

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Grant MacEwan College

Keyano College

Red Deer College

University of Alberta

NURSING 1940

COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, May 2004

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Approved: May 2004.

Nursing 1940 Course Outline

CALENDAR STATEMENT:

NURS 1940 Nursing in Context A1 *5 (fi 10) (Second term) (0-6s-3) 63 hrs in 7 weeks).
A continuation of the study of concepts introduced in NURS 1900 with a focus on teaching and learning principles and increased health assessment and basic nursing skills. Prerequisite: NURS 1900.

COURSE HOURS: LEC: 0 SEM: 42 LAB: 21

FACULTY

	Office	Email	Phone
Course Leader			
Liz Richard, RN, MN (no teaching responsibility)	H208	lrichard@gprc.ab.ca	539-2752
Pat Meyer, RN, BSN	H231	pmeyer@gprc.ab.ca	539-2784
Dot Dooley, BN, RN, IBCLC	H227	ddooley@gprc.ab.ca	539-2891
Robin Hoban, RN, BN	C214	rhoban@gprca.ab.ca	539-2037

TUTORIAL CLASS

Section	Instructor	Room	Dates	Times
A3	Robin Hoban	M121	Mon/Wed	0830-1120
B3	Dot Dooley	A201	Mon/Wed	0830-1120
C3	Pat Meyer	H223	Mon/Wed	0830-1120

NURSING FIXED RESOUCE

All sections	A201	Thursday	0830-0950
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LAB CLASS

Section	Instructor	Room	Dates	Times
L1	Varies	H225	Monday	1300-1550
L2	Varies	H225	Tuesday	1430-1720
L3	Varies	H225	Wednesday	1300-1550

COURSE DESCRIPTION:

Through the process of Context-Based Learning, 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.

COURSE OBJECTIVES:

Based on the current Core Concept Map, 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.
2. With minimal assistance, demonstrates skills and attitudes for learning.
3. Demonstrate an understanding of social and political action at a beginning level:
 - Differentiate values / needs / rights of self and others in a group
 - Identify formal and informal power structures in social context
 - Describe change theory
4. Use selected information technology to support scholarly activities.
5. With assistance, demonstrate effective skills in self-directed, context-based, small group learning.
6. With minimal assistance, apply selected knowledge of biological, psychological, sociological, cultural and spiritual dimensions of the human response to persons with stable variations in health across the lifespan.
7. With guidance, compare and contrast two nursing models.
8. With assistance, demonstrate effective use of the nursing process / clinical decision-making process with clients experiencing stable variations in health across the lifespan.
9. With assistance, use research to discuss nursing situations relevant to the scenarios.
10. Identify ambiguity and diversity:
 - In learning environments
 - In selected nursing situations
11. Describe competent leadership:
 - Decision making
 - Priority setting
 - Performance appraisal
 - Quality & risk management process

12. Describe and demonstrate professional attributes in health promotion and disease and injury prevention.
13. Demonstrate respect, sensitivity, and caring behaviors in interpersonal relationships.
14. Identify the roles of other professionals on the health care team.
15. Demonstrate competence with selected nursing skills for care of clients with stable variations of health across the lifespan.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 194
2. Working Definitions
3. Learning Packages
4. Graduate Competencies and Level Outcomes
5. Grade Descriptors
6. Other site-specific resources

RECOMMENDED RESOURCES (site specific)

All textbooks used in NS 1900 and NS 1910/1950.

REQUIRED LEARNING EXPERIENCES

Tutorial: Context Based Learning (CBL) tutorials are considered required learning experiences and marks are allotted for attendance and performance in tutorials.

Laboratory: Learning experiences in the nursing laboratory are considered required learning experiences and attendance/preparation will be noted. 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 and prepare materials for the CBL scenarios, and to learn the anatomy, physiology, and medical microbiology necessary to pursue professional nursing practice. You are required to complete chapters three, four and five (**3, 4, & 5**) in **Chabner 4th ed. (2005)** by February 4th 2006.

