



UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM



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

NURSING 3940 Nursing in Context C1 Winter 2011

January 5, 2011 – February 18, 2011 (A3,L1, L2, S1)
February 28, 2011 – April 15, 2011 (B3,L1, L2, S2)

COURSE OUTLINE

Block 1 Section A3 L1, L2 S1

Name	Office	Phone	Office Hours
COURSE LEADER/Tutorial Instructor: Dorothy MacIntyre M.Ed.,BN.RN dmacintyre@gprc.ab.ca	Office: H 231	Phone: 539-2048	T - Th- 1430- 1600 And by appointment
Tutorial Instructor: Kelly Socha, RN, BScN ksocha@gprc.ab.ca	Office: H 133	Phone: 539-2028	T - Th- 1430- 1600 And by appointment
Lab Instructor: Joan Jacobson RN, Bsc,N, jjacobson@gprc.ab.ca	Office: H 131	Phone: 539-2046	As Posted

Block 2 Section B3 L1,L2, S2

Name	Office	Phone	Office Hours
COURSE LEADER/Tutorial Instructor/Lab Instructor: Dorothy MacIntyre M.Ed.,BN.RN dmacintyre@gprc.ab.ca	Office: H 231	Phone: 539-2048	T – Th 1430 – 1600 And by appointment
Tutorial Instructor: Kelly Socha, RN, BScN ksocha@gprc.ab.ca	Office: H 133	Phone: 539-2028	T - Th- 1430- 1600 And by appointment
Lab Instructor: Shelley Brown, RN sbrown@gprc.ab.ca	Office: H 228	Phone: 539-2757	As Posted

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Approved: May 2010

Nursing 3940 Course Outline

CALENDAR STATEMENT:

NURS 3940 5 (0-6-3) UT 63 hours 7 weeks

Nursing in Context C1: Continuation of NURS 3900 with increasing situational complexity.

Prerequisites: 3900, (3910 or 3950).

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 lifespan. The focus remains on care of clients (individuals, families, groups) in institutions and community experiencing acute and complex variances in health.

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

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: Indicates that input is provided by tutor 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 394.

- 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 an increasing knowledge of nursing as a discipline and as a profession.
- 4) Demonstrate, independently, the ability to use professional and/or therapeutic communication skills in all learning activities.
- 5) Demonstrate knowledge of primary health care, health promotion, and disease prevention in clients experiencing more acute and complex variances in health across the life span.
- 6) Apply advanced assessment and nursing skills in all learning activities.
- 7) Demonstrate understanding of the concepts of restoration, and rehabilitation, as applied to clients experiencing more acute and complex variances in health.
- 8) Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
- 9) Integrate the knowledge and skills acquired in all learning environments and be able to apply them to other situations.

REQUIRED RESOURCES:

1. Core Concept Map: Nursing 3940 (available on Moodle)
2. Working Definitions (available on Moodle)
3. Learning Packages: Carrie & Scott McKenzie, The Smiths, Johnny Worthington, Home Care (available on Moodle)
4. Graduate Competencies and Year End Outcomes (available on Moodle)
5. Tutorial Assessment Guide (TAG) (available on Moodle)
6. Grade Descriptors (available on Moodle)

Textbooks:

American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington, DC: Author.
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Balzer-Riley, J. (2008). <i>Communications in nursing</i> (6th ed.). Toronto, ON: Mosby.
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Hibberd, J.M., & Smith, D.L. (2006). <i>Nursing leadership and management in Canada</i> (3 rd ed.). Toronto, ON: Elsevier Mosby.

Lewis, S.M., Heitkemper, M., Dirksen, S.R., Barry, M, Goldworthy, S., & Goodridge, D. (2010). <i>Medical-Surgical Nursing in Canada: Assessment and management of clinical problems</i> (2nd ed.). St. Louis: Mosby.
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Millar, H., & Millar, M. (1999). <i>Sick buildings and sick schools</i> . Vancouver, BC: NICO Environmental Health Strategies.
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Ricci, S.S., & Kyle, T. (2009). <i>Maternal & pediatric nursing</i> . Philadelphia, PA: Lippincott Williams & Wilkins.
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Pathophysiology Textbook

Pharmacology Textbook

Laboratory & Diagnostic Tests textbook

Nursing Care Plan textbook

RECOMMENDED RESOURCES:

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2007). <i>Canadian community as partner: Theory and multidisciplinary practice</i> . (2 nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

ADDITIONAL RESOURCES:

International Council of Nurses. (2005). <i>ICNP, Version 1: International Classification for Nursing Practice</i> . Geneva: International Council of Nurses. (ON RESERVE)
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REQUIRED LEARNING EXPERIENCES:

1. CBL Tutorial
2. Lab Activities

ATTENDANCE AT FIXED RESOURCE SESSIONS is highly recommended and material presented in the sessions is testable on examinations.

