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**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

**NURSING 1910  
Nursing Practice I  
COURSE OUTLINE**

**Fall 2000**

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**Nursing 1910 - Nursing Practice I \*3 (fi 6) (first term, 0-4s-21c in 4 weeks).**

Beginning nursing practice with a focus on health promotion and interaction with clients across the lifespan in a variety of non-traditional settings. Co-requisite: NURS 190

**COURSE HOURS:**

**Lecture: 0**

**Lab/Clinical: 92**

**Seminar : 2**

**COURSE DESCRIPTION:**

This course will introduce students to beginning nursing practice in the community. The focus is on health promotion and on providing opportunities for students to develop communication skills and establish helping relationships. Nursing practice will include selected assessment of healthy individuals across the lifespan in the context of family within a community.

**COURSE OBJECTIVES:**

Upon completion of Nursing 191, the nursing student will be able to:

1. Assess determinants of health of a well client.
2. Assess environment for personal safety.
3. Identifies own pattern of dealing with ambiguity and diversity.
4. Demonstrates professional behaviors in nursing practice: respect, communication, responsibility, self awareness.
5. Demonstrate beginning application of legal and ethical standards in selected nursing situations; maintains confidentiality, uses informed consent.
6. Demonstrate establishment of a helping relationship with clients:
  - demonstrate caring behavior in the helping relationship.
7. Demonstrate personal responsibility for learning, identify strengths and limitations of self.
8. Recognize how use of model/theory could enhance the understanding of a specific health promotion/primary prevention activity.
9. With guidance, applies beginning critical thinking strategies, of creative and reflective thinking, to examine health promotion and primary prevention activities.
10. Utilizes selected areas of knowledge about bio-psycho-socio-cultural-spiritual factors in interacting with healthy individuals and families across the lifespan.
11. Develop cooperative relationships with, colleagues, community members, and community agencies.
12. Demonstrate beginning skills in interacting with clients.
13. Utilizes appropriate lines of communication within the agency.
14. Identify factors influencing the outcomes in health promotion for a specific client.
15. Demonstrates beginning competence in selected skills required for health promotion of well clients.

### **REQUIRED TEXTS:**

Bickley, L.S. (1999). Bate's guide to examination and history taking (7<sup>th</sup> ed.) Philadelphia, PA: Lippincott.

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

Potter, P.A. and Perry, A.G. (1997). Canadian fundamentals of nursing. St. Louis, MO: Mosby.

Skillen, L. and Day, R. (1999). Health assessment laboratory syllabus. Edmonton, AB. University of Alberta.

Stewart, M.J. (2000). Community nursing: Promoting Canadian's health (2<sup>nd</sup> ed.) Toronto, ON: W.B. Saunders.

### **PROGRESSION CRITERIA:**

- A. Students must complete theory and practice components of nursing courses to receive credit. **Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component must be completed for credit to be granted.**
- B. A student who is absent more than two clinical days in one clinical nursing course may need to make up lost time before being allowed to continue in the program. Absences from the clinical site may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F.
- C. Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.
- D. An instructor, in consultation with the Chair, may immediately deny assignment of a student; withdraw a student from; or vary terms, conditions or a site of a practicum/clinical placement if the instructor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

### **PROFESSIONAL DRESS:**

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place. It is expected all students will wear a Grande Prairie Regional College name tag.

### LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extensions 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 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 class 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 attain a mark of 23.75 only.

### CLINICAL HOURS:

- Total clinical hours for this course is 92 hours. Each clinical site has a somewhat different allocation of hours to total 92. These will be provided by your instructor during orientation to the course.
- There are also two (2) seminar hours scheduled each week for a total of 8 hours. The time, place, etc of these hours will vary with the clinical site and will be negotiated with the instructor during orientation.

