

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES
COURSE OUTLINE - Winter 2012, Term 1 (Sections A3_B3_L1_L2_S1)
NS 3940 NURSING IN CONTEXT C1 – 5 (0-6-3) UT 63 hours 7 weeks

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Course Instructor: Kelly Socha, RN, BScN Office: H133 Phone: 539-2028 Email: ksocha@gprc.ab.ca Office Hours: T & Th 1130-1300hr & by appointment	Course Leader: Cindy Davidson, RN, BScN, CON(C) Office: C202 Phone: 539-2894 Email: cdavidson@gprc.ab.ca Office Hours: T & Th 1130-1300hr & by appointment

PREREQUISITE(S)/COREQUISITE:

Nursing in Context C1: Continuation of NURS 3900 with increasing situational complexity.
Prerequisites: 3900, (3910 or 3950).

REQUIRED TEXT/RESOURCE MATERIALS:

Working Definitions
NS 3940 Core Concept Map
NS 3940 Learning Packages: Epidemiology; Carrie & Scott MacKenzie; The Parsons; and, Home Care – The Morning & The Afternoon.
Map of Theoretical Labs, Clinical Labs and Clinical Seminars
Graduate Competencies and Year-End Outcomes
NS 3940: Tutorial Assessment Guide (TAG)
Canadian Nurses Association (CNA) Code of Ethics
Other site-specific resources

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

Austin, W., & Boyd, M.A. (2008). *Psychiatric and mental health nursing for Canadian practice*. (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

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

Hibbard, J.M., & Smith, D.L. (2006) *Nursing leadership and management in Canada*. (3rd ed.). Toronto, ON: Elsevier 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.

Pangman, V. C., & Pangman, C. H. (2010). *Nursing leadership from a Canadian perspective*. Philadelphia: Lippincott Williams & Wilkins.

Ricci, S.S., & Kyle, T. (2009). *Maternal & pediatric nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

Pathophysiology textbook

Pharmacology textbook

Optional Text/Resource Material:

Ackley, B.J., & Ladwig, G.B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.

International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses. [ON RESERVE]

Kee, J. L. (2010) *Laboratory and diagnostic tests with nursing implications* (8th ed.). Upper Saddle River: Pearson Education, Inc. OR Credible App

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2011). *Canadian community as partner: Theory and multidisciplinary practice* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.

CALENDAR 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.

CREDIT/CONTACT HOURS:

LEC: 9 SEM: 36 LAB: 18

DELIVERY MODE(S):

Course delivery modes include: tutorial, labs, and fixed resource sessions (FRS).

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 NS 3940.

- 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.

TRANSFERABILITY:

**** This course is part of a block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to 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, 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.**

****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.**

GRADING CRITERIA:

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.

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.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C⁻	1.7	60 – 62	
D⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
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.

EVALUATIONS:

- 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.

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	January 27
Scholarly Paper APA format due 0830hr	25%	January 30
OSCEs	Pass/Fail	February 8
Final Exam	35%	February 16

STUDENT RESPONSIBILITIES:

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 NS 3940.

All assignments must be type-written and, saved in a rich-text format for electronic submission, as appropriate.

Assignments are due on the dates set by the instructor. 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.

Regular attendance is critical to success in NS 3940. Required learning experiences include: Tutorial and lab activities. Attendance at fixed resource sessions (FRS) is highly recommended and material presented in the session is testable on examinations. Should a student be unable to attend a tutorial and/or FRS, it is the student's responsibility to acquire the material missed and to complete the assigned readings, in-class work, and/or assigned work. Should a student be unable to attend a lab, it is the student's responsibility to contact the lab instructor to make alternate arrangements.

STATEMENT ON PLAGIARISM AND CHEATING:

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

See 'Course Schedule'.