. Use a nursing model to assess and intervene with clients and their families.
5. Participate in client and family education.
6. Collaborate with client, family, community, nurses and members of other disciplines.

TRANSFERABILITY:

NURS 3910 is transferable to the following sites: UA, RDC & KC.

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.

GRADING CRITERIA:

Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Concept Map Assignment | |
| <p>Math Calculation Exam</p> <ul style="list-style-type: none"> I. Students are required to maintain competence in math calculations and therefore must pass a written math calculation exam early in the course. A passing grade of 90% is required. There will be no weighting on this exam in the overall grade in the course but will be assessed under the ENP criteria for safe practice. II. Students will be allowed 2 opportunities to rewrite if they are not successful in the first exam. III. Failure to achieve a passing grade on the math calculation exam after the third re-write will result in the student being asked to withdraw from the course. | <p>Pass</p> <hr/> <p>Fail</p> |
| <p>Concept Map Assignment</p> <p>A concept map is a diagram of patient problems, supporting data, interventions and evaluations. Your ideas about patient problems are the “concepts” that will be diagrammed. These maps are used to organize patient data, analyze relationships in the data, and enable you to take a holistic view of the patient’s situation.</p> <p>Concept mapping requires critical thinking to analyze relationships in clinical data. Critical thinking and clinical reasoning are used to formulate clinical judgments and decisions about nursing care. The important ideas that must be linked together during the concept map are the medical and nursing diagnoses, along with all the pertinent clinical data. Through concept mapping of diagnoses and clinical data, you can evaluate what you know about the care of your patient and what further information you need in order to provide safe and effective nursing care.</p> <p style="text-align: center;">The assignment has two parts: A: Concept Map B: Care Plan</p> <p style="text-align: center;"><u>Note:</u> Full directions on the requirements for this assignment are available in the Course Syllabus.</p> | <p>30 %</p> |
| <p>ENP (Evaluation of Nursing Practice)</p> <p>Students must pass the ENP in order to pass the course.</p> <p>If a student receives an “F” in any one area of the ENP criteria it constitutes a clinical failure. If a student does not pass the ENP he/she will obtain an overall grade of no greater than “D” in the course.</p> <p>To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and case scenarios be evaluated through discussion during the clinical day, seminar and journal entries.</p> <p>A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor. This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.</p> | <p>70 %</p> |
| | <p>100 %</p> |

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 of the assignment. For example, an assignment marked at a B+ would receive an adjusted grade of B if handed in one day late. Late assignments passed into the Nursing Office are due by 0830 and must be verified (stamped with date and time) by nursing office personnel. If students submit assignment electronically, the student is responsible to determine that the assignment has been received.

**** Please check with your individual instructor about how to submit assignments ****

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.

| 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 |

****NOTE**** 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. 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.**

STUDENT RESPONSIBILITIES:

ATTENDANCE

Students are expected to be punctual during their clinical experience in the agency. Attendance and participation is expected of all students in all seminars, labs, and clinical days. If you must be absent from a scheduled activity in the clinical agency, the student must contact the agency directly and also inform the instructor.

If a student misses his/her off unit experience day (s) due to illness, it is their responsibility to make arrangements to make up that day in consultation with the instructor.

A student who is absent for more than two (2) clinical days in one clinical nursing course may need to make up the lost time before being allowed to continue in the program.

PROFESSIONAL DRESS

Students are expected to abide by the dress code of the particular agency. It is expected that all students will wear a GPRC name tag at all times, including clinical areas where you may be observing (i.e. OR, RR, PAC, ICU, ER, dialysis and the Cancer Clinic).

PLAGIARISM AND CHEATING

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COURSE SCHEDULE / TENTATIVE TIMELINE:

| FALL I: SEPTEMBER 8 TH – OCTOBER 19 TH , 2011 | | TIME | ROOM # | |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------|------|
| CLINICAL SCHEDULE: | Each student will have their own clinical schedule prior to the start of the course. | | | |
| SEMINAR SCHEDULE: | Fridays: September 9, 16, 23 & 30; October 7 & 14 | 0830 - 1120 | H225 | |
| IMPORTANT DATES: | September 6 | GPRC College Orientation | All Day Main Floor | |
| | | Mask Fit Testing | *by appointment – check email | |
| | September 7 | Year III Orientation | 0900 – 1200 | B206 |
| | | Medication Calculation Exam | 1300 – 1600 | B303 |
| | September 8 | Clinical Orientation (Med/Surg) | 0900 - 1200 | QEII |
| | | Skills Blitz | | |
| | September 22 | <i>~ Drop Date for Course with Refund ~</i> | | |
| | September 26 | Assignment Due: Journal # 1 | 0830 | ** |
| | September 30 | <i>~ Last Date for Withdrawal with Permission ~</i> | | |
| | October 10 | Assignment Due: Concept Map (Part A & B) | 0830 | ** |
| October 17 | Assignment Due: Journal # 2 | 0830 | ** | |
| October 20 | Self Evaluations Due | 0830 | ** | |
| October 21 | Clinical Evaluations | <i>To be booked w/ instructors</i> | | |

EVALUATION OF NURSING PRACTICE (ENP)

Student’s overall performance will be assessed in each of the three categories:

1. SELF DIRECTED LEARNING

2. GROUP PROCESS

3. CRITICAL THINKING

| A Excellent | B Very Good | C Good / Satisfactory | D Marginal | F Unsatisfactory |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Student meets the objectives at a “Level of Independence” greater than identified on the TAG, all of the time. | Student meets the objectives at a “Level of Independence” greater than identified on the TAG, majority of the time. | Student meets the objectives at a “Level of Independence” required on the TAG some of the time. | Student meets the objectives at a “Level of Independence” required on the TAG inconsistently. | Student fails to meet the objectives at a “Level of Independence” required on the TAG. |

Competencies are as described in the document “Graduate competencies and year-end outcomes – condensed version 2010-2011”.

