



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

NURSING 494

Winter 2007 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

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Approved: May 2006

Nursing 494 Course Outline

CALENDAR STATEMENT:

NURS 494 Nursing in Context D1 *3 (fi 6) (either term, 0-7s-3 in 4 weeks).

Synthesis and focus of nursing knowledge and application of nursing research in a specified area of practice. To be permitted to enroll in this course, students must have passed all courses of their nursing program, except the co-requisite NURS 495, or SC INF 495.

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COURSE HOURS: LEC: 0 SEM: 28 LAB: 12 in 4 weeks

COURSE DESCRIPTION:

The goal of this course is to further develop and focus nursing knowledge and application of nursing research in a specific area of practice, using the process of CBL.

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 student what to do, about steps to take

Information: tutor tells student specifics about a concept, topic

Clarification: tutor, through questioning and feedback assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: tutor provides student with a cue that the 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: 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

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site specific labs, upon completion of Nursing 494, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.

Independently:

- demonstrates integrity
- demonstrates responsibility and accountability
- demonstrates respect for values, beliefs and rights of others
- demonstrates application of legal and ethical standards
 - plagiarism
 - confidentiality
 - Code of Student Behavior
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

2. Engages in strategies for social and political action at a beginning level

Independently:

- differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
- identifies nursing issues requiring social and political action
- discusses the role of the individual nurse in social and political action
- discusses the role of professional nursing organizations in social and political action
- describes the planning process for engaging in social and political action

3. Demonstrates skills and attitudes necessary for life-long learning

Independently

- demonstrates personal responsibility for learning

KNOWLEDGE BASED PRACTICE**4. Applies a critical thinking approach to nursing****Independently:**

- applies critical thinking strategies in developing sound clinical judgment in relation to complex and ambiguous variances in health
- applies creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to complex and ambiguous variances in health

5. Applies nursing knowledge including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**Independently:**

- explores nursing knowledge as well as knowledge from the arts, humanities, medical sciences, and social sciences in response to complex and ambiguous variances in health
- explores selected areas of nursing knowledge related to scope of practice and professional legislation

6. Demonstrates evidence based practice.**Independently:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing problems that require investigation.

7. Applies nursing and other relevant models/theories in the professional practice of nursing.**Independently:**

- explains the use of nursing models / theories / metaparadigms
- explores models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

8. Demonstrates competence in health care informatics.**Independently:**

- uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC**9. Applies concepts and principles of primary health care.****Independently:**

- discusses principles of primary health care with clients experiencing complex and ambiguous variations in health (local, national, international, and global)
- discusses knowledge of health determinants in client situations
- discusses selected health promotion activities with individuals, groups and aggregates

With guidance:

- discusses selected strategies with aggregates

10. Demonstrates caring relationships in professional situations.**Independently:**

- discusses how caring behaviors can influence health and healing
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- discusses caring relationships with clients

11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**Independently:**

- develops cooperative relationships with others to ensure learning goals are met

12. Demonstrates beginning leadership, management and administrative skills.**Independently:**

- uses effective time management strategies in coordinating client care
- describes leadership roles
- uses decision-making processes
- effectively leads a small group
- effectively performs an accurate appraisal of self and others

13. Demonstrates the ability to deal with ambiguity and diversity.**Independently:**

- identifies effects of ambiguity and diversity in all learning environments
- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations

14. Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**Independently:**

- identify steps of nursing process
- uses appropriate verbal communication skills
- uses appropriate written communication skills
- discusses effective client education
- discusses prioritization of nursing activities
- performs selected assessment skills in a competent manner
- performs selected psychomotor skills in a competent manner – lab setting

CONTEXT BASED LEARNING**15. Demonstrates competence with context based learning.****Independently:**

