



SEP 05 2002

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

*Revised: June 2000; May 2002*

**NURSING 1900  
FALL 2002**

**COURSE OUTLINE**

**Originally developed by Clinical Experience Development Committee of:**

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Revision April 2000 by the Clinical Experience Development Committee

Revision May 2002 by the Learning Experience Development Committee

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Approved: May 6, 2002

## Nursing 1900 Course Outline

### CALENDAR STATEMENT:

**Nursing 1900 – Nursing in Context A \*5 (fi 10)** ( first term, 0-6s-3 in 7 weeks).

Introduction to the professional discipline of nursing, communication theory, and context-based learning. The primary health care emphasis is on health promotion and disease prevention across the life span. Restoration and rehabilitation are introduced. Health assessment and basic nursing skills are introduced.

**COURSE HOURS:**            Lecture: 0                            Seminar: 6.5                            Lab: 3

<b>FACULTY:</b>	Office	Phone	e-mail
RoseAline Begalke, RN, MN	E401-12	780-539-2239	begalke@gprc.ab.ca
Pat Meyer, RN, BSN	H231	780-539-2784	pmeyer@gprc.ab.ca
Monique Sedgwick, RN, MN	H228	780-539-2896	sedgwick@gprc.ab.ca

<b>TUTORIAL:</b>	Instructor	Days	Times	Location
Section A2 Course Leader	Monique Sedgwick	Monday,	1430-1720	H223
		Wednesday	1430-1720	H223
Section C2	RoseAline Begalke	Monday,	1430-1720	A308
		Wednesday	1430-1720	A308
Section B2	Pat Meyer	Monday,	1430-1720	G118
		Wednesday	1430-1720	G118

<b>LAB:</b>				
Section	Instructor	Day/time	Location	
L1	TBA	Monday 0830-1120	H225	
L2	TBA	Wednesday 0830-1120	H225	
L3	TBA	Tuesday 1430-1720	H225	

### NURSING FIXED RESOURCES:

All sections	Thursday 0830-0950	D308
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### COURSE DESCRIPTION:

The focus of this course is on the promotion of health and the prevention of disease and injury across the life span. Concepts from a variety of support disciplines will be integrated throughout

the context-based Learning Packages. Working in small seminar groups, students will be introduced to the discipline of nursing, roles of the nurse and communication skills. Skills in the assessment of health individuals will be learned during supervised laboratory practice.

### **COURSE OBJECTIVES:**

Upon completion of Nursing 1900, the nursing student will be able to:

1. Discuss organization of health care in Canada:
  - health care delivery system
  - ideologies
  - primary health care model
  - health promotion
  - disease and injury prevention
  - health determinants
  
2. Discuss roles and functions of professional nurses in health promotion and disease and injury prevention:
  - communication
  - professional attitudes and values
  - legal and ethical responsibilities
  
3. Discuss methods of organizing knowledge for nursing:
  - nursing models and theories
  - nursing process
  - 3.1 Organize nursing knowledge according to a selected model.
  
4. Recognize the impact of biological, psychological, spiritual, sociological, cultural factors on the human response.
  - 4.1 Apply knowledge of growth and development of toddler/preschooler, school age, young and older adult.
  - 4.2 Apply select knowledge from the disciplines of Physiology, Psychology, Sociology, Medical Microbiology, Anatomy, Pharmacotherapeutics, and Pathophysiology.
  
5. Demonstrate effective skills, at a beginning level, in self-directed, context-based, small group learning:
  - group process
  - communication
  - critical thinking
  - identification and use of various learning resources
  - self and peer evaluation.

6. Describe the relevance of research to nursing practice and identify credible research articles.
7. Demonstrate beginning competencies in selected nursing skills.

#### **REQUIRED TEXTBOOKS:**

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4<sup>th</sup> ed.). Washington, DC: Author.

Balzer-Riley, J. (2000). *Communications in nursing* (4<sup>th</sup> ed.). St. Louis, MO: Mosby.

Boyd, M. D., Graham, B. A., Gleit, C. J., & Whitman, N. I. (1998). *Health Teaching in Nursing Practice: A Professional Model* (3<sup>rd</sup> ed.). Stamford, CT: Appleton & Lange.

Chabnet, D. E. (1999). *Medical terminology: A short course* (2<sup>nd</sup> ed.). Philadelphia, PA: W.B. Saunders.

\*Canadian Nurses Association (1997) *Code of ethics for nurses*. Ottawa, ON: Author

Marriner Tomey, A., & Raile Alligood, M. (2002). *Nursing Theorists and Their Work* (5<sup>th</sup> ed.). St. Louis, MO: Mosby.

Osis, M. (2002). *Dosage calculations and S.I. Units* (4<sup>th</sup> ed.). Toronto, ON: Mosby.

Pender, N., Murdaugh, C., & Parsons, M. A. (2002). *Health Promotion in Nursing Practice* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Santrock, J. W. (2002). *Life-span Development* (8<sup>th</sup> ed.). Montreal, QC: McGraw Hill.

