



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

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

*Revised: June 2002*

**Nursing 1940**

**Course Outline**

**Nursing in Context A1**

**Winter 2003**

<b>FACULTY:</b>	<b>Office</b>	<b>Phone</b>	<b>e-mail</b>
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**CALENDAR STATEMENT:** \*5 (0-6s-3) in 7 weeks.

A continuation of the study of concepts introduced in NURS 190 with a focus on teaching and learning principles and increased health assessment and basic nursing skills.  
Prerequisites: NURS 1900, 1910.

**COURSE HOURS:** Lecture: 0 Seminar: 6 Lab: 3

**COURSE DESCRIPTION:**

The goal of this course is to further develop the student's knowledge of health promotion and disease and injury prevention, professional nursing, and human response across the lifespan through the process of Context-based Learning.

**COURSE OBJECTIVES:**

Upon completion of Nursing 1940, the nursing student will be able to:

1. Discuss principles of health promotion and disease and injury prevention in community settings:
  - levels of prevention
  - measures of health
2. Describe and demonstrate professional attributes in health promotion and disease and injury prevention:
  - communication
  - professional attitudes and values
  - legal and ethical responsibilities
3. Discuss two nursing models of health promotion.
4. Apply knowledge of biological, psychological, sociological, cultural and spiritual dimensions of the human response to persons with stable variations in health across the lifespan.
  - 4.1 Apply knowledge of growth and development of the embryo, fetus, adolescent, adult, and middle-aged 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 competence with selected nursing skills:
  - pre-natal assessment
  - family assessment
    - structural tools - genogram, ecomap, attachment diagrams
  - client education
    - application of teaching principles to groups/families
  - physical assessment
    - respiratory
    - cardiovascular
    - lymphatics
    - head and neck
    - female breast and axilla (breast self-exam)
    - female genitalia
    - testicular self-examination

#### REQUIRED RESOURCES:

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC : Author
- Balzer-Riley, J. (2000). *Communications in nursing* (4th ed.). St. Louis, MO : Mosby
- Boyd, M.D., Graham, B.A., Gleit, C.J., & Whitman, N.L. (1998). *Health teaching in nursing practice : A professional model* (3rd ed.) Stamford, CT : Appleton & Lange.
- Chabner, D.V. (1999). *Medical terminology : A short course* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott.
- Canadian Nurses Association. (1977). *Code of ethics for nurses*. Ottawa, ON: Author
- Eiserman, D. (2003). *Nursing 1940 course materials*. Grande Prairie, AB: GPRC
- Kerr, J.R. & Wood, M.J. Eds. (2001). *Potter & Perry's Canadian fundamentals of nursing* (2<sup>nd</sup> ed.). Toronto, ON: Mosby.

- Lewis, S. M., Heitkemper, M.M., & Dirksen. (2000). *Medical surgical nursing : Assessment and management of clinical problems* (5th ed.). St. Louis, MO: Mosby.
- Marriner Tomey, A. & Raile Alligood, M. (2002). *Nursing theorists and their work* (5th ed.). St. Louis, MO: Mosby.
- Osis, M. (2002). *Dosage calculations in SI Units* (4th 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.
- Pilliteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4<sup>th</sup> ed.). Philadelphia, PA: Lippincott.
- Sandrock, J.W. (2002). *Life-span development* (3<sup>th</sup> ed.). Boston, MA: McGraw-Hill.
- Stewart, M. J. (Ed.). (2000). *Community nursing: Promoting Canadian's 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. and Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis.

#### NS 1940 CORE CONCEPT MAP:

Attached as Appendix C

#### REQUIRED LEARNING EXPERIENCES:

**Tutorial:** Context Based Learning (CBL) tutorials are considered required learning experiences and marks are allotted for attendance and performance in tutorials. Criteria for determining the marks allotted are found on pages 10-11.

**Laboratory:** Learning experiences in the nursing laboratory are considered required learning experiences. Theoretical content covered in the labs will be tested in the final examination. Skills will be tested by an OSCE. Details are discussed below.

**Medical Terminology:** Students need to know medical terminology to effectively investigate materials and prepare materials for the CBL scenarios and to learn the anatomy, physiology, and medical microbiology necessary to pursue professional nursing practice.