- describe the components of context based learning
 - self directed learning

- group process
- CBL process
- use the nursing process to plan nursing care for selected clients
 - selected assessment skills
 - problem identification
 - outcomes
 - interventions
 - evaluation
- effectively use group process to facilitate learning of the group
 - respect for the values and beliefs of others
 - responsibility and accountability for the learning of the group
 - group roles
 - caring behaviors
 - self directed learning
 - influencing factors
- effectively use critical thinking in the group
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context based learning processes
 - sharing personal information
 - articulation
 - clarity
 - conciseness
 - relevancy
 - seeking and providing opinions, information and direction
 - receiving and giving feedback
- use writing skills to enhance the context based learning processes
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy

REQUIRED RESOURCES

The following resources are available on *Blackboard*

1. Working Definitions
2. Graduate Competencies and Year End Outcomes
3. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars

The following resources are part of the course package

4. Learning Packages
5. Grade Descriptors & Marking Guidelines
6. Tutorial Assessment Guide (TAG)

OTHER SITE SPECIFIC RESOURCES

7. Alberta Association of Registered Nurses (2003). *Nursing practice standards*. Edmonton, AB: Author. (available @ <http://www.nurses.ab.ca/pdf/NursingPracticeStandards.pdf>).
8. College & Association of Registered Nurses of Alberta (2005). *Entry to practice competencies*. Edmonton, AB: Author. (available @ <http://www.nurses.ab.ca>).
9. College & Association of Registered Nurses of Alberta (2005). *Professional Boundaries for Registered Nurses: Guidelines for the Nurse-Client Relationship*. Edmonton, AB: Author (available @ <http://www.nurses.ab.ca>).
10. Canadian Nurses Association (2002). Code of ethics for registered nurses. Ottawa, ON. Author. (available @ http://cna-aiic.ca/cna/documents/pdf/publications/CodeofEthics2002_e.pdf).
11. Myrick, F., & Yonge, O. (2005). *Nursing preceptorship: Connecting practice and education*. Philadelphia, PA: Lippincott Williams and Wilkins. (A copy is on reserve)
12. Alberta Advanced Education and Career Development. (2002). *Job seekers handbook*. Edmonton. Author. (available @ <http://www.alis.gov.ab.ca/pdf/cshop/JobSeekers.pdf>)

REQUIRED TEXTBOOK

13. The Canadian RN Exam Prep Guide, 4th edition, 2005. Available in the GPRC Bookstore

RECOMMENDED ONLINE RESOURCE

13. CRNE Readiness Test. (Available online at the Canadian Nurses Association site. Cost to take the test is \$42.38)

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial

During the first portion of this course, students in their CBL group will complete a common learning scenario called ‘*Transitions*’ (see attached).

In order to facilitate learning in large group settings, behaviors of excellence as outlined in the *CBL Faculty and Student Roles in Tutorial Setting* are expected of each student. These expectations are outline in a course document located on *Blackboard*.

During the second portion of the course, students will work on the scenario related to their clinical area selected for Nursing 495. The variety of clinical areas and related scenarios will mean that students will be working independently. Independence and self-direction are key characteristics to ensure the student’s learning and success since the tutor will not be able to be present in person at all times. Students will be responsible for contacting the tutor should they feel they need some guidance and assistance.

Attendance is an expectation for all tutorial sessions. Absences will compromise the student's learning experience and may jeopardize his/her successful completion of the course.

2. Lab Activities

Students will participate each week in laboratory activities related to the learning packages and their senior practicum. Attendance and participation is expected for all laboratory sessions. It is expected the student will come to labs prepared by reading specific information and reviewing previous labs/information.

The lab tutors will help students develop their skills. Tutors will observe students performing selected skills and will provide feedback. Students should feel comfortable in approaching the tutors if they feel they need extra assistance.

Extra Practice outside the lab designated time may be required to gain the necessary proficiency required for nursing practice. Please contact your tutor if you wish to book the lab and what equipment you will need.

Labs for NS 494:

| | |
|--------------------------------------|--|
| Job interviewing | Marie Johnson, Karen Osbourne, & Brenda Robinson |
| Critical Thinking Exercises | Course tutors |
| Skills Review | Course tutors |
| How to Make a Professional Portfolio | TBA |

3. Fixed Resource Sessions.

These sessions are part of NS 494 course content and therefore attendance is mandatory.