Potter, P.A., & Perry, A.G. (2001). *Canadian fundamentals of nursing*. St. Louis, MO: Mosby.

Stewart, M. J. (2000). *Community Nursing: Promoting Canadians' Health* (2<sup>nd</sup> ed.). Toronto, ON: W.B. Saunders.

Wilson, S. F., & Giddens, J. F. (2001). *Health Assessment for Nursing Practice* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby.

Wright, L. M., & Leahey, M. (2000). *Nurses and Families: A Guide to Family Assessment and Intervention* (3<sup>rd</sup> ed.). Philadelphia, PA: F. A. Davis.

\*available on web site

#### **OPTIONAL TEXTBOOKS:**

Langford, R. W. (2001). *Navigating the Maze of Nursing Research*. St. Louis, MO: Mosby.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2000). *Medical Surgical Nursing: Assessment and Management of Clinical Problems* (5<sup>th</sup> ed.). St. Louis, MO: Mosby.

Miller-Keane (2000). *Encyclopedia and dictionary of medicine, nursing, and allied health* (6<sup>th</sup> ed.). Philadelphia, PA: Saunders.

Woods, D. R. (1994). *Problem-based Learning: How to Gain the most from PBL*. Waterdown, ON; Donald R. Woods.

Zilm, G., & Entwistle, C. (2002). *The Smart Way- An Introduction to Writing for Nurses* (2<sup>nd</sup> ed.). Toronto, ON; W.B. Saunders.

### **REQUIRED RESOURCES: (attached)**

1. Concept Map – Year 1 Term 1

### **RECOMMENDED RESOURCES:**

There are a variety of computer programs in the library that have been downloaded on some of the terminals and are available for student use. It is recommended that the student spend some time working through the programs in order to achieve greater competence in understanding concepts discussed throughout this course.

1. ADAM Practice Practical: Displays images of gross human anatomy for review. Offers program-generated and customized self-generated tests. Located on Nursing Station F.
2. Bodyworks 4.0: An anatomy reference with 3-D elements and varied search features. Located on Nursing Station F.
3. Interactive Physiology: Human anatomy and physiology are detailed. Located on Research Stations A-D sign out at Circulation Desk.
4. Medspeak: Provides a basic understanding of medical terminology. Located on Nursing Station F.
5. Nurse/Patient Interaction: Teaches user therapeutic communication. Tests acquired knowledge. Located on Nursing Station F.
6. Nursing Drug Handbook 2001: Accompanied reference book. CD divided into four sections. Located on Nursing Station F.
7. Nurse ProCalc: Offers users practice drug calculation questions. Located on Nursing Station F.

### **REQUIRED LEARNING EXPERIENCES:**

It is recommended that students read the **Student Handbook** given to them upon registration so that they gain understanding of the **Context Based Learning (CBL)** concept and program offered at the Grande Prairie Regional College. Program policies and procedures can also be found in the handbook for student reference. The following description of the various components associated with each tutorial course is intended to help students to familiarize themselves to the learning strategy of CBL.

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, laboratory and nursing fixed resource sessions is mandatory as absences in any of the organized activities will affect student performance and grades achieved.**

**Tutorial:** Context Based Learning (CBL) tutorials are sessions where specific scenarios determined by the Collaborative Program Committee, are presented and discussed in small groups. To facilitate the discussion and with the guidance of a tutor, the students brainstorm questions which they have in relation to the scenario. The student then gathers information regarding a specific content area and then presents this information to the group. Since tutorials are one of the cornerstones of the student's learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of student behaviors in tutorial to each student. Scheduling of the final evaluation is determined by the tutor. 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.

**Laboratory:** In the laboratory setting, students 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. Each student will be expected to perform a number of skills according to criteria provided, at a competency level of 80%.

**Nursing Fixed Resource Sessions:** Nursing fixed resource sessions are presentations given by a number of content experts to assist students gather information and develop knowledge required for the CBL tutorials and assignments. Attendance is highly recommended as the content covered during fixed resource sessions is tested on assignments and written examinations.

#### **COURSE EVALUATION:**

<b>Item</b>	<b>Date Due</b>	<b>Weighting</b>
1. Annotated Bibliography	Oct 1, 2002	15%
2. Scholarly Paper	Oct 28, 2002	25%
3. Written Examination	Nov 6, 2002	45%
4. Tutorial Evaluation	Nov 12-15, 2002	15%
5. OSCE	Nov 4 & 6, 2002	Pass/Fail

#### **1. Annotated Bibliography:**

The focus of the annotated bibliography will be the concept of health. The student will select a **minimum of five items from credible sources** that discuss health and its relationship to nursing practice. These items will include one Internet source (will be a research article), one nursing research article from a refereed journal, and three (3) other items from refereed nursing and allied health literature. The discussion of each item will be 200-250 typed words of which 100 words will provide a summary of the article and the remaining 150 words will address nursing implications. The criteria and marking guide for the annotated bibliography are attached.

