



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

NURSING 1940

**2008 – 2009 COURSE OUTLINE
January 6th - February 27th, 2009**

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

Approved: May 2008

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 1900 with a focus on teaching and learning principles and increased health assessment and basic nursing skills. Prerequisite: NURS 1900.

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 life span.

FACULTY:

Terryl Pfannmuller RN, BScN, MN (Course Leader)	H217	tpfannmuller@gprc.ab.ca	539-2449
Asha Parmar RN, BScN	H212	aparmar@gprc.ab.ca	539-2892
Joan Jacobson RN, BScN	H131	jjacobson@gprc.ab.ca	539-2046
Teresa Evans RN, MN	H201	tevans@gprc.ab.ca	539-2805
Dot Dooley RN, BN, MN	H227	ddooley@gprc.ab.ca	539-2891

TUTORIAL CLASSES:

Section	Instructor	Room	Dates	Times
A3	Terryl Pfannmuller	J201	Mon/Wed	0830-1120
B3	Asha Parmar	C316	Mon/Wed	0830-1120
C3	Joan Jacobson	A308	Mon/Wed	0830-1120

NURSING FIXED RESOURCE:

All sections	D308	Tuesday	0830-0950
--------------	------	---------	-----------

LAB CLASS:

Instructors: Teresa Evans, Dot Dooley, Terryl Pfanmuller

Section	Room	Dates	Times
L1	J131	Monday	1430-1720
L2	J131	Tuesday	1430-1720
L3	J131	Wednesday	1430-1720
L4	J131	Thursday	1430-1720

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 student 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: Tutor tells the student what to do, about what steps to take.

Information: Tutor tells the student specifics about a concept or topic.

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

Prompting: Tutor provides the 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: Tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides 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 tutor every now and then.

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

PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**1. Practice 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:**

- demonstrate integrity
- demonstrate responsibility and accountability

With assistance:

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

2. Engage in strategies for social and political action at a beginning level.**With assistance:**

- differentiate own values/needs/rights/obligations from values/needs/rights/obligations of others
- discuss formal and informal power structures in the context of social/political action in nursing situations
- identify nursing issues requiring social and political action
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

3. Demonstrate skills and attitudes necessary for life-long learning.**Independently:**

- demonstrate personal responsibility for learning.

KNOWLEDGE-BASED PRACTICE**4. Apply a critical thinking approach to nursing.****With assistance:**

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

5. Apply nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**With assistance:**

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

6. Demonstrate evidence-based practice.**With assistance:**

- utilize credible resources (research studies, experts, and others)
- examine research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identify nursing problems that require investigation.

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

- discuss the use of nursing models/theories/metaparadigms
- identify models/theories from other disciplines and their application into nursing
- explore the application of selected nursing models/theories into nursing practice.

8. Demonstrate competence in healthcare informatics.**With assistance:**

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

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

- discuss principles of primary health care with healthy individuals across the life span
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals.

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

- recognize the uniqueness, worth and dignity of self and others
- demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting.

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

- develop cooperative relationships with others to ensure learning goals are met.

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

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

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

- identify effects of ambiguity and diversity in all learning environments

- identify ambiguity and diversity in selected nursing situations
- identify own pattern of dealing with the effects of ambiguity and diversity
- select appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations.

14. Demonstrate 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
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities
- perform selected assessment skills in a competent manner

Independently:

- perform selected psychomotor skills in a competent manner – lab setting.

CONTEXT-BASED LEARNING

15. Demonstrate competence with context-based learning.

With assistance:

- describe the components of context-based learning:
 - self-directed learning
 - group process
 - CBL process
- use the nursing process to plan nursing care for selected clients:
 - selected assessment skills
 - problem identification
 - outcomes
 - interventions
 - evaluation
- effectively use group process to facilitate learning of the group:
 - respect for the values and beliefs of others
 - responsibility and accountability for the learning of the group
 - group roles
 - caring behaviours
 - self-directed learning
 - influencing factors
- effectively use critical thinking in the group:
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context-based learning processes:
 - sharing personal information
 - articulation
 - clarity
 - conciseness

- relevancy
- seeking and providing opinions, information and direction
- receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy.

REQUIRED RESOURCES

1. Core Concept Map: NURS 1940
2. Working Definitions
3. Learning Packages: We're Expecting; Mark Hofer; Jean; Melanie Clark
4. Graduate Competencies Year-end Outcomes
5. Map of Theoretical Labs, Clinical Labs, and Clinical Seminars
6. Tutorial Assessment Guide (TAG)
7. Other site-specific resources

RECOMMENDED RESOURCES (site specific)

All textbooks used in NS 1900 and 1910/1950

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

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 testable on assignments and the examination.

WITHDRAWAL DATE: Last date to withdraw with permission is February 6th, 2009.

COURSE EVALUATION

1. Evaluation of student behaviour 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.

RECOMMENDED EVALUATION

See *Evaluation Strategies Handbook*.

COURSE EVALUATION COMPONENTS

1. Lab preparation: 10% of Final Grade

There will be one multiple choice quiz handed out at the beginning of each lab. Each quiz is worth 2% of your final lab preparation grade (5 quizzes x 2% = 10%). If you are not in attendance for the lab and have not made prior arrangements with the tutor, you will be given a zero on that particular quiz.

2. Clinical Judgment Exercise: Value: 20% of Final Grade

Due: Wednesday, January 21st, 2009 at 0830 in Tutorial.

