



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

NURSING 1940
Nursing in Context A1
COURSE OUTLINE
Winter, 2011
Sections A3 & B3

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007

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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:

Teresa Evans RN, MN(course leader)	H201	tevans@gprc.ab.ca	(780) 539-2805
Jennifer Hatala RN, BN	H212	jhatala@gprc.ab.ca	(780) 539-2045

TUTORIALS:

Group A3	Teresa's Group	Wednesday	0830-1120	Portable D
		Friday	1000-1250	Portable D
Group B3	Jennifer's Group	Wednesday	0830-1120	Portable C
		Friday	1000-1250	Portable C

NURSING FIXED RESOURCE SESSIONS (FRS):

Both Sections	Monday	1000-1120	A212
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LABORATORY COMPONENT:

Lab Instructors: Teresa Evans & Jennifer Hatala

Lab Times:

Section	Dates	Time	Room
L1	Monday	1430-1720	J131
L2	Wednesday	1430-1720	J131

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.

Objectives

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year–End Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies that are identified as pertaining to NURS 1940.

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
2. Demonstrate an increased understanding of the nursing process and of its components.
3. Demonstrate increased knowledge of nursing as a discipline and as a profession.
4. Demonstrate an increasing repertoire of professional and therapeutic communication skills in all learning activities.
5. Demonstrate understanding of fundamental aspects of teaching and learning principles.
6. Demonstrate increasing knowledge of primary health care, health promotion, and disease prevention across the lifespan.
7. Demonstrate understanding and the ability to perform selected aspects of health assessment and selected nursing skills.
8. Demonstrate an increasing understanding of the concepts of restoration and rehabilitation.
9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

REQUIRED RESOURCES - Available on Moodle

1. Core Concept Map: NS 1940
2. Working Definitions
3. Learning Packages: We're Expecting; Mark Hofer; Jean; Melanie Clark
4. Graduate Competencies Year-end Outcomes
5. Tutorial Assessment Guide (TAG)

REQUIRED TEXTBOOKS:

- Ackley, B. J., & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.
- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.
- Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby. Canadian Nurses Association (2008). *Code of ethics for nurses*. Retrieved from http://www.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf
- Chabner, D. E. (2009). *Medical terminology: A short course* (5th ed.). Philadelphia, PA: Elsevier Saunders.
- Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian edition). Toronto, ON: Thomson Nelson.
- Lewis, S. M., Heitkemper, M., Dirksen, S.R., Barry, M, Goldworthy, S., & Goodridge, D. (2010). *Medical-Surgical Nursing in Canada: Assessment and management of clinical problems* (2nd ed.). St. Louis: Mosby.
- Pickar, G. A., Graham, H., Swart, B., & Swedish, M. (2009). *Dosage calculations* (1st Canadian ed.). Toronto, IB: Nelson Education Ltd.
- Potter, P. A. & Perry, A. G. (2010). *Canadian fundamentals of nursing* (4th ed.). Toronto, ON: Elsevier Canada.
- Vollman, A., Anderson, E., & McFarlane, J. (2008). *Canadian community as partner* (2nd ed.). Philadelphia, PA: Lippincott, Williams and Wilkins.
- Wright, L. M., & Leahy, M. (2009). *Nurses and families: A guide to family assessment and intervention* (5th ed.). Philadelphia, PA: F.A. Davis Company

OPTIONAL TEXTBOOKS:

- Ricci, S. S. & Kyle, T. (2009). *Maternity and pediatric nursing* (1st ed.). Philadelphia, PA: Lippincott, Williams and Wilkins. **(A copy is on reserve in the library.)**

REQUIRED LEARNING EXPERIENCES

There are three components that make up every theory course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated. Absences in any of the organized activities will affect student performance and grades achieved.

1. **Tutorial:** In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, grades are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial.

Learning Packages for NS 1940:

<i>WE'RE EXPECTING</i>	<i>MARK HOFER</i>	<i>MELANIE CLARK</i>	<i>JEAN</i>
Pregnancy (33 YO)	8-YO male with CF Hutterite	49-YO female with breast lump Pre-menopause	28-YO female Sex trader worker Abuse, vulnerable populations

2. **Laboratory:** In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs will be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience. Please refer to the NS 1940 Lab Manual for further information related to labs.

RECOMMENDED LEARNING EXPERIENCE

3. **Nursing Fixed Resource Sessions (FRS)** are additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions is testable material. Attendance in fixed resource sessions is highly recommended.