RC = Relevant Course Objectives

| RELATED COURSE OBJECTIVE: | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| <ul style="list-style-type: none"> Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: <i>Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011.</i> | | | | | | |
| RCO | 1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY | A | B | C | D | F |
| 1.3 | Independently presents a professional image | | | | | |
| 1.3 | With minimal guidance, demonstrates accountability for making decisions and the outcomes of those decisions | | | | | |
| 2.3 | With guidance, uses effective time management strategies in coordinating care, organizing workload, and setting priorities. | | | | | |
| 3.3 | With guidance demonstrates the ability to practice safely and within the limits of own competence and knowledge | | | | | |
| 1.3 | With guidance demonstrates initiative and responsibility to accurately assess and meet own learning needs and implements learning goals to maximize and or improve nursing care | | | | | |
| 3.3 4.3 16.3 | Independently understands and ensures personal, client and colleague safety by practicing within the policies and procedures of the agency/organization | | | | | |

RELATED COURSE OBJECTIVES :

- Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variations in health, in a tertiary care centre.
- Demonstrate, with guidance, the ability to integrate knowledge into clinical practice.
- Demonstrate, independently, the ability to use advanced therapeutic/interpersonal communication skills with patients, staff & peers.
- Demonstrate, with minimal guidance, the ability to manage health promoting and prevention activities using advanced skills.
- Demonstrate the ability to integrate knowledge into clinical practice.

| RCO | 2. KNOWLEDGE-BASED PRACTICE | A | B | C | D | F |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 10.3 | With guidance, applies a critical thinking approach to nursing | | | | | |
| 5.4 | With guidance, identifies, develops and engages in strategies for social and political action. | | | | | |
| 10.3 18.3 | With guidance, uses credible and evidence informed theory and resources to provide competent care | | | | | |
| 19.3 20.3 21.3 23.3 | With guidance, identifies appropriate nursing diagnoses from relevant assessment data, sets goals, develops plans for care, and evaluates outcomes in complex and rapidly changing client situations. | | | | | |
| 21.3 | With guidance, manages multiple nursing interventions in complex, rapidly changing unstable patient conditions | | | | | |
| 20.3 | With guidance, recognizes and seeks help in rapidly changing unstable client conditions | | | | | |
| 15.3 | With guidance, uses principles of primary health care to anticipate client health problems to manage complex problems and promote continuity of care. | | | | | |
| 15.3 27.3 | With guidance, collaborates with other members of the interdisciplinary health care team in the delivery of care to the client. | | | | | |
| 18.3 | With guidance, makes appropriate judgments and sound decisions in management of care based on clear and accurate understanding of rationale for care, best practice guidelines and research | | | | | |
| 7.3 8.3 | With guidance, applies a knowledge base from nursing and other disciplines concerning current health care issues in adult acute care. | | | | | |
| 24.3 | With guidance, uses appropriate lines of communication to report significant issues or concerns related to delivery of nursing care and patient / client outcomes. | | | | | |
| 24.3 | With minimal guidance, produces clear, timely, relevant, and thorough charting / documentation | | | | | |
| 27.3 | Independently establishes and maintains effective working relationships and open communication with colleagues | | | | | |

| | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| RELATED COURSE OBJECTIVE | | | | | | |
| <ul style="list-style-type: none"> Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: Graduate Competencies and Year-End Outcomes Condensed Version 2010-11. | | | | | | |
| RCO | 3. ETHICAL PRACTICE | A | B | C | D | F |
| 25.3 26.3 | With guidance, provides nursing care that respects professional boundaries, and individual rights such as informed consent, confidentiality, client autonomy, and advocacy | | | | | |
| 25.3 26.3 | Demonstrates respect for cultural, spiritual, and individual values, beliefs, and opinions of peers, colleagues, and clients. | | | | | |
| 25.3 | With guidance, identifies potential effect(s) of own values, beliefs, and experiences on relationships with clients, and uses this self awareness to provide competent care | | | | | |
| 25.1 | Establishes therapeutic and caring relationships with clients. | | | | | |
| RELATED COURSE OBJECTIVE | | | | | | |
| <ul style="list-style-type: none"> Demonstrate, with guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counselling skills, and teaching and learning principles. | | | | | | |
| RCO | 4. SERVICE TO THE PUBLIC | A | B | C | D | F |
| 27.3 | With minimal guidance applies principles of therapeutic and professional relationships in establishing rapport with clients / staff and terminating these relationships. | | | | | |
| 28.3 29.3 | With guidance, demonstrates leadership, management, and administration skills | | | | | |
| RELATED COURSE OBJECTIVE | | | | | | |
| <ul style="list-style-type: none"> Demonstrate, independently or with minimal guidance the ability to practice in accordance with Year 4 competencies, as described in the document entitled: Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011 | | | | | | |
| RCO | 5. SELF-REGULATION | A | B | C | D | F |
| 31.3 | Independently demonstrates understanding of the CARNA practice standards and competencies in relation to the development of own nursing practice | | | | | |
| RELATED COURSE OBJECTIVE | | | | | | |
| <ul style="list-style-type: none"> Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities | | | | | | |
| RCO | 6. CONTEXT BASED LEARNING | A | B | C | D | F |
| 33.3.1 | Independently directs own learning | | | | | |
| 33.3.2 | Independently uses critical thinking skills to facilitate learning of the group | | | | | |
| 33.3.3 | Independently effectively uses group process to facilitate learning of the group. | | | | | |