Pharmacology Mathematical Calculations: The ability to perform mathematical calculations when administering medications and perform other nursing measures is essential. You are required to complete chapters three and four (**3 & 4**) in **Osis 4th ed. (2003)** by February 4th 2006.

The exam for both medical terminology and math calculations will be on Blackboard and must be completed prior to February 5th 2006. This will be similar in format, to the exam in NS1900. Mastery of 80% is required to receive a “Pass” on this test. A pass on the examination is required to receive credit for the course NS1940. You will have a maximum of three writings of the exam to achieve mastery. You must complete this test in the library after being logged into the test by the reference librarian.

Note: All material covered in NS1900 is testable for Medical Terminology and Pharmacology Mathematical Calculations.

OPTIONAL LEARNING EXPERIENCES:

Fixed Resource Sessions:

Fixed resource sessions are presentations given by a number of content experts to assist students in obtaining 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.

WITHDRAWL DATE: Last date to withdraw with permission is January 27, 2006.

COURSE EVALUATION

1. Evaluation of student in tutorial will be based on the course objectives and on:
 - Content
 - Critical thinking
 - Group process
 - Communication
 - Nursing practice
 - Writing across the curriculum.
2. An evaluation plan congruent with Year 1 level outcomes (from Graduate Competencies and Level Outcomes document) is required.

Course Evaluation Components:

1. Clinical Judgment Exercise: Value: 25% of Final Grade Due Fri, Jan 20th at 1200 hr

As a nursing student you must think critically and quickly to make safe, competent clinical judgments. This type of thinking is goal directed; data are collected/organized and irrelevant data are discarded while relevant data are clustered so that patterns can be recognized. The clusters of data are analyzed, and solutions are identified. (Lipe, S. &

Beasly, S. [2004]. *Critical thinking in nursing: A cognitive skills workbook*, Philadelphia, PA: Lippincott, Williams & Wilkins, p.3)

In the Clinical Judgment Exercise, self-directed learning abilities, and critical thinking skills are assessed. You will be given a nursing situation and instructions for completion, including specific questions to be answered. **The exercise will be handed out at the end of your tutorial class on Wednesday, January 18th 2006 and is due Friday January 20th 2006 at 1200 hrs. You do not have a fixed resource on Thursday January 19th to give you additional time to work on the exercise. The marking guide will be attached to the clinical judgment exercise when it is handed out.**

2.Scholarly Paper: Value: 30% of final grade Due Mon, Jan 30, 2006 at 0830

Choose one target population from the following list:

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

Identify a common injury or illness, relevant in Alberta, associated with the age group.

Using a minimum of 5 journal articles, one of which must be nursing research, identify:

- The cause of the injury or illness
- The general incidence of the injury or illness in Alberta. If you cannot find this data for Alberta, give the data for Canada.

Based on the literature, identify nursing strategies to prevent the injury or illness in your target population.

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

**3.Evaluation of Student Behaviour in Tutorial : Value 15% of final grade.
Due Last week of classes**

Students' performance in tutorial is vital to self and other's learning. You will be assessed in the areas of group process, critical thinking, and self direction. Input from your peers may be used in addition to your own self evaluation and the tutor's evaluation.

Students and faculty will each complete a final evaluation, using the format and criteria 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. If no resolution/consensus can be reached about the final grade, the instructor will assign the grade.

4. Final Examination: Value: 30% of Final Grade Due: Feb 13th, 2006 1300-1550

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.

FAILURE TO COMPLETE ANY COURSE EVALUATION STRATEGIES 1-4 WILL RESULT IN A GRADE OF “F” 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 11, 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. If the student remains unsuccessful, a grade of “F” will be assigned to the course.

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. One letter grade 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 B and handed in one class day late, will be valued at a B-. **Assignments will not be accepted after 5 days lateness.**

Last Date to Withdraw From Course

The last date to withdraw from the course without penalty is 27 January 2007.

GRAND PRAIRIE REGIONAL COLLEGE GRADING SYSTEM;

Grading Criteria for Nursing Courses:

Passing Grades in 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

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.

