

**DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES**  
**NS 3940 COURSE OUTLINE - Winter 2015, Term 1 (Sections A3\_B3\_L1\_L2\_S1)**

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

January 6<sup>th</sup> – February 27<sup>th</sup>, 2015

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<b>Course Instructor:</b> Michelle Hammel, RN, BScN <b>Office:</b> H217 <b>Phone:</b> 539-2715 <b>Email:</b> <a href="mailto:mhammel@gprc.ab.ca">mhammel@gprc.ab.ca</a> <b>Office Hours:</b> As posted	<b>Lab Instructor:</b> Dorothy MacIntyre, RN, MEd. <b>Office:</b> L220 <b>Phone:</b> 539-2048 <b>Email:</b> <a href="mailto:dmacintyre@gprc.ab.ca">dmacintyre@gprc.ab.ca</a> <b>Office Hours:</b> As posted

**PREREQUISITE(S)/COREQUISITE:**

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

**REQUIRED TEXT/RESOURCE MATERIALS:**

NS 3940 Learning Packages: Epidemiology; Charlie Radcliff; The Parsons; and, Home Care (On Moodle)  
Map of Theoretical Labs, Clinical Labs and Clinical Seminars (on Moodle)  
2013-2014 Graduate Competencies and Year-End Outcomes (on Moodle)  
NS 3940: Tutorial Assessment Guide (TAG) (on Moodle)  
Canadian Nurses Association (CNA) Code of Ethics

**Required Textbooks:**

American Psychological Association. (2011). *Publication manual of the American Psychological Association*, (6<sup>th</sup> ed.). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2010). *Psychiatric and mental health nursing for Canadian practice*. (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2013). *Communications in nursing*. (7<sup>th</sup> 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. (2014 or edition that you have). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (3<sup>rd</sup> ed.). St. Louis: Mosby.

Chow, J., Ateah, C., Scott, S., Ricci, S., Kyle, T. (2012). *Canadian essentials of maternity and pediatrics nursing*. Philadelphia: 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.

Doenges, M.E., & Moorhouse, M. F. (2013). *Application of nursing process and nursing diagnosis: An interactive text for diagnostic reasoning*. (6th ed). Philadelphia, PA: F.A. Davis Company.

Doenges, M.E., Moorhouse, M. F., & Murr (2013). *Nurse's pocket guide, diagnoses, prioritized interventions and rationales*. (13<sup>th</sup> ed). Philadelphia, PA: F.A. Davis Company.

International Council of Nurses. (2005). *ICNP, Version 1: International classification for nursing practice*. Geneva: International Council of Nurses. [ON RESERVE]

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

Van Leeuwen, A.M., Poelhuis-Leth, & D. J. Bladh, M. L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications*. (5<sup>th</sup> ed.). Philadelphia, P.A.: Fa. A. Davis Company.

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) 2012-13*. 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:**

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.

<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

**\*\* 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.

<b>Winter Term I</b>		
<b>Assignment</b>	<b>Weighting</b>	<b>Due</b>
Tutorial Assessment Guide	<b>15%</b>	<b>February 13, 2015 (self-evaluation)</b>
Midterm Exam	<b>25%</b>	<b>January 27<sup>th</sup>, 2015</b>
Scholarly Paper APA format <b>due 0830hr</b>	<b>25%</b>	<b>February 23<sup>rd</sup>, 2015</b>
OSCEs	<b>Pass/Fail</b>	<b>February 9<sup>th</sup> and 11<sup>th</sup></b>
Final Exam	<b>30%</b>	<b>February 24<sup>th</sup>, 2015</b>
Passpoint Quizzes	<b>5%</b>	<b>February 26<sup>th</sup>, 2015</b>

**MIDTERM EXAM:**

The mid-term exam will be comprised of multiple choice and short answer questions on content covered in the Epidemiology; The Parsons Family 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 Charlie Radcliff and Home Care 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 2014-15 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 (6<sup>th</sup> 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.*

### **PASSPOINT QUIZZES:**

There will be 5 Passpoint quizzes assigned to this course. For each quiz completed, the student will receive 1% regardless of the mark on the quiz. Completing the quizzes is an opportunity to practice NCLEX style questions related to medical/pediatric content.

