



DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES
NS 3940 COURSE OUTLINE - Winter 2014, Term 1 (Sections A3_B3_L1_L2_S1)

NS 3940 NURSING IN CONTEXT C1 – 5 (0-6-3) UT 63 hours 7 weeks

January 7 – February 28, 2014

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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 Learning Packages: Epidemiology; Charlie Radcliff; The Parsons; and, Home Care – The Morning & The Afternoon.

Map of Theoretical Labs, Clinical Labs and Clinical Seminars

2012-2013 Graduate Competencies and Year-End Outcomes

NS 3940: Tutorial Assessment Guide (TAG)

Canadian Nurses Association (CNA) Code of Ethics

Other site-specific resources

Required Textbooks:

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

Austin, W., & Boyd, M.A. (2010). *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.

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.

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

**** 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.

Winter Term I		
Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Midterm Exam	25%	January 31, 2014
Scholarly Paper APA format due 0830hr	25%	February 13, 2014
OSCEs	Pass/Fail	February 12, 2014
Final Exam	35%	February 27, 2014

MIDTERM EXAM:

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the Epidemiology; Doug Pritchett/Charlie Radcliff Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

FINAL EXAM:

The final exam will be comprised of multiple choice and short answer questions on content covered in the The Parsons; and, Home Care – The Morning & The Afternoon Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

Please refer to the Examination Policies located in your Student Handbook and in the 2013-2014 Grande Prairie Regional College Calendar.

SCHOLARLY ASSIGNMENT:

Students will be required to write a 3000 word maximum (excluding the title page, citations and reference pages) scholarly paper according to APA (6th edition) format. The student will select a nursing concept to explore more in-depth. The student will review and synthesize the literature related to the chosen concept to address a series of questions. This assignment is intended to give students an opportunity to explore a particular concept in more depth and show how it may be applied in a practical situation. *Please refer to Course Syllabus for further information.*

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 calendar 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 are due 24-hours after the original specified due date and time. Late assignments passed into the Nursing Office are due 24-hours by 0830 and must be verified (stamped with date and time) by nursing office personnel.

Assignments will only be accepted through e-mail, face-to-face with instructor, and through the nursing office-timed and dated by Nursing Office personnel. Assignments placed in or under an instructor's office door **WILL NOT** be accepted. If students submit an 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.

TUTORIAL EVALUATION:

Attendance at all CBL tutorials and labs is expected; absence will jeopardize successful completion of the course.

Students will be required to submit self-evaluations as well as complete peer-evaluations at the end of each scenario. A formative self-evaluation at midpoint in the course and a summative self-evaluation at the end of the course will be completed and submitted to the tutor.

For each student, the tutor will consider input from the individual and peers to arrive at the final grade. By the end of the course the student must consistently demonstrate appropriate behaviors in order to pass.

Evaluation of students in tutorial will be based on the TAG which includes: Course Objectives, Graduate Competencies, course content, critical thinking, group process, communication, nursing practice, and writing across the curriculum.

LABS & OSCE'S:

Students are expected to wear scrubs to all labs and OSCE's. You will not be permitted to wear scrubs to other classes. A 10 minute allowance will occur at the end of the lab to allow time for changing clothes.

OSCE's to be tested will be chosen by the lab and tutorial instructors. Please see Lab Manual for further information. OSCEs are pass/fail. In order to pass NS2940, the student will be required to pass the OSCE. A total of 3 attempts to pass an OSCE are permitted. The 3 attempts include the initial OSCE test (scheduled on April 18, 2013) and no more than 2 OSCE re-tests. All OSCE Re-testing must be completed within one week of the initial testing date (scheduled on April 18, 2013) in order to receive a pass in NS2940. If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.

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**** NOTE:** Please see the Course Syllabus for more information on each evaluation. Also, refer to the Examination Policies on the GPRC website <http://www.gprc.ab.ca/about/administration/policies/> as well as pages 7 & 8 in the 2012-2013 Nursing Student Handbook.**

Important Dates:

Please refer to the GPRC Calendar 2013 - 2014 for the following information:

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

REQUIRED LEARNING EXPERIENCES:

There are three components that make up every tutorial course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated. Absences in any of the organized activities will affect student performance and grades achieved.

1. CBL Tutorial

In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self Evaluation of Performance in Tutorial form.

2. Lab Activities

In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience.

RECOMMENDED LEARNING EXPERIENCES:

1. Nursing Fixed Resource Sessions (FRS)

FRS includes additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions are testable material. Attendance in fixed resource sessions is highly recommended.

STUDENT RESPONSIBILITIES:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2013-2014*. 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.

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, mental, or physical health are advised to discuss their needs with Student Services Special Needs Councilor through GPRC Student Services (780) 529 2944, as soon as possible.

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:

WINTER I: JANUARY 7TH – FEBRUARY 28TH, 2014			TIME	ROOM #
TUTORIAL SCHEDULE:	Tuesdays & Thursdays		0830 - 1120	J131 / H225
	January 9	Orientation	0830 - 0930	H225
		Tutorial - Group	0945– 1120	J131 / H225
	January 21	<i>~ Last Day to Drop Course for Refund ~</i>		
		Exam # 1 – Midterm Exam	Jan. 31 at 1000	D308
	February 3	<i>~ Last Day to Withdraw with Permission ~</i>		
		Scholarly Assignment Due	Feb. 13 at 0830	electronically
		TAG Self-Evaluations due	Feb. 24 at 1600	electronically
		OSCE Practice	Feb. 10 at 0830 - 1120	H225
		OSCE Testing	Feb. 12 at 0830 - 1120	H225
		OSCE Re-tests	Feb. 24 0830 – 1120 H225	
FRS's	Fridays		1000-1120	D308
	Final Exam	Feb. 27 at 0830 - 1120	J131/H225	
	Final Evals	Feb. 28	By Appointment	

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