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-

GRADING CRITERIA SCHOLARLY PAPER
NS 1940
Winter 2006

Grade	Descriptor	Criteria
A+	Outstanding	Extraordinary assignment. Chose an injury/illness which is very significant in Alberta and fully supported choice by statistics regarding the incidence. References scholarly in their content, authorship and depth. Demonstrates outstanding critical thinking; objectively and comprehensively analyses the references to support recommendations for nursing strategies. Conclusions are fully justified. Grammatical presentation and APA format requires minimal to no revision.
A	Excellent	Excellent assignment. Chose a significant illness/injury in Alberta which is statistically supported. References scholarly in their content, authorship and depth. Demonstrates excellent critical thinking by objectively and fully analyzing references to support recommendations for nursing strategies. Conclusions are made and justified. Grammatical presentation and APA format requires minor revision.
A-	Very Good to Excellent	Demonstrates a majority of the elements of an excellent assignment, however some elements are not as strongly demonstrated
B+	Very Good	Well written assignment. Chose an illness or injury which although significant, is not as fully supported in the literature for incidence in Alberta. References are scholarly but not as in depth as those of an A grade paper. Demonstrates very good critical thinking skills, is able to analyze references and draw conclusions. There is less depth in justification of nursing strategies. Grammatical presentation and APA format requires more substantial revision than those of an A grade paper.
B	Good to Very Good	Demonstrates a majority of the elements of a very good assignment, however, some elements are less clearly articulated.
B-	Good	Generally well written assignment. Chose an illness or injury less significant for Alberta and had difficulty in relating incidence. Critical thinking is evident but there is some difficulty in analysis of the references or some key elements are missing. Conclusions are not well justified. APA/grammar requires more substantial revisions than very good assignment.
C+	Satisfactory to Good	Demonstrates a majority of the elements of a good assignment, however, some elements are less clearly articulated.
C	Satisfactory	Acceptably written. Chose an illness which is not particularly significant in Alberta and not supported by incidence levels in the literature. References would not be a primary site to use. Most elements of the assignment are met, but there are gaps in the analysis. Conclusions are weak and only superficially justified. APA format and grammar are inconsistent and require major revision.
C-	Pass to Satisfactory	Demonstrates a majority of the elements of a satisfactory assignment, however, some elements are less clearly articulated.
D	Minimal Pass	Chose an illness irrelevant to Alberta. The reference content, authenticity, authorship are suspect in level of scholarship. Many elements of the assignment are missing. Conclusions are very weak and not justified. Minimal evidence of APA format and grasp of grammatical concepts.
F	Fail	Assignment is not handed in/plagiarized. References chosen have no scholarly attributes. Unable to identify any of the elements or follow the directions of the assignment. Draws unwarranted or erroneous conclusions. Material is presented superficially. No evidence of APA or grammatical concepts.

Appropriate writing style and APA will be evaluated according to the following criteria:

- The paper is structured according to APA format, with a title page, untitled introduction, body organized by appropriate headings, conclusion, references, and appendices if needed
- Spelling and grammar are correct.
- Ideas are clearly articulated with effective communication of interpretations and conclusions.
- Information is well organized, such that logical links are evident within paragraphs, within sections, and among sections of the paper.
- Relevant evidence is used to support statements and is accurately cited and referenced.
- The paper shows evidence of:
 - critical thinking, including analysis and synthesis
 - integration of theory and personal experiences
 - original thinking

NURSING 1940 Winter 2006

EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL

STUDENT:

FINAL GRADE

Is punctual for tutorial? Yes No

Attends all Tutorials? Yes No

PARTICIPATION IN GROUP	Excellent	Very Good	Good	Marginal	Fail
Respects the right of group members to express their ideas and opinions.					
Listens and responds to others with respect.					
Contributes to the development/maintenance of group objectives and norms.					
Helps to keep the group task-oriented.					
Communicates ideas and information effectively.					
Assists group members in their learning.					
Provides group members with constructive, meaningful feedback.					
Takes constructive action to deal with group conflicts and concerns.					
Identifies, justifies &/or discards assumptions.					
Promotes deeper understanding of topics by raising significant points, asking relevant questions & proposing related concepts, ideas.					
Openly examines own & alternate points of view for strengths and weaknesses in addressing the subject, problem, or question at hand.					
Uses information that supports claims; considers alternative information that offers contradictory evidence.					
Encourages/facilitates participation of others.					
Relates to peers collaboratively & as resources for learning					

