



**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 2005**

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*Originally developed by the Clinical Experience Development Committee  
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**Approved: May 2004.**

### **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 and 1940

**COURSE HOURS:**                      LEC: 0                      SEM: 21                      LAB: 168

#### **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. Demonstrate application of legal and ethical standards in selected nursing situations.
  - Consistently demonstrate:
    - Respect for the values, beliefs, and rights of others
    - Honesty
    - Integrity
    - Responsibility and accountability
      - Prepare for clinical practice to provide safe, competent care
    - Confidentiality
  - With assistance, demonstrate:
    - Self-Awareness
    - Self Appraisal
2. With minimal assistance, demonstrate attitudes and skills for learning:
  - Identify strengths and limitations of self
  - identify strategies to address limitations of self
  - Seek assistance appropriately

3. Demonstrate an understanding of social and political action at a beginning level:
  - Discuss client rights
4. Utilize selected information technology
5. With assistance, demonstrate effective skills in self-directed, context-based, small group learning
6. With assistance, utilize selected knowledge related to biological, psychological, sociological, cultural and spiritual factors in interacting with individuals and families across the lifespan experiencing stable variations of health.
7. With assistance, apply a selected model/theory in nursing practice
8. With assistance, apply critical thinking strategies to examine health promotion and primary prevention activities:
  - creative thinking
  - reflective thinking
  - insight
9. With assistance, examines research findings and describes the relevance of research to nursing practice
10. Identify ambiguity and diversity
  - In learning situations
  - In selected nursing situations
11. With assistance, demonstrate and awareness of quality and risk management processes to enhance nursing practice:
  - Workplace Hazardous Materials Information Sheet (WHMIS)
  - Fire and safety
  - Universal precautions
  - Working alone
  - Personal safety
  - Emergency procedures
12. With minimal assistance, apply principles of primary health care with a focus on health promotion.
13. Demonstrate caring behaviours in professional situations:
  - Recognize uniqueness, worth, and dignity of self and others.
  - Demonstrate respect and sensitivity to self and others.
14. With assistance, develop cooperative relationships with colleagues, clients, community members and community agencies, and registered nurses.
  - Recognize importance of using organizational hierarchy

15. Demonstrate competence in selected skills required for nursing care of clients experiencing stable variations of health.
- Consistently demonstrate competence with selected skills:
    - See lab maps.
  - With assistance:
    - Apply nursing process
      - Data collection
      - Planning
      - Implementation
      - Evaluation
    - Use appropriate communication skills (verbal and written)
    - Use appropriate teaching skills

**REQUIRED RESOURCES: (Items 1-3 are posted on Blackboard under Academic Documents)**

1. Working Definitions
2. Lab Maps
3. Graduate Competencies and Level Outcomes
4. All required texts and resources from NS 1900, 1910, 1940

**RECOMMENDED RESOURCES**

All resources recommended in NS 1900, NS 1910, NS 1940.

**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. There are three distinct learning components of this course (Continuing Care, Non-Traditional Community, and Public Health). Students will complete two of the three components and ARE REQUIRED TO PASS BOTH COMPONENTS TO PASS THE COURSE. A pass in all nursing courses at Grande Prairie Regional College is C- (C minus).**
- 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

\* 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.

## **REQUIRED LEARNING EXPERIENCES:**

Over the 7 weeks students will have a continuous experience in the community where clients live and/or in community agencies (non acute) where services to clients are offered.

### **1 Nursing practice with individuals across the lifespan, in the context of family.**

- a) Assessing the client: stages of development, environmental factors, the effects of the Health Canada health determinants (all settings); health history, general inspection, physical assessment - thorax, cardiovascular, head / neck (Continuing Care only)
- b) Providing nursing care using the McGill Model of nursing.
- c) Students will have completed labs for selected skills prior to performing skills in practice. The list will be provided by your clinical instructor.
- d) Students will demonstrate competence with skills specific to their clinical environment as needed.
- e) Documenting (beginning charting and/or documentation related to other learning activities).
- f) Engaging in and critically reflecting upon Primary Health Care (PHC) activities (e.g. health promotion and primary prevention) with clients. See specific activities for each placement on page seven (7).
- g) Demonstrating competence in communication skills in the establishment, maintenance and termination of a nurse client relationship.
- h) Planning and implementing home visits and assessing family structure: (ecomap, genogram, attachment diagram), family development (stages, tasks, role, and function of individual within the family), and the home environment (NT Community Placement).\*
- i) Assessing a community utilizing the "Walking Around on Foot" (windshield survey) method.\*

\* Criteria and requirements for these activities will be provided by the instructor at orientation.

### **2 Participating in applicable activities of the community agencies**

- a) Regular scheduled time spent in agency.
- b) Developing knowledge of the agency its services the environment the community related to the agency how staff are involved in meeting agency goals
- c) Describing how PHC principles are addressed within the agency
- d) Describing leadership and management roles and competencies
- e) Determining the decision making patterns in the agency
- f) Assessing clients using the agency stages of development needs for health promotion and primary prevention

- g) Developing a cooperative relationship with colleagues, clients, community members and community agencies.

