



## DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

### COURSE OUTLINE – NURSING 3910

Fall 2 (Section BC1 & BC2)

(October 27th – December 12, 2014)

<b>COURSE LEADER:</b>	Bonnie Braun, RN, MScN <a href="mailto:BBraun@gprc.ab.ca">BBraun@gprc.ab.ca</a>	
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Originally developed by the Clinical Experience Development Committee  
Revised by the Learning Experiences Development Committee, April 2010

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*Approved: May 2010*

**PREREQUISITE(S) / COREQUISITE:**

NS 2910, 2940, 2950; NS 3900

**REQUIRED TEXT(S) / RESOURCE MATERIALS:**

Moodle 3910 Course Site

Moodle Student Resources Site

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 2013-2014
4. Grade Descriptors

Balzer-Riley, J. (2013). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins. **[updates yearly]** 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* (2<sup>nd</sup> ed.). St. Louis: Mosby.

Lilley, L. L., Harrington, S., Snyder, J. S., & Swart, B. (2011). *Pharmacology for Canadian health care practice* (2<sup>nd</sup> ed.). Toronto, ON: Elsevier.

Lippincott Williams & Wilkins (2011). *Lippincott's NCLEX-RN 10,000 Powered by Prep-U: 10,000 Ways To Pass The Test.*, Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 2 year access through the bookstore is 9781451172010 ISBN: 2 year access through the Lippincott site (25% discount) is 9781451131260

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.

SafeMedicate Software (formally edose)

Evaluation of Nursing Practice (ENP) – NS 3910 (Available on Moodle)

**RECOMMENDED TEXT / RESOURCE MATERIALS:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed., 3<sup>rd</sup> printing). Washington, DC: Author. OR Credible APA software equivalent i.e. <http://www.perrla.com/APADetails.aspx>

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

**CALENDAR STATEMENT:**

**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

**DELIVERY MODE(S):**

This 7-week course will consist of a few days of lab and orientation at the college and at the clinical site, where there is face-to-face instruction with the instructor. The remaining weeks are on either a surgical ward (4 South) or medical ward (3 North) with direct instructor supervision. This course also uses Moodle for distribution of course documents. Seminars occur weekly with the instructor.

**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 2012-2013*. 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 2012-2013*. 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 (2013) 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 2012-2013*.
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:**

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**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:**

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**NURS 3910 is transferable to the following sites: UofA, RDC & Keyano.**

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:**

In order to pass Nursing 3910, students must pass the ENP. Please refer to NS 3910 Course Syllabus for Assignment requirements and grading rubrics.

Assignment	Due Dates	Value
Concept Map Assignment	Written: December 1, 2014 @ 0830 Presentations: December 5, 2014	30%
ENP Evaluation**	Self-evaluation: December 5, 2014 Final evaluation: December 12, 2014 by appointment	70%

\*\*Students must pass the ENP in order to pass the course. If a student receives an "F" in any one area of the ENP criteria it constitutes a clinical failure.

**ASSIGNMENT POLICY**

Please see the GPRC, Department of Nursing Education & Health Studies Late Assignment Policy available on Moodle.

**\*\* 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 instructor.

<b>GRADING CONVERSION CHART</b>			
<b>ALPHA GRADE</b>	<b>PERCENTAGE CONVERSION (%)</b>	<b>4-POINT EQUIVALENT</b>	<b>DESCRIPTOR</b>
<b>A+</b>	95 – 100	4.0	Excellent
<b>A</b>	90 – 94.9	4.0	
<b>A-</b>	85 – 89.9	3.7	Very Good First Class Standing
<b>B+</b>	80 – 84.9	3.3	
<b>B</b>	75 – 79.9	3.0	Good
<b>B-</b>	70 – 74.9	2.7	
<b>C+</b>	66 – 69.9	2.3	Satisfactory
<b>C</b>	63 – 65.9	2.0	
<b>C-</b>	60 – 62.9	1.7	
<b>D+</b>	55 – 59.9	1.3	Poor
<b>D</b>	50 – 54.9	1.0	Minimal Pass
<b>F</b>	0 – 49.9	0.0	Failure
<b>WF</b>	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 2013-2014 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: (See pages 42-44 in the 2014-2015 College Calendar titled: Student Conduct)**

**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**

Please see the GPRC, Department of Nursing Education & Health Studies Professional Appearance & Dress Code Policy available on Moodle.

### **PLAGIARISM AND CHEATING**

Please refer to pages 43 of the 2014-2015 College Calendar regarding plagiarism, cheating and the resultant penalties. These are serious offences and will be dealt with accordingly.

### **COURSE SCHEDULE / TENTATIVE TIMELINE:**

See Moodle 3910 Course Site for Course Calendar.

### **COMMUNICATION**

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Discussion forums have been set up on the NS 3910 Moodle page, “**Q&A Forum-Medicine**” and “**Q&A Forum-Surgery**”. Please use the forum for any question you may have regarding the course and the assignment. The only e-mail or text you should send is if there is anything personal, medical or absences that you need to discuss with your instructor.

Inappropriate use of e-mail sent to fellow students and members of the Department of Nursing Education & Health Studies and GPRC community will result in disciplinary action.

The use of social networking services such as, but not limited to, Facebook, Twitter, MySpace, internet messaging, blogs and wikis, are subject to disciplinary action. Please refer to Non-academic Offences on page 44 of the 2014-2015 College Calendar.

### **COURSE MATERIAL & ANNOUNCEMENTS**

There is a Moodle page for NS 3910. Students are expected to access and become familiar with their Moodle site at the beginning of the term and to access their Moodle site on a regular basis throughout the term. Failure to do so may result in the students missing important course-related information, resources, instructor feedback, and announcements.

Course announcements will be made on: Moodle NS 3910 BC1/BC2

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