



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



DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

# NS 1900 NURSING IN CONTEXT

## Section A2, B2, C2, D2 & E2

### COURSE OUTLINE

September 1<sup>st</sup> - October 22<sup>nd</sup>, 2010

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

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Approved: May 2008

## NS 1900 NURSING IN CONTEXT 5 (0-6-3)

63 HOURS IN 7 WEEKS

SECTION A2, B2, C2, D2, E2

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<b>COURSE LEADER</b>	<b>OFFICE</b>	<b>EMAIL</b>	<b>PHONE</b>
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### **TUTORS**

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### **LAB TUTORS**

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### **OFFICE HOURS**

By appointment or as posted.

### **PREREQUISITE(S)/COREQUISITE**

#### **REQUIRED RESOURCE MATERIALS (*available on Moodle*)**

1. Core Concept Map: Nursing 1900
2. Course schedule
3. Working Definitions
4. Graduate Competencies and Year End Outcomes
5. Tutorial Assessment Guide (TAG)
6. Learning Packages
7. Student handbook
8. NS 1900 Lab Resources

## REQUIRED TEXTS

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

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed. 3<sup>rd</sup> printing). Washington, DC: Author.

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

Canadian Nurses Association (2008). *Code of ethics for nurses*. Retrieved from

[http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

Chabner, D. E. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.). St. Louis, MO: Elsevier Saunders.

Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1<sup>st</sup> Canadian edition). Toronto, ON: Thomson Nelson.

Karch, A. M. (2011). *Nursing drug guide*. Philadelphia, PA: Lippincott, Williams & Wilkins.

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, MO: Mosby.

Pickar, G.A., Graham, H., Swart, B., & Swedish, M (2009). *Dosage calculations* (1<sup>st</sup> Canadian ed.). Toronto, ON: Nelson Education Ltd.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (4<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2008). *Canadian community as partner: Theory and multidisciplinary practice* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Wright, L. M., & Leahy, M. (2009). *Nurses and families: A guide to family assessment and intervention* (5<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis Company

## OPTIONAL TEXTS

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

## CALENDAR/COURSE DESCRIPTION

**NURS 1900 Nursing in Context A 5** (fi 10) (first term, 1.5-6s-3 in 6 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 will be introduced. Health assessment and basic nursing skills will be introduced.

## CREDIT/CONTACT HOURS

**Tutorial** (42 hours)

**Lab** (21 hours)

## DELIVERY MODE(S)

There will be a three hour tutorial twice a week using Context Base Learning in small groups, a three hour lab once a week, and a 1.5 hour Fixed Resource once a week for a total of seven weeks.

## COURSE OBJECTIVES

### Levels of Independence

In evaluating objectives, the following levels of independence will be used:

<b>With assistance:</b>	The student requires direction and information.
<b>With minimal assistance:</b>	The student requires <i>occasional</i> direction and information.
<b>With guidance:</b>	The student requires clarification, prompting and confirmation.
<b>With minimal guidance:</b>	The student requires <i>occasional</i> clarification, prompting and confirmation.
<b>Independently:</b>	The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.
<b>Direction:</b>	Tutor tells the student what to do, about what steps to take.
<b>Information:</b>	Tutor tells the student specifics about a concept or topic.
<b>Clarification:</b>	Tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.
<b>Prompting:</b>	Tutor provides the student with a cue that 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.
<b>Confirmation:</b>	Tutor provides positive feedback for correct information and direction provided by the student.

- Consultation:** The student provides tutor with information and/or direction, and asks specific questions about the information or direction which the instructor confirms.
- Occasional:** The clinical tutor provides input every now and then.

### **Objectives**

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2010-2011*. Attention must be given to the competencies that are identified as pertaining to NURS 1900.

