



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Grant MacEwan College

Keyano College

Red Deer College

University of Alberta

NURSING 1940

2006 – 2007 COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2006

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Approved: May 2006

Nursing 1940 Course Outline

CALENDAR STATEMENT:

NURS 1940 Nursing in Context A1 *5 (fi 10) (first term, 1.5-6s-3 in 6 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. Prerequisite: NURS 190.

COURSE HOURS: LEC: 9 SEM: 36 LAB: 18

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.

FACULTY

Course Leader

M.Sedgwick RN, MN, PhD(c) (no teaching responsibility)	H228	msedgwick@gprc.ab.ca	539-2896
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Pat Meyer, RN, BSN	H231	pmeyer@gprc.ab.ca	539-2784
Dot Dooley, BN, RN,	H227	ddooley@gprc.ab.ca	539-2891
Louise Rawluk, RN, BScN	H129	lrawluk@gprc.ab.ca	539-2083

TUTORIAL CLASS

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

NURSING FIXED RESOUC

All sections	D308	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
L4	Varies	H225	Friday	1300-1550

COURSE OBJECTIVES:

LEVELS OF INDEPENDENCE

In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The students requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: clinical tutor tells student what to do, about steps to take

Information: clinical tutor tells student specifics about a concept, topic

Clarification: clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: clinical tutor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: clinical tutor provides positive feedback for correct information and direction provided by the student

Consultation: student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: indicates that input is provided by clinical tutor now and then

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site specific labs, upon completion of Nursing 194, the nursing student will be able to:

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE

1. Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.

Independently:

- demonstrates integrity
- demonstrates responsibility and accountability

With assistance:

- demonstrates respect for values, beliefs and rights of others
- demonstrates application of legal and ethical standards
 - plagiarism
 - confidentiality
 - Code of Student Behavior
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

2. Engages in strategies for social and political action at a beginning level

With assistance:

- differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
- identifies nursing issues requiring social and political action
- discusses the role of the individual nurse in social and political action
- discusses the role of professional nursing organizations in social and political action
- describes the planning process for engaging in social and political action

3. Demonstrates skills and attitudes necessary for life-long learning

Independently

- demonstrates personal responsibility for learning

KNOWLEDGE BASED PRACTICE

4. Applies a critical thinking approach to nursing

With assistance:

- applies critical thinking strategies in developing sound clinical judgment in relation to health promotion and disease and injury prevention
- applies creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to health promotion and disease and injury prevention

5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.

With assistance:

- explores selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions of the human response to stable variations in health
- explores selected areas of knowledge related to scope of practice and professional legislation

6. Demonstrates evidence based practice.**With assistance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing problems that require investigation.

7. Applies nursing and other relevant models/theories in the professional practice of nursing.**With assistance:**

- discusses the use of nursing models / theories / metaparadigms
- identifies models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

8. Demonstrates competence in health care informatics.**With assistance:**

- uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

PROVISION OF SERVICE TO PUBLIC**9. Applies concepts and principles of primary health care.****With assistance:**

- discusses principles of primary health care with healthy individuals across the lifespan
- discusses knowledge of health determinants in client situations
- discusses selected health promotion activities with individuals

10. Demonstrates caring relationships in professional situations.**With assistance:**

- recognizes the uniqueness, worth and dignity of self and others
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting

11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**With assistance:**

- develops cooperative relationships with others to ensure learning goals are met

12. Demonstrates beginning leadership, management and administrative skills.**With assistance:**

- uses effective time management strategies in coordinating client care
- describes leadership roles
- uses decision-making processes
- effectively leads a small group
- effectively performs an accurate appraisal of self and others

13. Demonstrates the ability to deal with ambiguity and diversity.**With assistance:**

- identifies effects of ambiguity and diversity in all learning environments

- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations

14. Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.