FRS for NS 494:

| | |
|--|---------------------|
| HPA, CNRE, & CARNA Continuing Competencies | Kathleen Waterhouse |
| Preceptor Orientation for Nurses | NS 495 Tutors |
| Preceptor Orientation for students | NS 495 Tutors |

COURSE EVALUATION

| Item: | Date Due: | Weighting: |
|--------------------------|-----------------------------|------------|
| Math Calculation Exam | Friday, January 12, 2007 | Pass/Fail |
| Tutorial Self-evaluation | Wednesday, January 19, 2007 | 5% |
| Portfolio | Monday, January 22, 2007 | 30% |
| Comprehensive Exam | Tuesday, January 23, 2007 | 35% |

| | | |
|-------------------------------|--------------------------|-----|
| Summary of Specialty Scenario | Monday, January 25, 2007 | 30% |
|-------------------------------|--------------------------|-----|

Math Calculation Exam: Pass/Fail **January 12, 0830-1000, Room A314**

The exam is comprised of multiple choice, matching, and short answers questions. Students may use a calculator during the exam. *Pass mark is an 85%.*

Students will have one re-write if they did not pass the first exam.

Portfolio: 30% **January 22 by 1600 hrs.**

The student will create a *professional employment* portfolio within which his or her own achievements, skills, and abilities are highlighted. The portfolio contains documentation of the scope and quality of experience and education the individual possesses.

The portfolio *may include* but is not limited to some or all of the following items: a most recent academic transcript; fact sheet displaying skills; certificates of awards, honors, and scholarships; certificates for special training; list of conferences and workshops attended with a brief description of each; documentation of technical or computer skills; letter or commendations or thanks from previous employers, organizations, and/or educational institutions; letters of nomination to honorary and academic organizations; newspaper articles or newsletters that address individual achievements; summary reports or evaluations from clinical courses or work experiences; academic papers displaying critical thinking skills; and nursing philosophy.

For the purposes of this assignment the student must include a reflection section in their portfolio. In this section the student will reflect on how their experiences and highlights/accomplishments have or will contribute to their nursing career. Future professional goals may also make up part of this section.

A resume must also be included in the portfolio since it is a key piece of a portfolio. A resume is a brief summary of educational and employment experiences.

The student should also give consideration to the lay out of their portfolio. It is suggested that sections containing similar types of information be developed. For example, when presenting academic achievements, a section with bursaries, awards, scholarships, etc. would allow the student to show case their accomplishments while at the same time organize the information in a logical, easy to read fashion.

The portfolio will be graded on comprehensiveness (the reader should have a good sense of who the person is as a professional), visual appeal (would include professional appearance, legibility, creativity) organization, spelling and grammar, and format.

All written course work must be referenced according to **APA (5th ed)**. The assignment must be typed, double spaced and no longer than 12 pages

COURSE GRADING/POLICIES

Determination of Final Course Grade

Throughout the course, exams and assignments are marked and recorded as raw scores according to the percentage weight assigned to each element. At the end of the term all scores are totaled for a term summary mark in the course. The *final course grade* is based on a combination of absolute academic achievement (an individual student's term summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks achieved in the class).

Due attention is paid to the descriptions of the various grade points according to the University of Alberta 2006/2007 calendar.

Evaluation procedures and grading system are located in section 23.4 of the University of Alberta calendar (2006-2007). The **passing grade is a D**, which is 1.0 grade point value on the numeric 4-point Alpha Scale. However at the end of semester students must have a GPA of 1.7 in order to graduate.

All assignments will be returned to the student with a letter grade.

Excellent A+, A, A-

Good B+, B, B-

Satisfactory C+, C, C-

Poor D+

Minimal Pass D

Failure F

Final grades are posted by the registrar's office website: <http://www.registrar.ualberta.ca>

U of A Student Handbook can be found at:

<http://www.nursing.ualberta.ca/homepage.nsf/all/4005086A18303C2487256ABE00598267>

POLICY STATEMENTS

Policy about course outlines can be found in section 23.4 (2) of the University Calendar.