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Demonstrate an understanding of the nursing process and of its components.
3. Demonstrate beginning knowledge of nursing as a discipline and as a profession.
4. Demonstrate understanding of fundamental aspects of communication theory.
5. Demonstrate, with assistance, the ability to use professional and/or therapeutic communication skills in all learning activities.
6. Demonstrate beginning knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform selected aspects of health assessment and selected nursing skills.
8. Demonstrate beginning understanding of the concepts of restoration and rehabilitation.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

### **TRANSFERABILITY**

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

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## 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, which will be reported to the registrar's office. C- is the minimum passing grade for a nursing course, with the exception of NS 1050 & NS 2150. Please refer to page 108 of the GPRC 2010-2011 Calendar for full details. If you have any further 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.**

All papers and written assignments will be letter graded:

1. Exam raw scores will be converted to a letter grade.
2. Letter grades for each assignment will be calculated according to the weight (i.e. 25%) of the assignment for a final score.

**EXAMPLE:**

Assignment	Alpha Grade	Equivalence	Conversion
Paper	A-	3.7 x .25	= .925
Mid term exam	B	3 x .25	= .75
Final exam	B+	3.3 x .30	= .99
TAG	A	4 x .15	= .6
Med. Terminology	B-	2.7x .05	= .135
			<b>Total = 3.4 or B+</b>

**EVALUATIONS/EXAMINATIONS**

Item	Due	Weighting
1. Paper	September 29 <sup>th</sup> @ 1600hrs	25%
2. Final examination	October 19 <sup>th</sup>	45 %
3. Tutorial evaluation	Week of October 18 <sup>th</sup> -22 <sup>nd</sup>	25%
4. OSCE	October 13 & 14 <sup>th</sup>	Pass/Fail
5. Dosage Calculation Exam	October 4 <sup>th</sup>	Pass/Fail
6. Medical Terminology Exam	October 19 <sup>th</sup>	5%

There will be one Medical Terminology Exam, one Dosage Calculation Exam, and one Final Exam. Please note the Dosage Calculation Exam will not be included in weighting of the final mark, however, students **MUST** pass this exam with 90% in order to pass the course.

Please refer to the Examination Policies on pages 44 & 45 in the GPRC 2010-2011 Calendar, as well as pages 16 & 17 in the Nursing Student Handbook 2010-2011.

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**REQUIRED ASSIGNMENTS**

**1. Paper** **25%** **Due: September 29<sup>th</sup> @ 1600hrs**

The purpose of this paper is to explore the definition of Nursing, as well as introduce you to the concepts of scholarly writing using the American Psychological Association (APA formatting).



#### 4. OSCE

(Pass/Fail)

Due: October 13<sup>th</sup> & 14<sup>th</sup>

You will be tested on hand washing and vital sign assessment skills according to the criteria provided during your time in the lab. The pass mark is 80%. You must attempt the OSCE when it is scheduled, and if needed will have two additional attempts to ensure your success. A signup sheet will be posted the week prior to OSCEs.

**OSCE Practice:** Tuesday, October 12<sup>th</sup>, 2010 from 1430 – 1720hrs

#### 5. Dosage Calculations

(Pass/Fail)

Due: October 4<sup>th</sup>

The ability to perform mathematical calculations when administering medications is essential. You are required to purchase and complete Chapters 1 to 4 inclusive in Pickar, G.A., Graham, H., Swart, B., & Swedish, M (2009). *Dosage calculations*. The exam will highlight these four chapters. You must pass the Dosage Calculation exam with a mark no lower than 90%. If you do not achieve 90%, you will be required to re-write the exam. Students have 3 re-writes to pass this exam.

#### 6. Medical Terminology Quiz

5%

Due: October 19<sup>th</sup>

You are required to purchase Chabner, D.E. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.) and complete exercises in Chapters 1 & 2. The medical terminology exam mark will test your knowledge of these chapters and account for 5% of your overall course grade.

### STUDENT RESPONSIBILITIES

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#### 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. 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. Laboratory:** 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. Please refer to the NS 1900 Lab Section on Moodle for more information regarding labs.

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### RECOMMENDED LEARNING EXPERIENCES

Nursing Fixed Resource Sessions (FRS) are 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.

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### STATEMENT ON PLAGIARISM AND CHEATING

Please refer to pages 48 & 49 of the GPRC 2010-2011 Calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely. The instructor reserves the right to use electronic plagiarism detection services.