To continue your ongoing learning in the area of medical terminology, you are required to complete Chapters 3 and 4 of the text (Chabner, 1999) by February 10, 2001. **The exam will be written during the Lab the week of Feb 10-14, 2002. Mastery of 80% is required to receive a "Pass" on the test. A pass on the examination is required to receive credit for the course Nursing 1940.** You will have a maximum of three writings of the exam to achieve mastery.

**Pharmacology Mathematical Calculations:** The ability to perform mathematical calculations when administering medications and perform other nursing measures is essential. To assist students refresh your memories and upgrade necessary math skills, you are required to complete Modules 3 and 4 by February 14, 2001.

**An pharmacology mathematics examination will be scheduled as part of the OSCE. Mastery of 80% is required to receive a "Pass" on the test. A pass on the examination is required to receive credit for the course Nursing 1940.**

## OPTIONAL LEARNING EXPERIENCES:

### Fixed Resource Sessions:

Fixed resource sessions are presentations given by a number of content experts to assist students obtain the knowledge required for CBL tutorials and assignments. Attendance at these is highly recommended as the content covered by the experts is tested on assignments and the examination.

## COURSE EVALUATION:

### 1. Scholarly Paper:

Choose one target population from the following list:

- Fetus
- School aged child
- Adult
- Middle-aged adult

Identify the most common injuries or illnesses for the age group chosen. Discuss factors (or health determinants) contributing to the increased risk of injury or illness and the importance of prevention of these injuries/illnesses in the chosen population.

Relate the population statistics (for example, incidence in the target population) to support the need for injury or illness prevention.

**Discuss the nursing interventions or strategies to prevent injuries or illness in this population. Refer to Marking Guide.**

This paper is to be 1500-2000 words, typed, double spaced, and in APA format. The marking guide is attached in Appendix A.

**Value: 25 % of Final Grade. Due Date: Monday February 3, 2002 at 0830 hours.**  
**2. Clinical Judgment Exercise**

The Clinical Judgment Exercise is an experiential evaluation experience used to assess student knowledge, self-directed learning abilities, and critical thinking skills. A nursing situation and instructions for completion, including specific questions to be completed, will be provided to each student. **The exercise will be handed out on Monday January 13, 2003 at 0830 hours and is due to be returned Thursday January 16, 2003 at 0830 hours.**

**Value: 20 % of Final Grade.**

### **3. Evaluation of Student Behaviour in Tutorial:**

The criteria for this evaluation are listed in Appendix C. The strategies for determining how these criteria will be used during the seven weeks of tutorial in Nursing 1940 will be determined by the members of the group and their tutor. A variety of strategies may be used. The strategy for the final evaluation at the completion of Nursing 1940 is determined by the tutors, according to the format approved by the faculty of the Department of Nursing Education. Students and faculty will each complete a final evaluation, using the format provided in Appendix B. A meeting between the tutor and the student will be arranged and the final mark will be arrived at after a discussion of the criteria used by each to arrive at the conclusions each one reached.

**Value: 15% of Final Grade. Date: By appointment with the Tutor during the week of February 18-21, 2003.**

### **4. Final Examination:**

This examination will be a combination of multiple choice and short answer questions testing the theoretical content covered in the scenarios, laboratory experiences, and fixed resource sessions. Medical terminology content will be used when asking a number of the questions. Three hours will be provided for writing this examination.

**Value: 40% of Final Grade. Date: During the week of February 18-21, 2003. The date, time, and place to be announced.**

**FAILURE TO COMPLETE ANY COURSE EVALUATION STRATEGIES 1-4 WILL RESULT IN A GRADE OF 0 FOR THAT EVALUATION STRATEGY.**

## 5. OSCE

This objective examination of clinical skills is designed to ensure competence of skills learned in the laboratory setting. Each student will be expected to perform selected skills, according to criteria provided, at a competency level of 80%. The possible skills to be tested, the criteria, and the times and places of the testing will be provided to students by February 7, 2003.

**Value: Pass/Fail. A student MUST attain a mastery of 80% to pass the OSCE. Students are required to pass the OSCE to pass the course, Nursing 1940.**

Students have three opportunities to take this examination of clinical skills. If mastery is not attained on the first opportunity, the student must negotiate with the examiner to repeat the examination within five (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 five (5) class days of the second examination. The student will not be allowed to proceed to the next course (Nursing 1950) until she/he has attained mastery for the OSCE.

**NOTE: The Medical Terminology and Pharmacology Mathematical Calculations examinations are part of this OSCE and the criteria outlined above apply.**

### 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.
- **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.

**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.

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