LATE ASSIGNMENT POLICY

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extension of the time specified for submission *may* be granted in case of illness or extenuating circumstances. Extensions *must* be negotiated with the instructor *prior* to the required submission time and date. A new date and time will be specified and will then become the required time and date of submission for the assignment.
- **A penalty will be imposed for all late assignments and course evaluation strategies. A letter grade per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a portfolio that received a B+ but is handed in one class day late, would receive a final grade of B on the assignment.
- **Students who choose to email their assignments as an attachment are responsible for requesting an email confirmation that their assignment has been received by the tutor.**

*****Please note that *no assignments will be accepted after January 31, 2007******

WITHDRAWAL

Last day for withdrawal without financial penalty is January 19, 2007.

PLAGARISM

The Faculty of Nursing has a *zero tolerance* policy on plagiarism.

We expect honesty from our students. This demands that the contribution of others be acknowledged. Penalties will be given according to the degree of the plagiarism or cheating. **If you are unsure whether an action would be considered plagiarism, please consult your tutor.** Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat.

The course outline acts as an agreement between the student and the instructor of this class regarding the details of the course.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University of Alberta in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/~unisechr/appeals.htm) and avoid any behaviour that could potentially result in

suspicion of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation, and ethnic backgrounds.

Marking Guide for Portfolio Assignment

- Outstanding (28-30):** Extraordinary and creative writing ability demonstrated in the development and presentation of portfolio sections. Portfolio has a professional appearance and is comprehensive. Clearly demonstrates organization within and between sections. Grammatical presentation requires minimal revision. Content presented is accurate, truthful, and representative of the student's accomplishments.
- Excellent (25-27)** Excellent writing ability demonstrated in the development and presentation of portfolio sections. Portfolio has a professional appearance, comprehensive and well organized within and between sections. Grammatical presentation requires minimal revision. Content presented is accurate, truthful, and representative of the student's accomplishments.
- Very Good(21-24):** Sound writing ability evidenced in the development and presentation of portfolio sections.. Portfolio is visually appealing, comprehensive and well organized within and between sections. Grammatical presentation requires some revision. Content presented is accurate, truthful, and representative of the student's accomplishments.
- Good (18-20):** Generally well written with some specific areas regarding improvement in structure and/or organization. Content is fairly comprehensive with no obvious sections missing. Portfolio is visually appealing with some areas requiring more information for comprehensiveness. Some errors are noted in grammar and spelling. Content presented is accurate, truthful, and representative of the student's accomplishments.
- Satisfactory (16-17):** Acceptably written with several portfolios sections requiring greater depth, structure and organization. Portfolio's visual appeal requires some work. Some portfolio sections are missing information or requiring further development. Several incorrect grammatical structures and spelling errors are present. Content presented is accurate, truthful, and representative of the student's accomplishments.
- Poor, Min. Pass (15):** Writing ability requires considerable attention. Content presented in the portfolio has little structure, organization, and is superficial. Portfolio's visual appeal requires work. Several portfolio sections are missing or requiring further development. Frequent incorrect grammatical structures and spelling errors noted. Content presented may be questioned in terms of it being accurate, truthful, and representative of the student's accomplishments.
- Fail (1-14):** Content is present but superficial, and lacks structure and organization within the portfolio. Visual appeal of the portfolio is lacking with obvious absence of key sections. Incorrect usage of grammar and spelling is evident. Development of the portfolio reflects student's inability to carry out assignments' directions. Content presented may be questioned in terms of it being accurate, truthful, and representative of the student's accomplishments.
- Fail (0):** Portfolio was not submitted
- Fail (0):** Portfolio was plagiarized. Content misrepresented the student's accomplishments, was inaccurate and not truthful.