### COURSE SCHEDULE/TENTATIVE TIMELINE

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<b>TUTORIAL Section</b>	<b>Instructor</b>	<b>Time</b>	<b>Room</b>
A2	Bonny Townsend	Tues/Thurs 0830-1120	C316
B2	Asha Parmar	Tues/Thurs 0830-1120	Portable E
C2	Jim Wohlgemuth	Tues/Thurs 0830-1120	Portable B
D2	Raelynn Shaughnessy	Tues/Thurs 0830-1120	A308
E2	Jennifer Hatala	Tues/Thurs 0830-1120	F207

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<b>LAB Section</b>	<b>Day of the Week</b>	<b>Time</b>	<b>Room</b>
L1, L2, L3, L4	Monday-Thursday	1430-1720	J131
L5	Friday	1130-1420	J131

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<b>FIXED RESOURCE SESSIONS</b>			
All sections	Monday	0830-0950	D308

## NS 1900 Paper Grading Guide

	<b>A Excellent</b>	<b>B Very Good</b>	<b>C Good/ Satisfactory</b>	<b>D Minimal Pass</b>	<b>F Fail</b>
<b>Content</b>	<p>Excellent creative writing ability, demonstrated in development and presentation of ideas.</p> <p>Clear, outstanding comparison and integration of literature.</p>	<p>Very good creative writing ability evidenced.</p> <p>Thorough comparison and integration of literature.</p>	<p>Satisfactorily written, some areas need improvement.</p> <p>Some comparison and integration of literature.</p>	<p>Content is present but not clearly defined.</p> <p>Poor comparison and integration of literature.</p>	<p>Content inadequate and poorly defined.</p> <p>Information superficially addressed with no evidence of comparing or integrating knowledge.</p>

	<b>A Excellent</b>	<b>B Very Good</b>	<b>C Good/ Satisfactory</b>	<b>D Minimal Pass</b>	<b>F Fail</b>
<b>Organization</b>	<p>Excellent organization of ideas. Paper is easy to read, ideas flow very well. Excellent transition between paragraphs.</p> <p>Introduction and conclusion are clear and effective, catches readers attention, summarizes very well.</p>	<p>Very good organization of ideas. Paper is easy to read. Most ideas flow well. Very good transition between paragraphs.</p> <p>Introduction and conclusion are detailed and clear, prepares reader and summarizes well.</p>	<p>Satisfactory organization of ideas. Paper not as easy to read. Some ideas not clearly presented. Paragraphs are disjointed.</p> <p>Introduction and conclusion are evident, requires some revision to prepare reader and summarize ideas.</p>	<p>Poor organization of ideas. Paper difficult to read. Ideas are unclear and confusing in some aspects. Paragraphs are disjointed and do not flow well.</p> <p>Introduction and conclusion confusing, does not prepare reader or summarize ideas.</p>	<p>Organization and scope of ideas inadequate. Writing demonstrates inability to follow assignment directions.</p>
<b>Spelling &amp; Grammar</b>	<p>No evident spelling or grammatical errors.</p>	<p>Minimal (1-2) spelling and grammatical errors.</p>	<p>Occasional spelling and grammatical errors evident throughout paper.</p>	<p>Many spelling and grammatical errors evident throughout paper.</p>	<p>Spelling and grammar require major revision.</p>

	<b>A Excellent</b>	<b>B Very Good</b>	<b>C Good/ Satisfactory</b>	<b>D Minimal Pass</b>	<b>F Fail</b>
<b>Resources</b>	<p>A variety of resources used.</p> <p>Resources are current, credible and applicable.</p>	<p>Less variety of resources used.</p> <p>Most resources are current, credible and applicable.</p>	<p>Resources are not varied.</p> <p>Some resources are current but may lack credibility.</p>	<p>Minimal resources used.</p> <p>Resources are not current and/or credible.</p>	<p>No resources used in paper.</p> <p>Resources not current and/or applicable.</p>
<b>APA Referencing</b>	<p>Excellent use of APA formatting, minimal to no revision needed.</p> <p>Various reference styles used, ideas of others clearly cited.</p>	<p>Very good use of APA formatting, some revision needed.</p> <p>Less variety of styles of references, ideas of others clearly cited.</p>	<p>Satisfactory use of APA formatting, more revision needed.</p> <p>One reference style used, ideas of others clearly cited.</p>	<p>APA requires major revision.</p> <p>Infrequent and/or inconsistent referencing. Minimal citations of literature.</p>	<p>Little or no evidence of APA use.</p> <p>References are not clear, ideas of others not cited, paper plagiarized.</p>

