



**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 2002**

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Approved: April 19, 2000

**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 1900

**COURSE HOURS:**

**Lecture: 0**

**Lab/Clinical: 92**

**Seminar : 8**

**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. Identify own pattern of dealing with ambiguity and diversity.
4. Demonstrate professional behaviors in nursing practice:
  - respect
  - communication
  - responsibility
  - self awareness
5. Demonstrate beginning application of legal and ethical standards in selected nursing situations:
  - prepare for clinical practice
  - maintain confidentiality
  - use informed consent
  - practice according to policies and procedures of agencies.
6. Demonstrate establishment of a helping relationship with clients:
  - demonstrate caring behavior in the helping relationship
6. 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, apply beginning critical thinking skills to examine health promotion and primary prevention activities.
  - creative thought
  - reflective thinking

10. Utilize selected areas of knowledge about biological, psychological, sociological, cultural and 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. Utilize appropriate lines of communication within the agency.
14. Identify factors influencing the outcomes in health promotion for a specific client.
15. Demonstrate beginning competence in selected skills required for health promotion of well clients.

### REQUIRED TEXTS:

- Boyd, M.D., Graham, B.A., Gleit, C.J. & Whitman, N.L. (1998). *Health teaching in nursing practice: A professional model* (3<sup>rd</sup> ed.) Stamford, CT: Appleton & Lange.
- Canadian Nurses Association. (1997). *Code of ethics for nurses*. Ottawa, ON: Author.
- Kerr, J.R. and Wood, M.A. (2001). *Potter and Perry's Canadian fundamentals of nursing*. St. Louis, MO: Mosby.
- Stewart, M.J. (2000). *Community nursing: Promoting Canadian's health* (2<sup>nd</sup> ed.). Toronto, ON: W.B. Saunders.
- Wilson, S.F. and 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.

It is expected all NS 1900 texts will also be utilized.

### 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, or as otherwise negotiated with the instructor.
- 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.

### **REQUIRED LEARNING EXPERIENCES**

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

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.

### **1. CLINICAL PRACTICE:**

- **Clinical Practice Hours** for this course are 92 hours, including course orientation, labs, and clinical practice. Students are required to have experiences in one of three settings, Clinical Tutor supervised Long Term Care, Non-Traditional Community Agencies, and with Public/Community Health Nurses at Health Units.
- There are two (2) **seminar hours** scheduled each week for a total of 8 hours. These hours are required learning experiences. The time and place of these hours will vary with the clinical agency and will be negotiated with the instructor during orientation.

### **EVALUATION OF REQUIRED LEARNING EXPERIENCES:**

Nursing practice will be evaluated by means of the following:

#### **1. Learning Plan/Field Notes/Reflective Journal: 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.
- Field notes will be kept outlining the experiences/situations students encountered each day of Nursing Practice (*Field Notes are not required of students during the Long Term Care experience*).
- A Reflective Journal will be completed each week wherein students reflect upon their Nursing Practice 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 Field Notes/Reflective Journal are outlined in Appendix A.

#### **2. Family Home Visiting Experience: Value: Varies See Table**

- Part of the Non-Traditional Community Experience and will be conducted and evaluated according to Criteria provided at the beginning of the experience.

**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. Students will complete a self-evaluation of their Nursing Practice using the same criteria and format as their tutors. Tutors and students are directed to refer to the current DCO document.

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

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

**4. OTHER 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:**

- Students will complete a **Community Assessment**

**Non-Traditional Community Placement:**

- Students will complete a **Health Promotion Project**

**Long-Term Care Setting:**

- No additional assignments are required.

**VALUES FOR REQUIRED LEARNING EXPERIENCES:**

<b>AGENCY</b>	<b>LEARNING EXPERIENCE</b>	<b>VALUE</b>
NT Community Agency	Field Notes, Reflective Journal	15%
NT Community Agency	Learning Plan	15%
NT Community Agency	Health Promotion Project	20%
NT Community Agency	Family Home Visiting	20%
NT Community Agency	Direct Clinical Observation	30%
Public Health Unit	Reflective Journal, Field Notes	25%
Public Health Unit	Learning Plan	10%
Public Health Unit	Direct Clinical Observation	40%
Public Health Unit	Community Assessment	25%
Long Term Facility	Learning Plan, Reflective Journal	40%
Long Term Facility	Direct Clinical Observation	60%

## **LEARNING LABORATORY:**

- **Public Health Orientation at the Mistahia Health Unit, Grande Prairie, November 19, 2001 at 9000 hours.** This learning experience **is required** as it is offered only once during the program. If students does not attend they will be required to make appointments with the presenters at the orientation and collect the information that was provided. Students will then hand this information in to the clinical tutor supervising the Public Health Nursing Practice experience. **This orientation equates to three hours of Nursing Practice Time and will be credited to the Public Health Experience.** The format of this credit will be negotiated with the clinical tutor during the Public Health orientation.

**NOTE: There is one learning experience all students must attend as it will only be offered once, during Year I of the program**

### **Public Health:**

1. Community 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.**