Nursing 494
Tutorial Assessment Guide

4: excellent 3: very good 2: good; average; satisfactory 1: minimal pass 0: fail

TUTOR NAME: (Print) _____

STUDENT NAME: (Print) _____

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| <p>1. CONTENT</p> <p>1.1 With guidance, apply selected areas of knowledge to explore concepts in learning packages: bio-psychosocial, spiritual, cultural concepts, and nursing theories/models.</p> <p>1.2 With guidance apply the values expressed in the CNA Code of Ethics.</p> <p>1.3 Independently, identify elements of effective group process.</p> <p>1.4 Independently apply criteria used to determine the credibility of resources.</p> <p>1.5 With minimal assistance, apply information relevant to the scope of practice and professional legislation regulating the practice of professional nurses (CARNA Standards).</p> <p>1.6 With minimal assistance, apply elements of critical thinking:</p> <p style="padding-left: 20px;">1.6.1 deliberate and organized</p> <p style="padding-left: 20px;">1.6.2 significant and relevant brainstorming</p> <p style="padding-left: 20px;">1.6.3 comprehensive information</p> <p style="padding-left: 20px;">1.6.4 significance of evidence-based information to practice</p> <p style="padding-left: 20px;">1.6.5 identify predispositions to critical thinking</p> | | | | | |
| <p>2. NURSING PRACTICE</p> <p>2.1 Independently, explain how the nursing process can be applied to each scenario.</p> <p>2.2 With guidance, identify the significance of specific skills relevant to each scenario and incorporates the knowledge of those skills into the discussion of care.</p> | | | | | |
| <p>3. GROUP PROCESS</p> <p>3.1 Independently, demonstrate respect for the values and beliefs of others.</p> <p>3.2 Demonstrate responsibility and accountability to the development of group by:</p> <p style="padding-left: 20px;">3.2.1 independently contribute to the development of acceptable group norms</p> <p style="padding-left: 20px;">3.2.2 independently adhere to group norms of punctuality and presence</p> <p style="padding-left: 20px;">3.2.3 independently adhere to the group norm of participation</p> <p style="padding-left: 20px;">3.2.4 independently identify behaviors inconsistent with group norms</p> <p style="padding-left: 20px;">3.2.5 independently identify unprofessional behavior</p> <p style="padding-left: 20px;">3.2.6 independently identify issues and concerns</p> | | | | | |

| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
| <p>3.2.7 with minimal guidance, seek resolution to conflicts / concerns</p> <p>3.2.8 independently helps the group to evolve through the maturing process (forming, storming, norming, performing).</p> <p>3.3 Demonstrate responsibility and accountability to the development of group by:</p> <p>3.3.1 independently participate in the development of appropriate learning goals</p> <p>3.3.2 with minimal guidance, prepare for tutorial session</p> <p>3.3.3 with minimal guidance, provide constructive feedback</p> <p>3.4 Independently demonstrate competence with group process by assuming an active, functional role both verbally and non-verbally. Helps group stay focused on task.</p> <p>3.5 Independently demonstrate caring behaviors in interpersonal interactions.</p> <p>3.6 Independently, collaborate with peers to ensure that learning goals are met by:</p> <p>3.6.1 encouraging participation of others</p> <p>3.6.2 developing cooperative relationships with others</p> <p>3.7 With minimal guidance, identify formal and informal power structures in the group.</p> <p>3.8 Independently, assume a variety of roles in the group, including leader, recorder, facilitator / motivator, and others as identified by the group.</p> <p>3.9 With minimal guidance, demonstrate self-directed learning:</p> <p>3.9.1 identifying own style of working in the group</p> <p>3.9.2 monitoring own performance during tutorial</p> <p>3.9.3 actively learning about self through reflection</p> <p>3.9.4 accepting feedback</p> <p>3.9.5 actively identifying own strengths and areas for growth that affect the learning / tutorial process</p> <p>3.9.6 identifying strategies to address areas for change</p> <p>3.10 Independently, identify situations of ambiguity and how diversity may affect group process.</p> <p>3.11 Independently, recognize how own values, beliefs and prior experiences contribute to assumptions made by self and others.</p> <p>3.12 Independently, acknowledge how assumptions may affect group process/learning.</p> | | | | | |
| <p>4. CRITICAL THINKING</p> <p>4.1 Independently, demonstrate critical thinking by:</p> <p>4.1.1 brainstorming thoroughly</p> <p>4.1.2 explaining, exploring and utilizing key concepts effectively</p> <p>4.1.3 proposing connections between concepts</p> <p>4.1.4 proposing concepts for further exploration</p> | | | | | |

| | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| <p>4.2 With minimal guidance, explore learning packages with depth and breadth by:</p> <ul style="list-style-type: none"> 4.2.1 using varied and creative resources 4.2.2 developing content in a thorough manner 4.2.3 contributing to discussion that is relevant to the learning goals 4.2.4 openly examining own and other’s points of view <p>4.3 Independently, use credible resources</p> <p>4.4 With minimal assistance, analyze articles for purpose, question/hypothesis, information, key concepts, assumptions, implications for nursing, inferences, conclusions, and possible areas for future study.</p> | | | | | |
| <p>5. COMMUNICATION</p> <p>5.1 Articulate ideas and information clearly.</p> <p>5.2 Share personal information appropriately.</p> <p>5.3 Independently, facilitate group process by:</p> <ul style="list-style-type: none"> 5.3.1 orienting group members 5.3.2 monitoring progress 5.3.3 summarizing information effectively 5.3.4 seeking direction as necessary 5.3.5 being enthusiastic 5.3.6 being sensitive to interpersonal dynamics 5.3.7 providing feedback <p>5.4 Independently, ensure the group’s understanding of information by asking questions, seeking and giving opinions, checking comprehension, and giving more information as needed.</p> <p>5.5 Independently intentionally apply a variety of communication skills.</p> | | | | | |
| <p>6. WRITING ACROSS THE CURRICULUM</p> <p>6.1 Handouts are clear, legible and appropriate.</p> <p>6.2 Electronic communication is clear, concise and appropriate. This includes e-mails, web CT.</p> <p>6.3 Independently, formative evaluations are concise, precise and relevant to criteria; includes examples.</p> <p>6.4 Independently, summative evaluations are concise, precise and relevant with integration of specific examples.</p> | | | | | |
| <p>COMMENTS:</p> | | | | | |

| | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
| | | | | | |

Specialty Scenario Summary Marking Guide

Outstanding (27-30):

- ⇒ List of brainstorming questions demonstrate comprehensiveness and relevance to the scenario
- ⇒ Brainstorming questions are clearly articulated and reflect essential content and critical thinking
- ⇒ Selected brainstorming question(s) is appropriate, relevant and facilitates research that promotes in-depth understanding of concepts related to the scenario
- ⇒ Summary of research findings is comprehensive and well articulated. Descriptions of nursing interventions/assessments are presented exceptionally well. Outstanding integration of theoretical and/or empirical knowledge with objective application of evidence and reasons to support warranted conclusions. Strengths and limitations of research are clearly explained.
- ⇒ Resources used to answer selected question(s) are relevant, varied, comprehensive and scholarly
- ⇒ Exceptionally well organized and legible. Relationship between ideas evident. Minimal errors in grammar, spelling and APA format.

Very Good(22-26):

- ⇒ List of brainstorming questions generally demonstrate comprehensiveness and relevance to the scenario however some gaps in content areas noted
- ⇒ Brainstorming questions are generally clear and reflect content and critical thinking
- ⇒ Selected brainstorming question(s) is appropriate, relevant and facilitates research that promotes an understanding of concepts related to the scenario
- ⇒ Summary of research findings is generally comprehensive. Descriptions of nursing interventions/assessments are presented. Relevant ideas are identified with creative and thorough integration of theoretical and/or empirical knowledge. Objective application of evidence and reasons to support warranted conclusions noted. Strengths and limitations of research are explained.
- ⇒ Resources used to answer selected question(s) are mostly relevant, varied, comprehensive and scholarly
- ⇒ Well organized and legible. Relationship between ideas evident. Some errors in grammar, spelling and APA format.