**Value:** 15% of Final Grade.

**Due Date:** *Monday, October 1, 2002 at 1300 hours. Drop off in the nursing office.*

#### **2. Scholarly Paper:**

Within this paper, the student will: 1) define Primary Health Care and describe the principles of Primary Health Care; 2) discuss the evolution of Primary Health Care in Canada; 3) analyze the impact of the

principles of Primary Health Care on the Canadian Health Care System; and finally 4) analyze how the principles of Primary Health Care have influenced nursing practice. Current, credible references will support the discussion presented within the paper. The paper **will be 1000 typed words in length and written in a scholarly fashion using APA format.** The criteria and marking guide for the scholarly paper are attached.

**Value: 25% of Final Grade.**

**Due Date: Monday October 28, 2002 at 1300 hours. Drop off in the nursing office.**

### **3. Written Examination:**

This examination will be a combination of multiple choice and short answer questions testing the theoretical content covered in the scenarios, labs, nursing fixed resources and will include medical terminology. It will take place **Wednesday, November 6, 2002 at 1430 hours.** You will have 3 hours to write the exam and it will be worth **45% of your Final Grade.**

**Medical Terminology:** Students need to know medical terminology to effectively research materials for the CBL scenarios and to learn the anatomy, physiology, and medical microbiology necessary to pursue professional nursing practice. To facilitate the acquisition of this knowledge, the student is required to purchase a medical terminology programmed learning text and complete the exercises in the text as follows: Chapters 1 and 2 in the text (Chabner, 1999) by November 2, 2002. **Medical Terminology will be tested as part of the Final Exam.**

### **4. Evaluation of Student Behaviours in Tutorial:**

Criteria to be evaluated are listed in the *Criteria for Evaluation of Student Behaviours in CBL* document in the appendices attached. The strategies for determining how these criteria will be assessed on an on-going basis during the 10 weeks of tutorial in NS1900, will be determined by the members of the group and their tutor. A written or verbal mid-term evaluation will be scheduled about mid-point during the course. The final evaluation at the end of the course will take place by appointment with the tutor, where formal feedback using the format approved by the faculty of the Department of Nursing Education, will be given to the student. A copy of the format is attached.

**Value: 15% of Final Grade;**

**Date: by appointment with the tutor during the week of November 12-15, 2002. Receiving a grade of F in any of the components listed in the Criteria for Evaluation of Student Behaviours in CBL document, will result in receiving a failing grade in the course NS 1900.**

### **5. OSCE:**

The possible skills to be tested, the criteria and the times and places of the testing will be provided to students during the week of Oct 28 - Nov 2, 2002.

#### **Pharmacology Mathematical Calculations:**

The ability to perform mathematical calculations when administering medications and perform other nursing measures is essential. To assist students in refreshing their memories and upgrade necessary math skills, you are required to purchase a pharmacology math programmed learning text and complete the exercises in the text as follows: Complete Modules 1 and 2 in the Osis (2002) text by November 1, 2002. An examination will be included as part of the OSCE. **Mastery of 80% will be required to receive a "Pass" in this test.**

### Library Assignment:

The ability to use library resources is crucial in the development of searching and critiquing skills. To evaluate the development of these skills, a WEB CT assignment developed and marked by the library staff, will be completed. The student may work on this two part assignment September 30, 2002 to Nov 6, 2002. This assignment is an OSCE and *failure to complete the assignment will result in failing the OSCE portion of this course.*

**Value of Each OSCE: Pass/Fail.** *A student MUST attain a mastery of 80% to pass the OSCE. A grade of Pass, is required to successfully (i.e. pass) the course NS 1900 and for progression to the course NS 1910.*

Students have three opportunities to master the skills and pass each OSCE. If mastery is not attained on the first opportunity, the student must negotiate with the examiner to repeat the examination within 5 class days. If a third opportunity for examination is required, the student must arrange remedial work prior to further testing. The third examination must occur within 5 class days of the second examination. If a grade of fail is achieved, the student will **not** be permitted to progress to Nursing 1910.

### NINE POINT GRADING SYSTEM

Grande Prairie Regional College uses a nine point grading system to report final grades. All marks for course assignments will be determined in percentages to one decimal point. Percentages will be totaled for the final grade out of 100%. This total will then be converted to the nine point scale as below.

<u>9 - Point Grade</u>	<u>Percentage Equivalent</u>	<u>Designation</u>
9	90 - 100	Excellent
8	80 - 89	
7	72 - 79	Good
6	65 - 71	
5	57 - 64	
4	50 - 56	Pass
3	45 - 49	Fail
2	26 - 44	
1	0 - 25	

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### 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. Five percent (5%) per class day will be deducted from the total value of the assignment for each day the assignment is late.** For example, a scholarly paper, valued at 25% of the final grade, and handed in one class day late, will be valued at 23.75% of the final grade. Therefore the instructor will assign the paper mark out of 23.75 and a perfect paper would only attain a mark of 23.75.