### **REQUIRED LEARNING EXPERIENCES AND EVALUATION:**

**In order to pass NURS 1910, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences.**

#### **NURSING PRACTICE:**

Nursing practice will be evaluated by means of the following:

1. **Reflective Journal/Learning Plan/Field Notes:** **Value: Varies: See Table**
  - Students will develop a learning plan to explore personal learning objectives compatible with the experiences of this course to guide their nursing practice in NS 1910. Family/Home visiting is to be included in the Learning Plan.
  - A Reflective Journal will be completed each week wherein students reflect upon their clinical experience and how it is effecting their efforts to address their learning goals.

- Reflective Journals must indicate critical thinking and problem solving related to the experience and their learning plan.
- Criteria and Marking Guide for the Learning Plan and Reflective Journal/Field Notes is are outlined in Appendix A.

## **2. Family/Home Visiting:**

**Value: Varies: See Table**

Family/Home visiting, begun in NS1900, will continue during NS 1910. A minimum of two visits need to be made during NS1910.

Journal entries related to these visits will be made in your Reflective Journal after each visit. Visits will also be discussed in weekly Seminars.

Marking criteria for evaluation of Family/Home visiting is included in Appendix A.

## **3. DIRECT CLINICAL OBSERVATION:**

**Value: Varies: See Table**

**A written summative evaluation of Nursing Practice will be completed by the student and the instructor.**

This will be accomplished through observation assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current DCO document from the Evaluation Strategies Committee.

### **A. Essential**

Over the four weeks, students will have a continuous experience in a community agency or a Long Term Care Facility. It will include nursing practice with healthy individuals across the lifespan in the context of family. The student will continue to make home visits with a client organized and implemented in NS 1900. The student will participate in activities of the agency. The student will engage in health promotion based on identified client needs.

*Students are expected to implement previously learned nursing skills.*

**The evaluation criteria and form are included in Appendix B.**

**ASSIGNMENTS**

Value: Varies: See Table

Nursing theory will be evaluated using the following written materials. Assignments are specific to the agency where the clinical experience is taking place

**Public Health:**

1. Students will complete a **Community Assessment** using the Windshield Survey technique.
2. **Reflective Journal** will be kept.

**Non-Traditional Community Placement:**

1. Students will complete a **Health Promotion Project**
2. **Reflective Journal** will be kept

**Long-Term Care Setting:**

1. **Reflective Journal** will be kept.

**VALUES FOR REQUIRED LEARNING EXPERIENCES:**

| <b>AGENCY</b>      | <b>LEARNING EXPERIENCE</b>  | <b>VALUE</b> |
|--------------------|-----------------------------|--------------|
| Community Agency   | Reflective Journal, etc     | 35%          |
| Community Agency   | Direct Clinical Observation | 40%          |
| Community Agency   | Health Promotion Assignment | 25%          |
| Public Health Unit | Reflective Journal, etc.    | 25%          |
| Public Health Unit | Direct Clinical Observation | 50%          |
| Public Health Unit | Community Assessment        | 25%          |
| Long Term Facility | Reflective Journal, etc.    | 40%          |
| Long Term Facility | Direct Clinical Observation | 60%          |

**LEARNING LABORATORY:**

**NOTE:** There are two activities all students must attend as they will only be offered once during Year I of the program

1. **Public Health Orientation at the Mistahia Health Unit**
2. **Fire safety Demonstration given by the Grande Prairie Fire Department**

**Public Health:**

1. Community Assessment
2. Post-natal Baby Assessment

**Non-Traditional Community Settings:**

1. Health Promotion and Client Education for Groups

**Long Term Care Settings:**

1. ADL (Activities of Daily Living), Nutrition (Feeding), Nurse Safety (Back Care)
2. Comfort and hygiene
3. Ambulation and transfers: aids for mobility (canes, walkers, lifts, wheelchairs), Assessment of ROM exercises and safety.
4. Environmental Precautions (emergency procedures, WHMIS)

**NOTE: Scheduling for labs will be provided by your clinical instructor.**