Satisfactory(18-22):

- ⇒ List of brainstorming questions are general but incomplete and somewhat relevant to the scenario
- ⇒ Brainstorming questions are relevant although superficial. There are gaps in the content areas and critical thinking
- ⇒ Selected brainstorming question(s) is identified but not concise or explicit. Research is provided but lacks rationale, depth, clarity and insight.
- ⇒ Summary of research findings is somewhat superficial and lacks clarity. Descriptions of nursing interventions/assessments are not clearly presented and/or are not applicable to the scenario. Integration of theoretical and/or empirical knowledge is evident. Application of evidence and reasons to support warranted conclusions is superficial.
- ⇒ Resources used to answer selected question(s) are limited, somewhat irrelevant, and non-scholarly
- ⇒ Legible. Relationship between ideas is present but unclear in several places. Several errors in grammar, spelling and APA format.

Minimal Pass (15-17):

- ⇒ List of brainstorming questions are mostly irrelevant
- ⇒ Brainstorming questions are vague and only superficially relates to the content
- ⇒ Selected brainstorming question(s) is identified but not concise or explicit. Few strengths and limitations of research are documented.
- ⇒ Summary of research findings are not clearly evident. Few descriptions of nursing interventions/assessments are identified but are irrelevant, incomplete, superficial and underdeveloped in relation to scenario. Interpretation of evidence is at times inaccurate or incomplete. Integration of theoretical and/or empirical knowledge is superficial. Application of evidence and reasons to support warranted conclusions is superficial.
- ⇒ Resources used to answer selected question(s) are limited, irrelevant, and incomplete
- ⇒ Lack of structure and organization is evident. Relationship between ideas is unclear in several places. Many errors in grammar, spelling and APA format

Fail (1-14):

- ⇒ List of brainstorming questions is incomplete, irrelevant and/or ambiguous.
- ⇒ The selected brainstorming questions presented are not a priority.
- ⇒ Summary of research findings are irrelevant. Misinterprets evidence.
- ⇒ No evidence or sources cited to support the interventions identified.
- ⇒ Disorganized, difficult to read. Number of errors in grammar and spelling prohibits clear readability.

Fail (0):

- ⇒ Paper was not submitted

Fail (0):

- ⇒ Paper was plagiarized

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**
Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

**NURSING 494
SPECIALTY LEARNING PACKAGE
TRANSITIONS**

Developed By the Scenario Development Committee

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LEARNING GOALS

This learning package is designed to assist the student to adapt to the professional work life of the graduate nurse. Taking care of self while working shifts, being accountable for own practice, providing team leadership, and continuing competency and lifelong learning (including evidence based practice) will be examined. In addition, ethical issues will be explored.

CLIENT

- Graduate nurse

HEALTH

- Health Determinants
- Health Promotion
 - Taking care of self
 - Adaptation to the graduate role
 - Adapting to shift work
 - Balancing personal and professional life
 - Stress management and strategies
- Epidemiology
 - Descriptive Epidemiology
 - Analytical Epidemiology
- Common Life Experiences
- Alterations in Health
- Primary Health Care

NURSING

- Discipline
 - Orientation
 - Specialization
 - CNA certification
 - Graduate and Post graduate education
 - Nurse Practitioner
- Profession
 - Mentorship
 - Ensuring success of new graduate nurses
 - Preceptorship
 - Standards of practice
 - Establishing and maintaining collegial relationships
 - FOIPP / Health Information Act
 - Professional Responsibility Committee
- Practice
 - Presentation of self
 - CV
 - Portfolio
 - Implications of decisions for self and others involved

-
- Whistleblowing
 - o Charge responsibilities
 - Trends and Issues
 - o Direct access through nursing
 - o Self Scheduling
 - o Reality shock
 - o Burnout
 - o Harassment and abuse

SCENARIO

“Please note: The material for the scenario has been taken from patient charts (with permission). As a result, chart content may vary from accepted current standards. It is included in this scenario to provide students with an example of what may be encountered in the workplace. It is expected that students and graduates of the University of Alberta Collaborative Baccalaureate Program will adhere to current nursing practice standards.”

BLOCK 1

Craig, the Nurse Manager mentions to you at coffee that he is concerned that the morale on the unit where you work is low. He wonders what is causing the problem.

