



DEPARTMENT of NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – Fall 1 2016

NS3910 (A2, AC1, AC2): Nursing Practice V – 7 (0-3-28) 217 Hours

INSTRUCTOR Shelley Brown MN, RN **PHONE:** 780-539-2794
(Course Leader):
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OFFICE HOURS: By appointment

INSTRUCTOR: Tamara VanTassell MN, **PHONE:** 780-539-2798
RN
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CALENDAR DESCRIPTION:

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

PREREQUISITE(S)/COREQUISITE:

Prerequisites: NS2910, NS2940, NS2950

Corequisite: NS3900

REQUIRED TEXT/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 (2nd ed.).

St. Louis: Mosby.

Lilley, L. L., Harrington, S., Snyder, J. S., & Swart, B. (2011). *Pharmacology for Canadian health care practice* (2nd 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.

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

SafeMedicate Software

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

DELIVERY MODE(S):

Clinical hours and seminar hours.

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.

LEARNING OUTCOMES:

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:

UA, UC, UL, AU, GMU, CU, CUC, KUC.

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**** 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**

EVALUATIONS:

Assignment	Due Date	Value
Year 3 Math Calculation*	August 2016	Pass/fail
Concept Map Assignment	September 30, 2016 @1630	30%

Evaluation of Nursing Practice (ENP)**	By appointment	70%
Reflective Practice	September 23, 2016 @ 1630	Under ENP

*A passing grade of 90% is required. Students will be allowed 2 opportunities to rewrite if 90% pass rate is not achieved. Failure to achieve a passing grade on the math calculation exam after the second re-write will result in the student being asked to withdraw from the course.

****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.**

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Individual clinical schedule provided by Clinical Placement Coordinator. Seminar schedule on Moodle page.

STUDENT RESPONSIBILITIES:

Refer to the College Policy on Student Rights and Responsibilities at

www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

****Note:** all Academic and Administrative policies are available on the same page.