



**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 2004**

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*Originally developed by the Clinical Experience Development Committee
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CALENDAR STATEMENT:

NURS 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 life span in a variety of non-traditional settings. Prerequisites: NURS 1900.

COURSE HOURS: LEC: 0 SEM: 16 LAB: 84

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:

In addition to maintaining competency with previous course objectives, upon completion of Nursing 1910, the nursing student will be able to:

1. Demonstrate application of legal and ethical standards in selected nursing situations:
 - Consistently demonstrate:
 - Respect for the values, beliefs, and rights of others
 - Honesty
 - Integrity
 - With assistance, demonstrate:
 - Appropriate communication
 - Responsibility and accountability
 - Prepare for clinical practice to provide safe, competent care
 - Use informed consent
 - Practice according to policies and procedures of agencies
 - Use knowledge of scope of practice and professional legislation
 - Confidentiality
 - Self-Awareness
 - Self Appraisal
 - Confidentiality
2. With assistance, demonstrate attitudes and skills for learning:
 - Identify strengths and limitations of self
 - Identify strategies to address limitations of self
 - Seek assistance appropriately

3. Demonstrate an understanding of social and political action at a beginning level:
 - Discuss client rights
4. With assistance, utilize selected information technology
5. With assistance, demonstrate effective skills in self-directed, context-based, small group learning
6. With assistance, utilize selected knowledge about biological, psychological, sociological, cultural and spiritual factors in interacting with individuals and families across the lifespan experiencing stable variations of health.
7. Demonstrate understanding of how use of model/theory could enhance the understanding of a specific health promotion/primary prevention activity
8. With assistance, apply critical thinking skills to examine health promotion and primary prevention activities.
 - creative thought
 - reflective thinking
9. With assistance, examines research findings and describes the relevance of research to nursing practice
10. Identify ambiguity and diversity:
 - Elements
 - Own pattern of dealing with ambiguity and diversity
 - Role of creativity
11. With assistance, demonstrate an awareness of quality and risk management processes to enhance nursing practice:
 - Workplace Hazardous Materials Information Sheet (WHMIS)
 - Fire and safety
 - Universal precautions
 - Working alone
 - Personal safety
 - Emergency procedures
12. With assistance, apply the principles of primary health care with a focus on health promotion.
13. Demonstrate caring behaviours in professional situations:
 - recognize uniqueness, worth and dignity of self and others
 - Demonstrate respect and sensitivity to self and others.
14. With assistance, develop cooperative relationships with colleagues, clients, community members, and community agencies.
 - Promote participation, choice, and control

15. Demonstrate competence in selected skills required for health promotion of well clients.

- Consistently demonstrate competence with selected skills:
 - See lab maps.
- With assistance:
 - Apply nursing process
 - Data collection
 - Planning
 - Implementation
 - Evaluation
 - Use appropriate communication skills (verbal and written)
 - Use appropriate teaching skills

REQUIRED RESOURCES:

1. All Nursing 1900 texts
2. Working Definitions (Posted Under Course Documents on Blackboard)
3. Graduate Competencies and Level Outcomes (Posted Under Course Documents on Blackboard)
4. How to Communicate Through Blackboard (Provided at previous information sessions).

RECOMMENDED RESOURCES:

1. Nursing Drug Handbook or program for Personal Data Assistant (for students in Continuing Care). Handbooks may be signed out from the Library for the four weeks.
2. Vollman, A.R., Anderson, T. & McFarlane, J. (2004). *Canadian community as partner*. Philadelphia, PA: Lippincott Williams & Wilkins.
3. Wright, L.M. & Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention*. Philadelphia, PA: F.A. Davis.

Note: Copies of Vollman, et al. and Wright & Leahey are on reserve in the Library.

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.

Grading Criteria for Nursing Courses:

| Alpha Grade | 4 Point Equivalent | Descriptor |
|-------------|--------------------|------------------------------|
| A+ | 4.0 | Excellent |
| A | 4.0 | Excellent |
| A- | 3.7 | First Class Standing* |
| B+ | 3.3 | First Class Standing* |
| B | 3.0 | Good |
| B- | 2.7 | Good |
| C+ | 2.3 | Satisfactory |
| C | 2.0 | Satisfactory |
| C- | 1.7 | Satisfactory |

Passing Grades in Nursing Courses

Failing Grades in Nursing Courses

| Alpha Grade | 4 Point Equivalent | Descriptor |
|-------------|--------------------|--------------------------|
| D+ | 1.3 | Poor/Minimal Pass |
| D | 1.0 | Poor/Minimal Pass |
| F | 0.0 | Failure |

* Very Good/Above Average is an alternate descriptor for First Class Standing.

PROFESSIONAL DRESS:

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

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. One Letter Grade 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 B+ and handed in one class day late, will be valued at a B.

REQUIRED LEARNING EXPERIENCES:

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

A. Essential

Over the 4 weeks, students will have a continuous experience in either the community or a Continuing Care Facility which will include:

- 1. Nursing practice with healthy individuals across the lifespan in the context of family.**
 - a) Demonstrates beginning competence in communication skills in the establishment, maintenance, and termination of a nurse client relationship.
 - b) Plans and implements home visit with client (community placement only)
 - c) Assesses client:
 - Health determinants
 - Growth and development
 - General inspection (Public Health & Continuing Care only)
 - Health status using various screening tools
 - Documents assessment findings.
 - d) Engages in health promotion based on identified client needs (e.g. Nutritional information).
 - e) Uses person safety practices.
- 2. Participation in activities of a community agency over the 4 weeks which will include:**
 - a) Scheduled experience to occur each week
 - b) Develops cooperative relationships with clients, colleagues, community members and the community agency.
 - c) Engages in health promotion based on client need (e.g. BP tobacco Reduction, Health & Wellness Curriculum Support, exercises and activities for the elderly, etc.)
 - d) Assesses clients at agency
 - health determinants

- factors influencing health determinants
- identify areas of strengths and/or risks
- develop knowledge of agency and its services

B. Fire Safety Workshop:

- Students will participate in a Fire Safety Workshop, jointly presented by the Grande Prairie Fire Dept and Jim Richards, Safety Technician, GPRC.