PRESENTATION OF CONTENT	Excellent	Very Good	Good	Marginal	Fail
Presents content that is relevant to the learning goals & objectives.					
Identifies, explains, explores & uses key concepts with precision & with supporting rationale.					
Explores possible strategies to address questions or issues.					
Demonstrates creativity.					
Describes own reasoning/thinking process.					
Comes prepared with tasks completed as negotiated with the group.					
Identifies a variety of valid resources in collecting information.					
Fosters group discussion.					
SELF DIRECTION	Excellent	Very Good	Good	Marginal	Fail
Identifies self assessment of learning & possible gaps in knowledge.					
Identifies own strengths and weaknesses that affect group & individual learning.					
Demonstrates understanding of differences between tutor directed and self directed learning; views tutors as facilitator and additional resource.					
Incorporates feedback to address identified weaknesses that affect group & self performance.					
Collects & validates information gathered to conduct self assessment.					

General Comments:

Student Signature _____ Tutor Signature _____
 Date _____

EVALUATION OF STUDENT PERFORMANCE IN CBL TUTORIAL
First Year

This guide has been developed to assist students and tutors to discriminate between the levels of achievement of course and program objectives in first year tutorials.

Exceptional Student

Group Process

The student consistently fosters group process by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group; participating in discussion of both non-controversial and contentious issues in a thoughtful, fair and respectful manner using effective communication skills; respecting the right of others to express their ideas and opinions; providing analytical constructive feedback at an exemplary level based on the evaluation criteria and established group norms; playing a leadership role in identifying and helping to resolve concerns or issues; is frequently looked to by other group members to assist in group process.

Critical Thinking

The student facilitates both group and own learning by consistently presenting relevant information in a thorough, concise manner; by identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of this learning experiences; and describing own thinking processes

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating clear understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Very Good, Above Average

Group Process

The student fosters group process very well by assisting in the development and maintenance of group norms; acknowledging and facilitating the contributions of others in the group on a regular basis but could do more of this; participating in discussion of

both non-controversial and contentious issues in a thoughtful, fair and respectful manner generally using effective communication skills most of the time; respecting the right of others to express their ideas and opinions without cutting people off or putting them down; providing analytical constructive feedback based on the evaluation criteria and established group norms although tends to focus on more positive aspects; often playing a leadership role in identifying and helping to resolve concerns or issues; is looked to by other group members to assist in group process.

Critical Thinking

The student facilitates both group and own learning by presenting relevant information in a thorough and concise manner; by usually assisting the group in identifying, explaining, exploring and using key concepts to further discussion; promoting deeper understanding of topics by raising significant points, asking relevant questions, and proposing related concepts and ideas; exploring assumptions of self and others in a thoughtful and reflective manner, using creative and innovative approaches, analyzing various approaches and points of view at an above average level, demonstrating an open and mature attitude to various aspects of learning experiences; and describing own thinking processes at a beginning level of analysis; and focusing on significant information although at times articulation of ideas could be sharper, more concise.

Self Direction

The student consistently demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly ut may need assistance and further role modeling to maintain this level; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating understanding of the differences between teacher directed learning and student directed learning and with some assistance articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors, usually in an intentional and mature manner

Good, Average Student

Group Process

The student consistently fosters group process by assisting in the development and maintenance of group norms; generally acknowledging and facilitating the contributions of others in the group although occasionally needs reminders to fcus on group process; participating in discussion of issues in a thoughtful, fair and respectful manner usually using effective communication skills, although tends to steer away from contentious or emotionally-charged subjects and needs some assistance to connect with the group during these discussions; respecting the right of others to express their ideas and opinions; providing constructive but generally positive or superficial rather than in-depth and honest feedback; assuming leadership and other roles assigned formally within the group but generally does not exert informal leadership or facilitation; being generally seen as an

integral member of the group and contributor to group process but is a less assertive member in terms of leadership.

