



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**
Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

**NURSING 1950
NURSING PRACTICE II
Fall 2005
COURSE OUTLINE**

Clinical Tutors:

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Originally developed by the Clinical Experience Development Committee
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Approved: April 2005

CALENDAR STATEMENT:**NURS 1950 Nursing Practice II**

*6 (fi 12) (second term, 0-3s-24c in 7 weeks). Practice includes health status assessment of clients and appropriate health promotion and disease prevention interventions. Practice occurs in settings where clients live or in community agencies (non-acute) where services to clients are offered. Prerequisites: NURS 1900.

COURSE HOURS: LEC: 0 SEM: 21 LAB: 21 CLINICAL: 147

COURSE DESCRIPTION:

This course will provide opportunities for students to participate in health promotion and primary (disease/injury) prevention activities with clients across the lifespan in selected community settings. Nursing practice will include selected assessment of individuals in the context of family and the assessment of their community, and opportunities to participate in activities of daily living with clients which will occur in various settings. Communication skills and establishing helping relationships will continue to be emphasized.

COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, upon completion of Nursing 1950, the nursing student will be able to:

1. PROFESSIONAL RESPONSIBILITY and ETHICAL PRACTICE

- 1.1 Demonstrate application of legal and ethical standards in selected nursing situations by consistently demonstrating:
 - respect
 - for the values, beliefs, and rights of others
 - through appropriate communication
 - honesty
 - integrity
 - responsibility and accountability by:
 - preparing for clinical practice to provide safe, competent care
 - practicing according to the policies and procedures of host agencies and educational unit.
 - using informed consent
- 1.2 Demonstrate, with assistance,
 - self-awareness
 - self-appraisal
- 1.3 With minimal assistance, demonstrate attitudes and skills for learning by
 - identifying own strengths and limitations
 - identifying strategies to address own limitations
 - seeking assistance appropriately

- completing self-evaluation
 - demonstrating initiative re: change
- 1.4 Demonstrate an understanding of social and political action at a beginning level by
- discussing client rights
 - initiating change for individual clients
- 1.5 Utilize selected information technology in gathering information and preparing assignments.
- 1.6 Demonstrate effective use of skills in self-directed, context-based, small group learning in clinical tutorials and conferences.
- 2. KNOWLEDGE BASED PRACTICE**
- 2.1 With assistance, utilize selected areas of knowledge related to biological, psychological, sociological, cultural, and spiritual factors in interacting with individuals and families across the lifespan, who are experiencing stable variations in health.
- 2.2 With assistance, apply a selected model/ theory to guide the use of metaparadigm concepts in nursing practice.
- 2.3 With assistance, apply critical thinking strategies to examine health promotion and primary prevention activities through
- creative thought
 - reflective thinking
 - insight
 - identifying credible resources and material relevant to clinical practice.
- 2.4 With assistance, examine research findings and describe the relevance of research to nursing practice.
- 2.5 With assistance, incorporate research by
- examining research findings
 - using research to explore issues related to client care
- 2.6 Identify issues related to ambiguity and diversity in:
- learning situations by exploring contributing factors for clients and/or self
 - selected nursing situations
- 2.7 With assistance, demonstrate awareness of quality assurance and risk management processes to enhance nursing practice related to:
- Universal precautions
 - Working alone
 - Personal safety
 - Emergency procedures

- 2.8 Describe competent leadership related to:
- decision making
 - priority setting
 - performance appraisal of self and peers

3. PROVISION OF SERVICE TO THE PUBLIC

- 3.1 With minimal assistance, apply the principles of primary health care with a focus on health promotion.
- 3.2 Demonstrate caring behaviors in professional situations by:
- recognizing the uniqueness, and the worth and dignity of self and others
 - demonstrating respect and sensitivity to self and others
 - establishing, maintaining and terminating professional relationships in a supportive manner
- 3.3 With assistance, develop cooperative relationships with colleagues, clients, community members, community agencies and registered nurses through:
- promoting participation, choice and control
 - recognizing the importance of using organizational hierarchy
- 3.4 Demonstrate competence in selected skills required for health promotion of well clients by:
- consistently demonstrating proficiency in skills indicated in the University of Alberta Collaborative Nursing Program Integrated Lab Map
 - demonstrating, with assistance, application of the nursing process through:
 - data collection
 - planning
 - evaluation
 - and with assistance, using effective communication skills through:
 - appropriate verbal and written skills
 - documentation of relevant findings
 - appropriate teaching skills
 - appropriate lines of communication
 - communicating / reporting relevant information accurately and in a timely manner