### **3 Role of a Registered Nurse (RN)**

Components of this experience will include:

- a) Observing and assisting Registered Nurses in a variety of settings. Videos, movies, books, and presentations may also be employed when becoming familiar with the roles of the Registered Nurses students will be working with and/or observing.
- b) Assessing the environment of the agency in which the Registered Nurse works, e.g. educator, counselor, research consumer, advocate
- c) Critically reflecting on learning experiences in reflective Journals and/or during conference sessions/seminars.

**Each student will participate in one of the following placements:**

#### **1. Non-Traditional Community:**

- a. Students will participate in a weekly seminar mediated by Blackboard where the instructor will post a discussion item, required reading, or other learning activity, and students will have one week to participate in the discussion group.
- b. Students will engage in Health Promotion teaching with grade 6 classes.
- c. Students will engage in Home Visits using the CFAM model at a beginning level.
- d. Students will may develop a poster presentation suitable to a general audience as part of their Direct Clinical Observation.

#### **2. Public Health:**

- Students will spend 60 hours with a Field Guide in a Health Unit observing the role of various members of the Interdisciplinary Team, within the health unit. They will participate in such activities as they have acquired knowledge about in NS 1900, NS 1910, NS 1940, for example, assessing vital signs, communicating with clients, teaching the “Do Bugs Need Drugs” program, etc. Students will keep a daily Journal, recording critical reflections related to their day’s learning.
- Students will spend approximately 16 hours pursuing a health promotion activity as part of the Health and Wellness Curriculum Support Resource joint project of Peace Health Region and Grande Prairie Regional College.
- Students will conduct a Community Assessment.

#### **3. Continuing Care:**

- Students will spend 72 hours providing nursing care to residents in a Continuing Care setting.
- Basic skills associated with the activities of daily living will be provided to clients
- Communicating with and assessment of elderly clients will be emphasized

- Students will observe and reflect upon the role Interdisciplinary Team function related to Continuing Care clients.

## REQUIRED EVALUATION

**Nursing practice must be evaluated.** The evaluation plan may include the following evaluation strategies at the discretion of each site.

### Elements:

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

### 1. Evaluation of student's clinical performance: **Value: Varies—See Table P. 9**

**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 Tool will be used. It is posted under Course Documents on Blackboard. The Grading Criteria are also posted.

### 2. Evaluation of learning activities specific to each individual area:

#### A. Non-traditional Community Placement: **Value: Varies--See Table Pg. 9**

- Participation in weekly seminar discussions mediated through Blackboard
- Health Promotion Teaching Program
- Home Visits using the CFAM model
- Poster Presentation

#### B. Public Health: **Value: Varies--See Table Pg. 9**

- Reflective Journal, Field Notes
- Learning Plan for and Assessment of Health Promotion Activity
- Community Assessment

#### C. Continuing Care: **Value: Varies—See Table Pg. 9**

- Reflective Journal and Learning Plan



**VALUES FOR REQUIRED LEARNING EXPERIENCES:**

<b>AGENCY</b>	<b>LEARNING EXPERIENCE</b>	<b>Proportion of Each Placement*</b>
NT Community Placement	Blackboard Mediated Seminar	20%
NT Community Placement	Health Promotion Teaching	30%
NT Community Placement	Home Visits	20%
NT Community Placement	Poster Presentation	10%
NT Community Placement	Direct Clinical Observation	20%
Public Health Unit	Reflective Journal. Field Notes	25%
Public Health Unit	Health Promotion Activity	20%
Public Health Unit	Community Assessment	25%
Public Health Unit	Direct Clinical Observation	30%
Long Term Facility	Learning Plan, Reflective Journal	40%
Long Term Facility	Direct Clinical Observation	60%

**\*FINAL GRADE WILL BE CALCULATED BY AVERAGING THE TWO LETTER GRADES RECEIVED.** For example, if a letter grade of A- was obtained in Continuing Care and a grade of B was obtained in Public Health, the student's final grade would be B+.

**EXAMPLE OF CALCULATION OF FINAL GRADE:**

<b>Assignment</b>	<b>Grade Received</b>	<b>4 Point Equivalent</b>	<b>Proportion of Grade</b>	<b>Value on 4 Point Scale</b>
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
<b>Final Grade</b>				<b>3.8 = A-</b>

**LEARNING LABORATORY:****Public Health:**

1. Community Assessment
2. Orientation to Public Health. This lab occurred during NS 1910 and is credited in NS 1950 for those students having a Public Health placement in NS1950.

**Non Traditional Community Setting:**

1. Health Promotion and Client Education for Groups

2. Family Assessment using the Calgary Family Assessment Model (CFAM). This lab occurred during NS 1910 and is credited in NS 1950 for those students having a Non-Traditional placement in NS 1950.

**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 labs will be provided by your instructor.**