Instructions to use Passpoint:

1. If you have not already accessed thePoint using a Student Access Code, please do so.
2. Once you have accessed Passpoint, click on "My Classes" at the top of the page.
3. Enter the class code **richard29749** in the Class Code field.
4. Your entry will be validated.
5. If your entry is not validated, check the code again and re-enter it. If it does not work, contact Online Product Support at 1-800-468-1128 or [techsupp@lww.com](mailto:techsupp@lww.com).

### **ASSIGNMENT POLICY:**

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 extensions. Assignments will be accepted through drop box on Moodle.

A reduction of one alpha grade for each calendar day that an assignment is submitted after the due date will be made 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 per the policy in the Student Handbook 2014-15. Late assignments will be allowed to be put in the drop box on Moodle.

### **TUTORIAL EVALUATION:**

Attendance at all CBL tutorials and labs is expected.

Students will be required to perform self-evaluations as well as complete peer-evaluations as determined by the group. Mid-course appointments can be made with the instructor but are optional. A summative self-evaluation (TAG) 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 & OSCES:**

OSCEs 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 NS3940, 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 February 9<sup>th</sup> and 11<sup>th</sup>, 2015) and no more than 2 OSCE re-tests. All OSCE re-testing must be completed by the end of the course in order to receive a pass in NS3940. If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.

**\*\* 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/>

### **Important Dates:**

**Please refer to the GPRC Calendar 2014-2015 for the following information:**

<http://www.gprc.ab.ca/programs/calendar/>

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

### **REQUIRED LEARNING EXPERIENCES:**

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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.

#### **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 may 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. Should a student be unable to attend a lab, alternate attendance must be discussed with the lab instructor.

### **RECOMMENDED LEARNING EXPERIENCES:**

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#### 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.

### **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 Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/programs/viewcatalog.7.-1.1018.html>

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

**COURSE SCHEDULE / TENTATIVE TIMELINE:**

<b>WINTER I: JANUARY 6<sup>TH</sup> – FEBRUARY 27<sup>TH</sup>, 2015</b>		<b>TIME</b>	<b>ROOM #</b>
<b>TUTORIAL SCHEDULE:</b>	<b>Tuesdays &amp; Thursdays</b>	<b>0830 - 1120</b>	<b>Michelle: A204 Liz: F309</b>
	<b>January 6</b>	<b>Orientation</b>	<b>0830 - 0930</b>
		<b>Tutorial - Group</b>	<b>0945– 1120</b>
	<b>January 20th</b>	<i>~ Last Day to Drop Course for Refund ~</i>	
	<b>January 27<sup>th</sup></b>	<b>Exam # 1 – Midterm Exam</b>	<b>0830-1030</b>
	<b>February 2nd</b>	<i>~ Last Day to Withdraw with Permission ~</i>	
	<b>February 23rd</b>	<b>Scholarly Assignment Due</b>	<b>0830</b>
	<b>February 13th</b>	<b>TAG Self-Evaluations due</b>	<b>0830</b>
		<b>OSCE Practice</b>	<b>Lab Drop In</b>
	<b>February 9<sup>th</sup> and 11th</b>	<b>OSCE Testing</b>	<b>0830-1120</b>
	<b>February 25th</b>	<b>OSCE Re-tests</b>	<b>0830-1120</b>
<b>FRS</b>	<b>Fridays</b>	<b>1000-1120</b>	<b>E311</b>
	<b>February 26th</b>	<b>Exam #2 - Final</b>	<b>TBD</b>
	<b>February 27th</b>	<b>Final TAGs</b>	<b>By Appointment</b>