REQUIRED RESOURCES:

1. Working Definitions*
2. Integrated Lab Map*
3. Graduate Competencies and Level Outcomes*
4. All Nursing 1900 Required Texts
5. Grade Descriptors

* Posted on Blackboard under Academic Documents.

RECOMMENDED RESOURCES:

Vollman, A.; Anderson, E.; & McFarlane, J. (2004). *Canadian community as partner*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Wright, L. & Leahey, M. (2005). *Nurses and families: A guide to family assessment and intervention* (4th ed.). Philadelphia, PA: FA Davis

REQUIRED LEARNING EXPERIENCES:

In order to pass Nursing 1950, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences:

1. Students will have a continuous experience in the community where clients live and in community agencies where services to clients are offered which will include nursing practice with individuals across the lifespan, in the context of family.
2. Participate in site selected lab activities (see Lab Map).
3. Plan and implement home visits with a client.
4. Participate in health related activities of a community agency.
5. Complete a comprehensive health history on an individual.
6. Engage in a health promotion activity based on identified needs.
7. Examine the role of a registered nurse.
8. Using the McGill model of nursing, assess a client.

A. Teaming Up for Tobacco Free Kids

B. Health & Wellness Curriculum Resource Support

C. Family Home Visits and Assessment

D. PARTY Program

E. Public Health Unit Observation of the Role of the Registered Nurse

F. Labs:

Community Assessment

Family Assessment

Tobacco Free Kids

Health & Wellness Curriculum Resource Support

PARTY Program Data Gathering Techniques

G. Seminars:

Weekly Seminars will be conducted through Blackboard Discussion Group. The clinical tutor will identify a topic and pose a question each week. Students will respond to the instructors question and to comments of other members of the group.

REQUIRED EVALUATION:

Nursing practice must be evaluated. The evaluation plan will include the following evaluation strategies :

Elements:

- Content
- Critical thinking
- Group process
- Communication
- Nursing practice
- Writing across the curriculum.

1. Evaluation of student's clinical performance:

A formative and written summative evaluation of Nursing Practice will be completed by the student and the instructor. This will be accomplished through observation assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with input from peers, the staff of an agency, and the client. The Direct Clinical Observation (DCO) tool will be used. The formative evaluation at midterm may be written or oral. The final evaluation, using the DCO, will be written and completed by the student and clinical tutor.

A copy of the DCO and its grading criteria is posted on Blackboard under Academic Documents.

Specific Assignments:

There are a number of specific assignments related to the required learning experiences. Details of these and criteria for grading will be handed out by the clinical tutors during specific orientation and lab activities.

Values for Required Learning Experiences

Learning Experience	Instructor Responsible	Proportion of Overall Grade
Teaming Up for Tobacco Free Kids	Pat Meyer	25%
Family Visits and Community Assessment	Pat Meyer	25%
DCO	Both	15%
Public Health Experience	Dorothy Eiserman	25%
PARTY Program	Dorothy Eiserman	10%

PROGRESSION CRITERIA

In order to pass NURS 1950, students must demonstrate safe ethical nursing practice, professional behavior. Students are expected to implement previously learned nursing skills.

- A. A student who is absent more than two clinical days in one clinical nursing course may need to make up lost time before being allowed to continue in the program. **Absences from the clinical site may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F.**
- B. Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.
- C. An instructor, in consultation with the Chair, may immediately deny assignment of a student: withdraw a student from; or vary terms, conditions or a site of a practicum/clinical placement if the instructor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

Grading Criteria for 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

Passing Grades in Nursing Courses

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.

PROFESSIONAL DRESS:

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place. All students will wear a Grande Prairie Regional College picture ID.

LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline, or as otherwise negotiated with the instructor.
- Extensions 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 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 class 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.