After the coffee break, you reflect about some of the last shifts that you have worked. They have been challenging, to say the least, and more PRC forms have been completed in the last month than you have ever recalled in the past. It seems that staff are phoning in ill more often, and there is frequently a last minute scramble phoning colleagues at home on their days off, in order to fill the shifts. Many staff have complained that their rotations conflict with family life, and they wish they had more control over scheduling. On top of this, a couple of clients and families have been aggressive to staff because they were unhappy with their care. When these issues have been mentioned at staff meetings, the manager has dismissed these concerns with humor, cajoling that the staff are whiners and should be able to cope.

BLOCK 2

You have been working on a busy unit as a RN for 5 months. As you arrive at work to start an evening shift, the nurse who will be in charge for the shift comes in with red eyes, slurring her words, and smelling of alcohol. The nurses on shift are very upset, because this is not the first time an incident like this has occurred with this nurse. The charge nurse is sent home. The Nurse Manager tells you that you will now be in charge for the shift, because there is no one else to replace her. You are concerned because you have had very little orientation to the charge role.

BLOCK 3

You have been working on a unit for 1 year. Craig, your Nurse Manager asks you if you would like to preceptor a 4th year nursing student. You begin to prepare for this experience.

BLOCK 4

You are sitting with two nurses at coffee who are talking about pursuing further education in nursing. Kiley states that she is interested in taking courses towards her Masters in Nursing, while Sharon would rather find out more information about the Canadian Nurses Association's Certification program. You are also thinking about further education, so you decide to look into these options.

TRIGGER QUESTIONS

NURSING

1. What unacceptable nursing practices must be reported to the AARN, and which are best remediated through the employing organization?
2. What are the differences between mentorship/preceptorship and staff development?
3. What are your responsibilities if you are asked to take charge and you are not an RN yet?
4. How do you best prepare a new nurse for charge duties?
5. What are the benefits of pursuing graduate education - for you? for your client? and for Nursing?
6. How does gender impact or influence promotion in nursing?
7. Based on research, what factors are associated with high quality work life for nurses?



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**NURSING 494
SPECIALTY LAB PACKAGE
TRANSITIONS**

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Lab # 1

Portfolio Development and Resume Writing

Learning Goals:

This lab is designed to assist students in the refinement of skills required for employment search activities including resume writing and professional portfolio development.

Preparation:

- Bring your resume to this lab
- Read Alberta Advanced Education and Career Development. (2002). Job seekers handbook. Edmonton. Author.

Objectives:

1. Review types of resumes, components and format of resumes.
2. Students will be able to list five types of portfolios
3. Students will be able to identify the different components of a portfolio
4. Students will have an increased awareness of format/presentation of portfolios
5. students will begin to develop their own professional portfolio

Lab # 2

Job Interviews

Learning Goals:

This lab is designed to assist students in the refinement of skills required for employment search activities including resume writing and professional portfolio development.

Preparation:

- Bring a list of 5 questions that you have been asked in a pre-employment interview. Identify the purpose and appropriateness of these questions.
- Come dressed and prepared to do an interview.
- Read Alberta Advanced Education and Career Development. (2002). Job seekers handbook. Edmonton, Author.

Objectives:

1. Students will identify potential interviewer questions for a nursing position and brainstorm appropriate answers.
2. Students will role play an interview. Should be as realistic as possible but creativity is encouraged.
3. Students will observe and evaluate others and provide feedback once the interview is completed.

Lab # 3

Critical Thinking Exercises

Learning Goals:

The purpose of this lab is to analyze case studies related to specific areas of practice. Within small groups, students will discuss and assess their own critical thinking skills and problem solving abilities. Clinical judgement scenarios will help students review previously learned knowledge and consolidate learning.

Preparation:**Objectives:**

1. Students will analyze a situation that they may encounter in nursing.
2. Students will apply critical thinking, reflective thinking and insight strategies in ambiguous, rapidly changing situations for developing sound clinical judgements.
3. Students will identify what they will need to review related to the scenario prior to their NS 495 practicum.