COURSE EVALUATION

<i>Assignment</i>	<i>Due</i>	<i>% of Final Grade</i>
1. Clinical Judgment Exercise	Friday, January 21 st at 1000	20%
2. Scholarly Paper	Monday January 31 st at 1000	30%
3. Tutorial Evaluation (TAG)	Midterm: January 17-21 st Final: February 17 th and 18 th	15%
4. Final Examination	February 16 th 0830	35%
5. OSCE	February 9 th	Pass/Fail

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

In the Clinical Judgment Exercise, self-directed learning abilities, research abilities, and critical thinking skills are assessed. You will be given a nursing situation and instructions for completion, including specific questions to be answered. There will be a FRS the week prior explaining the assignment and expectations so that students are more clear on what this assignment is about.

The exercise will be handed out **January 17th** during FRS and is due: **Friday, January 21st at 1000**

The marking guide is Appendix B. All references must be cited on a reference page. APA guidelines are to be strictly followed.

2. Scholarly Paper: Value: 30% of Final Grade

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 this 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 Health Promotion and Injury/Illness Prevention 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.

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

3. Evaluation of Student Behavior in Tutorial: Value: 15% of Final Grade

The student will be assessed according to the items on the TAG. Input from peers may be used in addition to the student's own self evaluation and the tutor's evaluation. Attendance at CBL tutorial is required. Absence will jeopardize successful completion of the course.

A verbal **mid-term evaluation** will be scheduled mid-point during the course where the student and their tutor will discuss student progress and learning goals.

A **final evaluation** will take place by appointment with the tutor during the last week of class. Final TAG grade will be determined in collaboration between the student and tutor.

During the Final Evaluation, students are to:

1. Print off a copy of the TAG (on Moodle).
2. Assess their own success, strengths and areas to work on.
3. Fill in the TAG with specific examples of how they met the indicators under each section, and be prepared to discuss the examples.

4. Final Examination: Value: 35% of Final Grade

This examination will be a combination of multiple choice questions and short answer questions evaluating 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.

5. OSCE:**Value: Pass/Fail**

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% or greater.

OSCEs for NS 1940: Abdominal Assessment & Aseptic Technique (Dressing Changes)

A student MUST attain a mastery of 80% to pass the OSCE. Students are required to pass the OSCE to pass Nursing 1940. The student has 2 repeats to be successful. If the student remains unsuccessful after these 2 repeats, a grade of "F" will be assigned to the course.

A Signup sheet will be posted the week prior to OSCEs. For more information please refer to NS 1940 Lab Manual.

FINAL GRADE ASSIGNMENT

Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be converted into a 4-point equivalent. This number will then be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course. If you have any questions or concerns, please see your tutor / instructor for more information.

GRADING CONVERSION CHART			
<i>ALPHA GRADE</i>	<i>PERCENTAGE CONVERSION (%)</i>	<i>4-POINT EQUIVALENT</i>	<i>DESCRIPTOR</i>
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

Students may receive a grade of D or D+ in an assignment, but must have an overall grade of C- to achieve a passing grade in a nursing course.

NS 1940 ASSIGNMENT OF FINAL GRADE

Student Name: _____

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). A grade of C- is the minimum passing grade for any nursing course with exception of NS 1050- and NS 2150. Please see GPRC Calendar for Academic Progression Criteria.

Please see

<i>Assignment</i>	<i>Grade Earned</i>	<i>4 Point Equivalent</i>	<i>% of Final Grade</i>	<i>Value</i>
1. Clinical Judgment Exercise			20%	
2. Scholarly Paper			30%	
3. Tutorial Evaluation (TAG)			15%	
4. Final Examination			35%	
5. OSCE			Pass/Fail	
			Total:	

Total 4-Point Equivalent Values: _____

Translated to Final Grade: _____

Grades for each assignment were translated into the 4-point equivalent, were then multiplied by the percentage of total mark for each assignment. The value of those percentages is added up to make a total. That total was converted back into the Alpha grade scale to receive your final grade. If you have any questions or concerns, please see your tutorial tutor. Your final exams can be viewed by setting up an appointment with your tutor.

Instructor Signature: _____

Date: _____

Policies Related to NS 1940

All GPRC Policies can be located at the following Website:

<http://www.gprc.ab.ca/about/administration/policies.html>

WITHDRAWAL DATE:

Last date to withdraw with permission:

February 4th, 2011

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-.

PLAGIARISM AND CHEATING POLICY

*Please refer to your **Rights and Responsibilities** section in the **Grande Prairie Regional College 2010-2011 Calendar, page 47.***

We expect honesty from our students. This demands that the contribution of others be acknowledged. Penalties will be given according to the degree of the plagiarism or cheating. If you are unsure whether an action is plagiarism or not, please consult your tutor. Cheating refers to dishonest conduct such as speaking in an exam, bringing written material not authorized by the tutor, tampering with grades, or consciously aiding another student to cheat).

