



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

**NURSING 1950
COURSE OUTLINE
Winter 2004**

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Approved: April 19, 2000

Nursing 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. Pre-requisites: NURS 1900, NURS 1910.

COURSE HOURS: Lecture/Seminar: 14

Lab/Clinical: 175

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:

Upon completion of Nursing 1950, the nursing student will be able to:

1. Apply, at a beginning level, principles of primary health care.
2. Explore with the client their pattern of dealing with ambiguity and diversity.
3. Identify ambiguity and diversity in practice settings.
4. Demonstrate professional behavior in nursing practice:
 - respect
 - communication
 - responsibility
 - self-awareness
5. Demonstrate beginning application of legal and ethical standards in selected nursing situations:
 - prepare for clinical practice
 - maintain confidentiality
 - use informed consent
 - practice according to policies and procedures of clinical agencies

6. Demonstrate establishment of helping relationships with clients
 - respect
 - communication
 - sensitivity
 - caring
7. Demonstrate personal responsibility for learning:
 - identify strategies to address strengths and weaknesses
8. With guidance, examines research findings and describes the relevance of research to nursing practice.
9. With guidance, apply a selected model/theory in nursing practice.
10. With guidance, apply beginning critical thinking strategies to examine health promotion and primary prevention activities:
 - insight
 - creative thinking
 - reflective thinking
11. Utilize selected areas of knowledge related to biological, psychological, sociological, cultural and spiritual factors in interacting with healthy individuals and families across the lifespan.
12. Develop cooperative relationships with colleagues, clients, registered nurses, community members and community agencies:
 - valuing
13. Describe leadership and manager roles.
14. Demonstrate beginning ability in performance appraisal of self.
15. Differentiate between formal and informal power structures within the practice setting.
16. Demonstrate competence in selected skills required for nursing care of clients experiencing stable variations health.

REQUIRED TEXTS:

Boyd, M.D., Graham, B.A., gleit, C.J., & Whitman, N.I. (1998). *Health teaching in nursing practice: A professional model* (3rd ed.). Stamford, CT: Appleton & Lange.

Canadian Nurses Association. (1997). *Code of ethics for nurses*. Ottawa, ON: Author.

Kerr, J.R. & Wood, M. . (2001). *Canadian fundamentals of nursing* (2nd ed.) St. Louis, MO: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2000). *Medical surgical nursing: Assessment and management of clinical problems* (3rd ed.). Philadelphia, PA: Lippincott.

Pilliteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia, PA: Lippincott.

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2004). *Canadian Community as Partner*. Philadelphia, PA: Lippincott.

Wilson, S.F. & Giddens, J.F. (2001). *Health assessment for nursing practice*, 2nd ed. St. Louis, MO: Mosby.

Wright, L.M. and Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3rd ed.). Philadelphia, PA: F.A. Davis.

It is expected all NS 1900, 1910, and 1940 texts will be utilized.

PROGRESSION CRITERIA:

- A. Students must complete theory and practice components of nursing courses to receive credit. **Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component must be completed for credit to be granted.**
- B. 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.
- C. 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.

- D. 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

PROFESSIONAL DRESS:

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

LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- 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, an assignment valued at B+ and handed in one day later will receive a grade of B.

REQUIRED LEARNING EXPERIENCES AND EVALUATION:

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

CLINICAL PRACTICE:

Nursing practice will take place in two of three community settings, public health agencies, non-traditional community sites, or a long-term care facility. Over the course of Nursing 1910 (taken in Fall Semester) and Nursing 1950 each student will have a nursing practice experience in each of the three areas.

- **Clinical Practice Hours** for this course total 175 hours. Nursing practice experience in each area, accompanied by the appropriate laboratory learning experiences, will total approximately 87.5 hours.
- There are two (2) **seminar hours** scheduled each week for a total of 14 hours. These hours are required learning experiences. The time and place of these hours will vary with the clinical agency and will be negotiated with the instructor during orientation.
- During orientation to each site, your instructor will provide details of labs, seminars, and the focus of the clinical practice

EVALUATION OF REQUIRED LEARNING EXPERIENCES:

Nursing practice will be evaluated by means of the following:

1. Direct Clinical Observation:**Value: Varies See Table**

A 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. Students will complete a self-evaluation of their Nursing Practice using the same criteria and format as their tutors.

Students are expected to implement previously learned nursing skills.

The evaluation criteria and form are included in Appendix A.

2. Public Health:

- Students will complete a Community Assessment, Field Notes, Reflective Journal, and a Learning Plan or a Health Promotion Project including a Learning Plan.

3. Non-Traditional Community Placement:

- Students will complete Field Notes, a Health Promotion Project with the Tobacco Cessation Program, Family Assessment, and Poster Presentation.

4. Long-Term Care Setting:

- Students will complete a Learning Plan and Reflective Journal.

Criteria and expectations related assignments in numbers two (2), three (3), and four (4) will be provided at orientation.

The proportion of the **Final Grade** assigned to each required learning experience (weighting) is outlined in the following table. An example of how to calculate the over **final letter grade** is also included.

VALUES FOR REQUIRED LEARNING EXPERIENCES AND ASSIGNMENTS

NOTE: Each Clinical Experience is worth 50% of overall Grade for NS 1950.

AGENCY	LEARNING EXPERIENCE	WEIGHTING
Non-traditional Community Agency	Field Notes	5%
Non-traditional Community Agency	Tobacco Cessation Program	15%
Non-traditional Community Agency	Home Visits	15%
Non-traditional Community Agency	Direct Clinical Observation	15%
Public Health Unit	Community Assessment	10%
Public Health Unit	Reflective Journal, Field Notes	10%
Public Health Unit	Learning Plan or Health Promotion Project including a Learning Plan	15%
Public Health Unit	Direct Clinical Observation	15%
Long Term Care Facility	Learning Plan, Reflective Journal	20%
Long Term Facility	Direct Clinical Observation	30%

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-

LEARNING LABORATORY EXPERIENCES:

Public Health Settings:

1. Community Assessment

Non-Traditional Community Settings:

1. Family visiting
2. Smoking Cessation

Long Term Care Settings:

1. ADL (Activities of Daily Living), Nutrition (Feeding), Nurse Safety (Back Care)
2. Comfort and hygiene
3. Ambulation and transfers: aids for mobility (canes, walkers, lifts, wheelchairs), Assessment of ROM exercises and safety.
4. Environmental Precautions (emergency procedures, WHMIS)

NOTE: Scheduling for these labs will be provided by your clinical tutor.