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 20th. The exercise is due Wednesday, January 21st, 2009 at 0830 in Tutorial. The marking guide will be attached to the clinical judgment exercise when it is handed out. All references must be cited on a reference page. APA guidelines are to be strictly followed.**

3. Scholarly Paper: Value: 25% of Final Grade

Due: Monday, February 2nd, 2009 at 0830 in Tutorial

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 Behavior in Tutorial: Value 15% of final grade.

Due: February 26th & 27th, 2009 by appointment

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. Attendance at CBL tutorial is required. Absence will jeopardize successful completion of the course.

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 23rd, 2009 0830-1120 Room: TBA

This examination will be a combination of multiple choice 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 lab time on February 23rd will be practice time. The OSCE will be **tested** February 24 & 25th by appointment.

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.**

GRANDE 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 2009

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

Appendix B

NURS 1940 Tutorial Assessment Guide

Use in conjunction with the course objectives

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

**Student's overall performance will be assessed in each of the three categories.*

--	--	--	--	--

Excellent (A)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, all of the time.

Very Good (B)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG, majority of the time.

Good/Satisfactory (C)

Student meets the objectives at a "Level of Independence" greater than identified on the TAG some of the time.

Marginal (D)

Student meets the objectives at a "Level of Independence" required on the TAG inconsistently.

Unsatisfactory (F)

Student fails to meet the objectives at a "Level of Independence" required on the TAG

RCO = Relevant Course Objectives

Please refer to the course outlines for the course objectives.

RCO	1.SELF-DIRECTED LEARNING	A	B	C	D	F
4, 5, 6	1.1 Identifies gaps in knowledge.					
3	1.2 Acknowledges own strengths and weaknesses in the process of learning.					
3	1.3 Participates actively in defining own learning objectives.					
6, 8	1.4 Selects appropriate resources to meet own learning needs.					
3, 8	1.5 Uses credible and/or evidence-based resources to meet own learning needs.					
3	1.6 Demonstrates effective actions to meet own learning needs.					
1	1.7 Takes responsibility for actions and their consequences to self and group.					
4	1.8 Evaluates learning outcomes.					
3, 12	1.9 Seeks constructive feedback.					
12, 14	1.10 Responds to constructive feedback.					

Comments:						
RCO	2. GROUP PROCESS	A	B	C	D	F
11	2.1 Contributes to the development of group objectives and norms.					
10, 11, 12	2.2 Helps keep the group task oriented.					
10, 14, 15	2.3 Communicates ideas and information using a variety of communication skills.					
1, 11	2.4 Assumes leadership role in group interaction.					
1, 11	2.5 Actively facilitates the learning of others.					
12, 1	2.6 Respects the values and opinions of others.					
1, 11, 14	2.7 Provides constructive feedback to others.					
1, 3	2.8 Completes all tasks as negotiated within the group.					
11, 12	2.9 Takes constructive action to address group concerns or conflict.					
1	2.10 Is present and punctual.					
Comments:						
RCO	3. CRITICAL THINKING	A	B	C	D	F
2, 4	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.					
4	3.2 Identifies and clarifies the elements of the scenario/situation/context.					
4, 7, 9	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.					
4	3.4 Makes links with prior relevant readings experience or knowledge.					
4, 5, 7	3.5 Demonstrates an understanding of underlying concepts.					
1, 3, 4	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.					
3, 4, 6	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.					
3, 4, 6, 13	3.8 Generates and considers alternative perspectives.					
3, 4, 6	3.9 Justifies reasons or actions.					

Comments:
Summary comments:

Overall Grade: _____ Date: _____

Student's Signature

Tutor's Signature

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 	2	3
4	5	6 Orientation Room D308 0830-0950	7 Tutorial: Brainstorming We're Expecting	8	9	10
11	12 Present We're Expecting Lab: Prenatal (Dot)	13 Fixed Resource: Interdisciplinary Lab: Prenatal (Dot)	14 Brainstorming Mark Hofer Lab: Prenatal (Dot)	15 Lab: Prenatal (Dot)	16	17
18 Tuesday Lab group...check which day you were reassigned to for this week only!!	19 Present Mark Hofer Lab: GI Assessment (Teresa)	20 Fixed Resource: Clinical Judgment Exercise No Lab today!	21 Present Mark Hofer ***CJE due at 0830! *** Lab: GI Assessment (Teresa)	22 Midterm Evaluations Lab: GI Assessment (Teresa)	23 Midterm Evaluations	24
25	26 Brainstorm Melanie Clark Lab:BSE/TSE (Terryl)	27 Fixed Resource: Cross Cultural Nursing Lab:BSE/TSE (Terryl)	28 Present Melanie Clark Lab:BSE/TSE (Terryl)	29 Lab:BSE/TSE (Terryl)	30	31

February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Present Melanie Clark **Paper due @0830** Lab: Dressing (Teresa)	3 Fixed Resource: TBA Lab: Dressing (Teresa)	4 Brainstorming Jean Lab: Dressing (Teresa)	5 Lab: Dressing (Teresa)	6	7
8	9 Present Jean Lab: Head & Neck Assessment (Teresa)	10 Fixed Resource: TBA Lab: Head & Neck Assessment (Teresa)	11 Present Jean Lab: Head & Neck Assessment (Teresa)	12 Lab: Head & Neck Assessment (Teresa)	13	14 
15	☺ READING WEEK ☺					21
22	23 Final Exam 0830-1120 Room TBA OSCE Practice J131	24 OSCE TESTING J131	25 OSCE TESTING J131	26 Final Evaluations!!	27 Final Evaluations!!	28