IMPORTANT DATES:

Please refer to the **GPRC Calendar 2010 - 2011** for the following information:

- Major Deadlines
- Academic Appeal Regulations
- Course Withdrawals
- Code of Student Behaviour

COURSE EVALUATION:

1. Evaluation of student behavior 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 document) is required.

Block 1

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	January 28
Scholarly Paper APA format due 1600 hrs	25%	February 7
OSCEs	Pass/Fail	February 16
Final Exam	35%	February 17

Block 2

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	March 25
Scholarly Paper APA format due 1600 hrs	25%	March 31
OSCEs	Pass/Fail	April 13
Final Exam	35%	During exam week – TBA

LATE ASSIGNMENT POLICY:

All assignments are to be passed in at the time and place they are due. Extensions on assignments 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 a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade. For example, a paper scored 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.** If the paper is passed in after a weekend the weekend will count as one working day. When submitting assignments electronically, it is the student's responsibility

to ensure the assignment has been received. Please speak with your Tutor to clarify assignment submission requirements.

PLAGIARISM AND CHEATING:

Refer to the 10-2011 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:

Effective July 1, 2003, Grande Prairie Regional College began using the alpha grading system and the following approved letter codes for all programs and courses offered by the college.

	Alpha equivalence	4-point Descriptor
A +	4.0	Excellent
A	4.0	
A-	3.7	First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

A+ through C- are considered passing grades in nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

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.

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 in NS 3940 will be translated into a 4-point equivalent; then this number will 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.**

TRANSFERABILITY

****Note: Refer to the GPRC College Calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

NURS 3940 TUTORIAL ASSESSMENT GUIDE

Use in conjunction with the course objectives

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

**Student's overall performance will be assessed in each of the three categories.*

A- Excellent	B -Very Good	C -Good Satisfactory	D-Marginal	F-Unsatisfactory
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Excellent (A)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, all of the time.

Very Good /Good (B)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, majority of the time..

Satisfactory (C)

Student meets the objectives at a "Level of Independence" required on the TAG.

Marginal (D)

The student meets the objectives at a "Level of Independence" required on the TAG inconsistently

Unsatisfactory (F)

Student fails to meets the objectives at a "Level of Independence" required on the TAG

RCO = Relevant Course Objectives Please refer to the course outlines for the course objectives.

RCO	1.SELF-DIRECTED LEARNING	A	B	C	D	F
4, 5, 6	1.1 Identifies gaps in knowledge.					
3	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
3	1.3 Participates actively in defining own learning objectives.					
6, 8	1.4 Selects appropriate resources to meet own learning needs.					
3, 8	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
3	1.6 Demonstrates effective actions to meet own learning needs.					
1	1.7 Takes responsibility for actions and their consequences to self and group.					
4	1.8 Evaluates learning outcomes.					
3, 12	1.9 Seeks constructive feedback.					
12, 14	1.10 Responds to constructive feedback.					

Comments:

RCO	2. GROUP PROCESS	A	B	C	D	F
11	2.1 Contributes to the development of group objectives and norms.					
10, 11, 12	2.2 Helps keep the group task oriented.					
10, 14, 15	2.3 Communicates ideas and information using a variety of communication skills.					
1, 11	2.4 Assumes leadership role in group interaction.					
1, 11	2.5 Actively facilitates the learning of others.					
12, 1	2.6 Respects the values and opinions of others.					
1, 11, 14	2.7 Provides constructive feedback to others.					
1, 3	2.8 Completes all tasks as negotiated within the group.					
11, 12	2.9 Takes constructive action to address group concerns or conflict.					
1	2.10 Is present and punctual.					
Comments:						
RCO	3. CRITICAL THINKING	A	B	C	D	F
2, 4	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	3.4 Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	3.5 Demonstrates an understanding of underlying concepts.					
1, 3, 4	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6, 13	3.8 Generates and considers alternative perspectives.					
3, 4, 6	3.9 Justifies reasons or actions.					

Comments:

Summary comments:

Overall Score: _____ **Date:** _____

Student's Signature

Tutor's Signature