Critical Thinking

The student facilitates group and own learning by usually presenting relevant and fairly detailed information that contributes to overall understanding of subject, although selection of material may be at an average or commonplace level and lacking analysis and synthesis; by working on the ability to identify, explain, explore and use key concepts to further discussion; promoting further understanding of topics by raising significant or new points, asking relevant or key questions; identifying and possibly exploring assumptions of self and others in a thoughtful manner, using creative approaches, analyzing various approaches and points of view at an average level but needs assistance to examine fully, demonstrating an open and mature attitude to various aspects of this learning experience; and describing own thinking processes at a beginning level.

Self Direction

The student demonstrates commitment to own learning by analyzing extent and depth of own learning accurately and thoroughly with group and/or tutor assistance; acknowledging own strengths and weaknesses that facilitate or hinder group process as well as own learning and that of other group members; demonstrating some understanding of the differences between teacher directed learning and student directed learning and articulates how CBL benefits the learner; relating to others as resources; collaborating with peers and tutors in an intentional and mature manner.

Marginal Student

Group Process

The student is inconsistent in fostering group process although does assist in the development of group norms but possibly not in the maintenance of same; occasionally acknowledging and facilitating the contributions of others in the group but generally has low level of participation; generally avoiding participating in discussion of issues although may jump in and is usually respectful although some improvement is required in using effective communication skills; respecting the right of others to express their ideas and opinions; providing feedback at a superficial level and in a generally non-facilitative manner and not using the evaluation criteria and established group norms; avoiding leadership and other duties within the group and generally lacking in assertive behaviors.

Critical Thinking

The student fails to facilitate either group and own learning by consistently presenting irrelevant information although with assistance from group members or tutor does offer significant information; by needing a lot of assistance to identify, explain, explore and use key concepts ; by having difficulty in promoting deeper understanding of topics,

sometimes bringing in irrelevant material, asking irrelevant or off topic questions, and proposing unrelated concepts and ideas; failing to consistently explore assumptions of self and others, using commonplace or limited approaches, having difficulty independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis.

Self Direction

The student generally requires on-going and consistent assistance to reflect on own ability to identify strengths and weaknesses and to realize the impact of behaviors on the group process and/or learning of self and others. With feedback identifies areas for improvement and strategies to address same but is lacking independence and insight into value of own learning experiences

Failing Student

Group Process

The student does not foster group process, does not assist in the development of group norms and is inconsistent in the maintenance of same; rarely acknowledging and facilitating the contributions of others in the group and usually has low level of participation; generally avoids participating in discussion of issues. Communication skills require frequent intervention; lacks respect when communicating or does not facilitate others to express their ideas and opinions; does not provide feedback except at a minimally superficial level or not at all, or in a non-facilitative manner. Avoids leadership and other duties within the group and generally lacking in assertive behaviors.

Critical Thinking

The student fails to facilitate either group and own learning by consistently presenting irrelevant information and even with assistance from group members or tutor does not offer significant information; requires continued assistance to identify, explain, explore and use key concepts ; does not promote deeper understanding of topics, asks irrelevant or off topic questions, and proposes unrelated concepts and ideas; fails to consistently explore assumptions of self and others, uses commonplace or limited approaches to research, has difficulty in independently analyzing various approaches and points of view; demonstrating an open and mature attitude to various aspects of this learning experiences; and is generally unable to work through own thinking processes with any significant level of analysis.

Self Direction

The student generally requires on-going and consistent assistance to reflect on own ability to identify strengths and weaknesses and to realize the impact of behaviors on the group process and/or learning of self and others. Even with feedback is unable to identify areas for improvement and strategies to address same, lacks independence and insight into value of own learning experiences.