With assistance:

- identify steps of nursing process
- uses appropriate verbal communication skills
- uses appropriate written communication skills
- discusses effective client education
- discusses prioritization of nursing activities
- performs selected assessment skills in a competent manner

Independently:

- performs selected psychomotor skills in a competent manner – lab setting

CONTEXT BASED LEARNING

15. Demonstrates proficiency with CBL process.

With assistance:

- Demonstrates effective use of skills in self-directed, context-based, small group learning in clinical, tutorials and conferences.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 194
2. Working Definitions
3. Learning Packages
4. Graduate Competencies Year End Outcomes
5. Grade Descriptors
6. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
7. Tutorial Assessment Guide (TAG)
8. Other site-specific resources

RECOMMENDED RESOURCES (site specific)

All textbooks used in NS 1900 and NS 1910/1950

REQUIRED LEARNING EXPERIENCES

1. **CBL Tutorial** Context Based Learning (CBL) tutorials are considered required learning experiences and marks are allotted for attendance and performance in tutorials.
2. **Lab Activities** Context Based Learning (CBL) tutorials are considered required learning experiences and marks are allotted for attendance and performance in tutorials. There will be

10% assigned for preparation for the labs. Each lab will have a pretest, based on the readings worth 2.5% /lab.

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.

WITHDRAWAL DATE: Last date to withdraw with permission is January 26, 2007.

COURSE EVALUATION

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 1 outcomes (from Graduate Competencies and Year End Outcomes document) is required.

COURSE EVALUATION COMPONENTS

1. **Lab preparation: 10%**
2. **Clinical Judgment Exercise: Value: 20% of Final Grade**

Due Fri, Jan 19th at 1200 hr

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 in the nursing fixed resource January 19th. The exercise is due Friday January 20th 2006 at 1200 hrs. The marking guide will be attached to the clinical judgment exercise when it is handed out.**

3. **Scholarly Paper: Value: 25% of final grade**

Due Mon, Jan 29 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. Consider the concepts of Primary Health Care, Determinants of Health, and Health Promotion in developing your paper.

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 according to the items on the TAG. 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, 2007 1430-1720

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 OSCE will be tested February 6 and 7 by appointment. The lab time on February 5th will be practice time.

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.

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.**

**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.

Appendix 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.

Appendix A continued

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

January 2007						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 AM: Brainstorm We're Expecting	4 NFR: Breast Feeding (Dot)	5	6
7	8 AM: Present We're Expecting PM: Prenatal Lab	9 PM: Prenatal Lab	10 AM: Present We're Expecting PM: Prenatal Lab	11 NFR Inter D (Pat or Louise)	12 PM: Prenatal Lab	13
14	15 AM: Brainstorm Mark Hofer PM: Respiratory Lab	16 PM: Respiratory Lab	17 AM: Present Mark Hofer PM: Respiratory Lab	18 Critical Judgment Exercise (CJE)	19 1200 hrs: CJE due PM: Respiratory Lab	20
21	22 AM: Present Mark Hofer PM: BSE lab (Dot)	23 PM: BSE Lab	24 AM: Brainstorm Melanie Clark PM: BSE Lab	25: NFR: Cross Cultural Nursing (Pat or Louise)	26 PM: BSE lab	27
28	29 Paper due at 0830 AM Present Melanie Clark PM: OSCE testing	30 PM: OSCE testing	31 AM: Present Melanie Clark PM: OSCE testing			

February 2007						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1: NFR: Breast Cancer (Pat)	2	3
4	5 AM: Brainstorm Jean PM: Head and Neck lab (Pat)	6 PM: Head and Neck lab (Pat)	7 AM: Present Jean PM: Head and Neck lab (Pat)	8 NFR: Victim's Assistance (Dot)	9 PM: Head and Neck lab (Pat)	10
11	12 AM: Present Jean PM: Tutorial Evals	13 PM: Final Exam	14 AM: Tutorial Evals by appt PM: OSCE retests	15: Tutorial Evals by appt.	16	17
18	Reading Break					24
25	26 Clinical Starts	27	28			