



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

NURSING 1950

2007 – 2008 COURSE OUTLINE

Winter 2008

February 25th - April 11th, 2008

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, April 2007



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Approved: April 2007

Nursing 1950 Course Outline

CALENDAR STATEMENT:

NURS 1950 Nursing Practice II

*4 (fi 8) (1-15c-2 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: GPRC calendar (0 -3 -20) 161 hrs over 7 weeks

COURSE DESCRIPTION:

This course will provide opportunities for students to participate in health promotion and primary (disease/injury) prevention activities with clients across the life span 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.

FACULTY

Bonnie Hessler, BScN, RN	H226	539-2757	bhessler@gprc.ab.ca
Terryl Pfannmuller, BScN, RN	H 217	539-2449	tpfannmuller@gprc.ab.ca
Jim Wohlgemuth, RN	H 132	539-2709	jwohlgemuth@gprc.ab.ca

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

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

Clarification: Clinical 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: Clinical 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: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical 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 clinical tutor now and then.

In addition to maintaining competency with previous course objectives, upon completion of Nursing 1950, 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
- demonstrate respect for client's values, beliefs and rights

With assistance:

- demonstrate application of legal and ethical standards:
 - practice according to policies and procedures of host agencies and educational institution
 - use knowledge of scope of practice and professional legislation and Code of Ethics
 - confidentiality
 - use informed consent
 - prepare for clinical practice to provide safe, competent care
- 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:
 - identify programs which have arisen from social/political action
- discuss the role of the individual nurse in social and political action:
 - identify role in existing programs
- discuss the role of professional nursing organizations in social and political action:
 - protection of public

- position statements
- describe the planning process for engaging in social and political action:
 - identify funding sources (re: existing programs)
 - identify strategies and resources for social and political action.

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

Independently:

- demonstrate personal responsibility for learning

With assistance:

- demonstrate the ability to develop informal (verbal) focused learning goals based on personal and/or client needs
- identify strengths and limitations of own competence, seeking assistance when necessary
- demonstrate an openness and receptivity to change:
 - seek and be receptive to feedback
 - act on feedback
- assume primary responsibility for attaining and maintaining competence based on nursing practice standards.

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 for health promotion and disease and injury prevention for developing sound clinical judgment.

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

With assistance:

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

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 practice 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 health care 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 (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, inter-sectoral collaboration).****With assistance:**

- apply principles of primary health care to with healthy individuals across the life span
- apply knowledge of health determinants in client situations
- apply selected health promotion activities with individuals:
 - develop professional skills needed for taking action (e.g., teaching/learning).

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
- demonstrate ability to engage in caring relationships with clients in nursing practice (boundaries):
 - initiate, maintain and terminate professional relationships in a supportive manner
 - social vs. therapeutic.

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

- encourage client participation, choice and control
- encourage colleague participation, choice and control
- develop cooperative relationships with colleagues, community members, community agencies and members of other disciplines
- interact with clients with stable variations in health
- engage in inter-professional interaction.

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

- use effective time management strategies in coordinating client care
- describe leadership and management roles and competencies
- use decision-making processes
- effectively lead a small group
- perform an accurate appraisal of self and others
- effectively follow quality and risk management processes to enhance nursing practice
- identify principles of delegation (right: task, circumstance, person, direction, supervision).

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 nursing 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:

- apply nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- provide effective client education by applying:
 - principles of teaching and learning
- prioritize nursing activities
- perform selected assessment skills in a competent manner

Independently:

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

With guidance:

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

CONTEXT-BASED LEARNING

15. Demonstrate competency with the application of the elements of context-based learning to clinical experience seminars and pre-/post-conferences.

With assistance:

- effectively use self-directed learning
- effectively use critical thinking skills to facilitate learning of the group
- 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
 - communication skills (verbal or written)
 - factors which influence the group.

REQUIRED and RECOMMENDED RESOURCES

From NS1900

Chabner, D.E. (2005). *Medical terminology: A short course* (4th ed.). Philadelphia, PA: Elsevier Saunders.

Osis, M. (2002). *Dosage calculations in SI Units* (4th ed.). Toronto, ON: Elsevier Mosby.

REQUIRED RESOURCES

Posted on Blackboard

1. Working Definitions
2. GPRC Integrated Lab Map
3. Graduate Competencies and Year End Outcomes
4. Course Outline
5. Evaluation of Nursing Practice (ENP)

Attached in Clinical Guidelines Document

6. Assignment details
7. Grade Descriptors for assignments (in course outline)
8. Evaluation of Nursing Practice (ENP) (also on Blackboard)

OPTIONAL TEXTBOOKS

- Ackley, B. & Ladwig, G. (2007). *Nursing diagnosis handbook: An evidence-base guide to planning care* (8th Ed.). Toronto, ON: Elsevier Mosby.
- Lewis, S., Heitkemper, M. & Dirksen, S. (2003). *Medical surgical nursing: Assessment and management of clinical problems* (6th ed.). St Louis, MI: Mosby.

RECOMMENDED RESOURCES

Nursing Drug Handbook or program for Personal Data Assistant

REQUIRED LEARNING EXPERIENCES

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

1. During this course, students will have a continuous experience in the community where clients live (continuing care facility) which will include nursing practice with individuals across the life span, in the context of family.
2. Participate in site-selected lab activities (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').
3. Participate in health-related activities of a community agency.
4. Complete a comprehensive health history on an individual.
5. Engage in a health promotion activity based on identified needs.
6. Examine the role of the registered nurse.
7. Assess a client using a selected nursing model.
8. Perform selected nursing care (i.e., ADL, hygiene).