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services Special Needs Councilor Rosemary Kay as soon as possible.

Appendix A
GRADING CRITERIA SCHOLARLY PAPER
 NS 1940

<i>Grade</i>	<i>Descriptor</i>	<i>Criteria</i>
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 a 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 B
CLINICAL JUDGMENT EXERCISE GRADING CRITERIA
 NS 1940

<i>GRADE</i>	<i>Excellent (A)</i>	<i>Very Good (B)</i>	<i>Good (C)</i>	<i>Marginal (D)</i>	<i>Fail (F)</i>
BRAINSTORMING	List of brainstorming questions demonstrate comprehensiveness and relevance to the scenario and are pertinent to nursing.	List of brainstorming questions generally demonstrate comprehensiveness and relevance to the scenario and nursing, however, some gaps in content areas noted.	List of brainstorming questions are incomplete, but mostly relevant to the scenario and nursing.	List of brainstorming questions are incomplete and are mostly irrelevant to scenario and nursing.	List of brainstorming questions are incomplete, irrelevant, and/or ambiguous.
PRIORITIZING / CRITICAL THINKING	Priority concern is relevant to scenario, and rationale for choice is in depth, concise, and comprehensive.	Priority concern is relevant to scenario. Rationale is clear and comprehensive, but some gaps exist.	Priority concern is identified with vague rationale, but is relevant to scenario. Somewhat disorganized.	Priority concern is incomplete and mostly irrelevant to scenario. Rationale is unclear and vague.	Priority concern is incomplete and irrelevant. Rationale provided is ambiguous or non-existent.
RESOURCES	Creatively uses an extensive list of various resources that are credible, current, and specific to research topic.	Uses a variety of resources which are credible, current and generally related to research topic. List of resources is less extensive.	Uses some resources which are credible and related to research topic. List of resources is minimal with less variety.	Uses limited resources to support information. Resources potentially lack credibility and may not be current. Difficulty in relating literature to research topic.	Minimal or no resources used. Resources not credible.
NURSING PRACTICE (Care of Client)	Clearly and concisely applies the 3 key points to nursing practice. Information is comprehensive. Clearly incorporates key points into client health and education.	Most key points apply to nursing practice and are in-depth. Incorporates key points into client health and education.	Some key points applied to nursing practice. Considers some client health and education.	Nursing practice discussed but not relevant to the key points. Superficially considers client health and education.	No relation of key points to nursing practice. Did not identify any client health or education.

GRADE	<i>Excellent (A)</i>	<i>Very Good (B)</i>	<i>Good (C)</i>	<i>Marginal (D)</i>	<i>Fail (F)</i>
SUMMARY OF FINDINGS	Provides a detailed and concise summary of information. All concepts related to the topic chosen are included. Easy to read and understand. 3 Key points show critical thinking and clear understanding of the importance of this topic to nursing.	Summary is detailed and easy to read and understand. Most concepts related to the topic are included. 3 key points are identified and explained.	Summary has some good information but lacks depth and clarity. Missing some information that would be important to include related to the topic Difficult to understand why 3 key points were prioritized above others. Information somewhat vague.	Information vague and missing key information. Key points not clearly identified nor is it clear why they were prioritized.	Information unclear and lacking most information about the topic.
PILLARS OF PRIMARY HEALTH CARE (PHC)	Clearly and comprehensively explains how the pillars of Primary Health Care relate and apply to their priority.	Clearly explains how the pillars of Primary Health Care relate and apply to their priority.	Primary Health Care Pillars are explained but lacking or missing content when applying these to the priority.	Primary Health Care Pillars are not clearly explained. Poor relation of Pillars to priority.	Little or no identification or application of the Pillars of Primary Health Care to priority.
APA FORMAT GRAMMAR/ SPELLING/ ORGANIZATION	Exceptionally well written, organized and legible. Relationship between ideas evident. Almost entirely free of errors in grammar, punctuation, and spelling. APA and referencing format requires minimal revisions.	Well written, organized and legible. May contain a few errors in grammar, punctuation and spelling but does not impede understanding. APA and referencing format requires minor revisions.	Legible and adequately organized although relationship between ideas unclear in places. Several errors in grammar, punctuation, and spelling, which may be confusing but does not impede overall understanding. APA and referencing format requires some revisions.	Content is present, however, lack of structure and organization is evident. Contains many grammar, punctuation, and spelling errors throughout that impede understanding. APA and referencing format is inconsistent and incorrect.	Disorganized and difficult to read. Errors in grammar, punctuation, and spelling prohibits clear readability. APA is poorly done, or there is evidence of plagiarism. There is no evidence of referencing and/or there is evidence of plagiarism in citations.