Each student will participate in one of the following placements:

1. Non-Traditional Community Placement:

- Students will participate in a weekly seminar mediated by Blackboard where the instructor will post a discussion item, required reading, or other learning activity, and students will have one week to participate in the discussion group.
- Students will engage in Health Promotion teaching with grade 6 classes.
- Students will engage in Home Visits using the CFAM model at a beginning level.
- Students will develop a poster presentation suitable to a general audience as part of their Direct Clinical Observation.

2. Public Health;:

- Students will spend 68 hours with a Field Guide in a Health Unit observing the role of various members of the Interdisciplinary Team, within the health unit. They will participate in such activities as they have acquired knowledge about in NS 1900, for example, assessing vital signs, communicating with clients, teaching the “Do Bugs Need Drugs” program, etc. Students will keep a daily Journal, recording critical reflections related to their day’s learning.
- Students will spend approximately 20 hours pursuing a health promotion activity as part of the Health and Wellness Curriculum Support Resource joint project of Peace Health Region and Grande Prairie Regional College.
- Students will conduct a Community Assessment.

3. Continuing Care:

- Students will spend 68 hours providing nursing care to residents in a Continuing Care setting.
- Basic skills associated with the activities of daily living will be provided to clients
- Communicating with and assessment of elderly clients will be emphasized
- Students will observe and reflect upon the role Interdisciplinary Team function related to Continuing Care clients.

REQUIRED EVALUATION

Nursing practice must be evaluated.

Elements to be evaluated.

- Content
- Critical thinking
- Group process
- Communication
- Nursing practice
- Writing across the curriculum.

1. Evaluation of student's clinical performance: Value: Varies—See Table Pg. 9

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. The Direct Clinical Evaluation Tool will be used. It is posted under Course Documents on Blackboard. The Grading Criteria are also posted.

2. Evaluation of learning activities specific to each individual area:

A. Non-traditional Community Placement: Value: Varies--See Table Pg. 9

- Participation in weekly seminar discussions mediated through Blackboard
- Health Promotion Teaching Program
- Home Visits using the CFAM model
- Poster Presentation

B. Public Health: Value: Varies--See Table Pg. 9

- Reflective Journal, Field Notes
- Learning Plan and Assessment of Health Promotion Activity
- Community Assessment

C. Continuing Care: Value: Varies—See Table Pg. 9

- Reflective Journal and Learning Plan

VALUES FOR REQUIRED LEARNING EXPERIENCES:

| AGENCY | LEARNING EXPERIENCE | Proportion of Final Grade |
|------------------------|-----------------------------------|----------------------------------|
| NT Community Placement | Blackboard Mediated Seminar | 20% |
| NT Community Placement | Health Promotion Teaching | 30% |
| NT Community Placement | Home Visits | 20% |
| NT Community Placement | Poster Presentation | 10% |
| NT Community Placement | Direct Clinical Observation | 20% |
| Public Health Unit | Reflective Journal. Field Notes | 25% |
| Public Health Unit | Health Promotion Activity | 20% |
| Public Health Unit | Community Assessment | 25% |
| Public Health Unit | Direct Clinical Observation | 30% |
| Long Term Facility | Learning Plan, Reflective Journal | 40% |
| Long Term Facility | Direct Clinical Observation | 60% |

EXAMPLE OF CALCULATION OF FINAL GRADE:

| Assignment | Grade Received | 4 Point Equivalent | Proportion of Grade | Value on 4 Point Scale |
|--------------------|-----------------------|---------------------------|----------------------------|-------------------------------|
| Field Notes | B+ | 3.3 | 10% | .33 = .3 |
| Journal | B- | 2.7 | 30% | .8 |
| Learn Plan | A | 4.0 | 30 % | 1.2 |
| DCO | A- | 3.7 | 40% | 1.48 = 1.5 |
| | | | | |
| Final Grade | | | | 3.8 = A- |

LEARNING LABORATORY:

- **Public Health Orientation: November 15, 2003 at 0900 - 1400 hours, Portable A.**
This learning experience **is required** for all students in NS 1910. If a student does not attend she/he will be required to arrange to acquire the information provided during the sessions. **This orientation equates to five (5) hours of Nursing Practice Time and will be credited to the Public Health Experience. A working lunch is provided.**

This learning experience all students must attend as it will only be offered once, during Year I of the program. Arrangements have been made with the PY 1040 instructor for nursing students to miss his class that day.

Public Health:

1. Community Assessment

Community Settings (Non-Traditional):

1. Health Promotion and Client Education for Groups
2. Family Assessment using the Calgary Family Assessment Model (CFAM).
 - **CFAM Lab – November 8, 2004, 1430 – 1720 in Portable A.**

This learning experience is required for all students registered in NS 1910. It will be offered only once during Year I of the program. This lab equates to three (3) hours of nursing practice time and is credited to the community placement.

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