CLINICAL PRACTICE

B. Hessler	Mackenzie Place (2 East)	Tues, Wed, Thurs	0700-1300
T. Pfannmuller	Grande Prairie Care Centre	Tues, Wed, Thurs	0700-1300
J. Wohlgemuth	Mackenzie Place	Tues, Wed, Thurs	0700-1300

LABS

1. Functional Assessment: ADL (Activities of Daily Living) – Toileting, Dressing, Grooming and Safety.
2. Nutrition (feeding).
3. Comfort and hygiene (Bathing, backrubs, bed making, oral hygiene, Braden Scale, nurse safety (back care)
4. Medication administration lab (oral, topical, ophthalmic/otic, rectal/vaginal suppositories, inhalation, 5 Rights).
5. Assessment of the Diabetic client: Overview of Diabetes. Review blood glucose monitoring, teaching. Overview of peripheral circulation (assessment of feet, skin integrity, color, sensation, and movement, pedal pulses)
6. Ambulation and transfers: aids to mobility (canes, walkers, lifts, and wheelchairs), exercises and safety. Introduction to musculoskeletal assessment (assessment of ROM)

Seminar

There will be group seminars every Tuesdays from 1300 – 1500 in J227 with the exception of April 8th in J228. Individual group seminars will be on Thursdays from 1230- 1330 rooms TBA by group instructor.

******Students are expected to attend labs, seminars, and clinical experiences according to the dates published in the academic calendar. Students are expected to be available for final evaluations during exam week.**

Last Date to withdraw without penalty: March 20th, 2008.

REQUIRED EVALUATION

Students must complete all assignments to pass this course. No assignments will be accepted after April 11th.

Nursing practice will be evaluated using the Evaluation of Nursing Practice (ENP) tool.

1. Evaluation of Nursing Practice (75% of overall grade) Week of April 8-10th
 - a. Due by booked appointment.
 - b. A summative evaluation of nursing practice will be completed by the student and the tutor. Form is found on Blackboard, and in Clinical Guidelines.
 - c. Tutor evaluations may be supplemented with input from peers, the staff of an agency, and the client.
 - d. An F on any item on the ENP constitutes a failure of the ENP.
2. Patient Profile (25% of overall grade) March 27th, by 1600 hrs.
 - a. You are encouraged to email your assignment to your tutor.
 - b. Details are found in Clinical Guidelines Document.

In addition to the above evaluations, you have two Pass/Fail evaluations.

Dosage Calculations and Medical Terminology Quiz: March 4^h during seminar

- a. Read and complete chapters three, four and five (3, 4, & 5) in Chabner, D.E. (2005). *Medical terminology: A short course* (4th ed). Philadelphia, PA: Elsevier Saunders.
- b. Read and complete Modules three and four (3, 4, & 5) in Osis, M. (2002). *Dosage calculations in SI Units* (4th ed.). Toronto, ON: Elsevier Mosby. Chapters 1-5 are testable material.
- c. You must pass the quiz to receive credit for NS 1950. It is a pass/fail quiz, 80% is required to receive a "Pass" on this test. You may have two re-writes.
- d. You will not be permitted to administer medications until the exam has been passed.

Oral Medication Administration Skills OSCE During Clinical per schedule

- a. This will occur in clinical when you are scheduled for medication administration. Content will be based on the medication lab during orientation.
- b. You must attempt the OSCE when it is scheduled, and if needed you will have two additional attempts to ensure your success.
- c. Pass mark is 80%

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 at the tutor's discretion 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.

ASSIGNMENT OF FINAL GRADE:

A grade will be assigned for each assignment using the marking criteria and then based on the grade descriptors (excellent, good, satisfactory, poor). Rationale will be given as to the assigned grade. Grading descriptors will be provided for each assignment.

Effective July 1, 2003 Grande Prairie Regional College uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

<i>Evaluation</i>	<i>Grade</i>	<i>4-point Equivalent</i>	<i>Percentage of Total Mark</i>	<i>Value</i>
ENP			75%	
Patient Profile			25%	
Med/Math Calc			Pass/Fail	
OSCE (Meds)			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 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.

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.

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

*****Note: Refer to the 2007-08, p. 122 College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.***

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.

PLAGIARISM AND CHEATING:

Please refer to your rights and responsibilities in the Grande Prairie Regional College 2007/2008 Calendar.

We expect honesty from our students. This demands that the contribution of others be acknowledged (GPRC Calendar, 2007/2008). 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).

LATE ASSIGNMENT POLICY:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline. **It is the responsibility of the student to confirm with the instructor that e-mail attachments have been received.**
- 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 later.** For example, an assignment valued at B+ and handed in one day late will receive a grade of B.

***Note: All written assignments must be written according to APA format unless otherwise specified.**

Policy Related to Clinical Absences

Students are expected to attend classes and clinical experiences according to the dates published in the academic calendar. Students are expected to be available for final evaluations during exam week. Absence from any part of the clinical experience including labs, orientation, clinical, and seminars will jeopardize overall clinical performance. Such absences also compromise other students' learning experiences.

Orientation is an essential component to ensure students are prepared to provide safe, competent care to clients and their families in the clinical setting. Students will not be permitted to start clinical rotations without orientation to the specific unit(s) to which they have been assigned.