# NURS 1900 Tutorial Assessment Guide

Please refer to the course outline for 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-Satisfactory/Good	D-Marginal	F-Unsatisfactory
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**Excellent**

Student meets the objectives at a “Level of Independence” greater than identified on the TAG, all of the time.

**Very Good**

Student meets the objectives at a “Level of Independence” greater than identified on the TAG, majority of the time.

**Good**

Student meets the objectives at a “Level of Independence” greater than identified on the TAG some of the time.

**Marginal**

Student meets the objectives at a “Level of Independence” required on the TAG inconsistently.

**Unsatisfactory**

Student fails to meet the objectives at a “Level of Independence” required on the TAG.

<b>RC = Relevant Competencies (Graduate competencies and year-end Outcomes)</b>						
RC	1. SELF-DIRECTED LEARNING	A	B	C	D	F
32.1.9	1.1 Identifies gaps in knowledge.					
3.1.2 31.1.9	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
31.1.9	1.3 Participates actively in defining own learning objectives.					
31.1.9	1.4 Selects appropriate resources to meet own learning needs.					
10.1.3 10.1.4	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
31.1.5 31.1.6	1.6 Demonstrates effective actions to meet own learning needs.					
1.1.1 1.1.3 3.1.1	1.7 Takes responsibility for actions and their consequences to self and group.					
32.1.9	1.8 Evaluates learning outcomes.					
27.1.2 32.1.9 31.1.9	1.9 Seeks constructive feedback.					

27.1.2	<b>1.10</b> Responds to constructive feedback.					
<b>Comments:</b>						
<b>RC</b>	<b>2. GROUP PROCESS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
27.1.1	<b>2.1</b> Contributes to the development of group objectives and norms.					
27.1.2	<b>2.2</b> Helps keep the group task oriented.					
1.1.3	<b>2.3</b> Communicates ideas and information using a variety of communication skills.					
33.1.1 27.1.1 27.1.2	<b>2.4</b> Assumes leadership role in group interaction.					
27.1.2 33.1.1	<b>2.5</b> Actively facilitates the learning of others.					
26.1.8 27.1.2	<b>2.6</b> Respects the values and opinions of others.					
27.1.2	<b>2.7</b> Provides constructive feedback to others.					
2.1.3	<b>2.8</b> Completes all tasks as negotiated within the group.					
1.1.3, 4.1.3	<b>2.9</b> Takes constructive action to address group concerns or conflict.					
1.1.3, 2.1.2	<b>2.10</b> Is present and punctual.					
<b>Comments:</b>						
<b>RC</b>	<b>3. CRITICAL THINKING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
25.1.52 9.1.2 10.1.1 12.1.3	<b>3.1</b> Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
15.1.1	<b>3.2</b> Identifies and clarifies the elements of the scenario/situation/context.					
33.1.2	<b>3.3</b> Interprets, analyses, and applies relevant theories, concepts, and facts.					
15.1.3 8.1	<b>3.4</b> Makes links with prior relevant readings, experience or knowledge.					
5.1.1	<b>3.5</b> Demonstrates an understanding of underlying concepts.					
33.1.2	<b>3.6</b> Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					

10.1.5	<b>3.7</b> Checks accuracy, validity and comprehensiveness of information provided to the group.
14.1.2	<b>3.8</b> Generates and considers alternative perspectives.
18.1.2	<b>3.9</b> Justifies reasons or actions.
<b>Comments:</b>	
<b>Summary comments:</b>	

Overall Grade: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Tutor's Signature