



# UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM

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

## NURSING 2910

**Group 1: September/October 2009**

**Group 2: October/December 2009**

## COURSE OUTLINE

Originally developed by the Clinical Experience Development Committee  
Revised by the Learning Experiences Development Committee, April 2006

### COURSE LEADER:

**Sheila Elliott, RN, MN**

Office: H208

Phone: 780-539-2752 (O)

Email: [selliott@gprc.ab.ca](mailto:selliott@gprc.ab.ca)

Office Hours: By appointment

### INSTRUCTORS:

#### Group 1

**Shawn Peyton, RN**

Office: H217

Phone: 780-539-2449 (O)

Email: [speyton@gprc.ab.ca](mailto:speyton@gprc.ab.ca)

Office Hours: Tuesdays 0900 – 1200

**Jim Wohlgemuth, RN**

Office: H132

Phone: 780-539-2709 (O)

Email: [jwohlgemuth@gprc.ab.ca](mailto:jwohlgemuth@gprc.ab.ca)

Office Hours: Tuesdays 0900 – 1200

#### Group 2

**Bonny Townsend, RN, BScN**

Office: J223

Phone: 780-539-2213 (O)

Email: [btownsend@gprc.ab.ca](mailto:btownsend@gprc.ab.ca)

Office Hours: By appointment

**Deena Honan, RN, BScN**

Office: J208

Phone: 780-539-2784 (O)

Email: [dhonan@gprc.ab.ca](mailto:dhonan@gprc.ab.ca)

Office Hours: By appointment

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Approved: May 2006

## **Nursing 2910 Course Outline**

### **CALENDAR STATEMENT:**

**NURS 2910 Nursing Practice III** \*7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centers and continuing care agencies. Prerequisites: NURS 1900, 1910, 1940, 1950.

**COURSE HOURS:** LEC: 0 SEM: 21 LAB: Maximum of 21 CLINICAL: 175

### **COURSE DESCRIPTION:**

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. Examples include medical/surgical units, day or short stay surgery, sub-acute units, continuing care or rehabilitation units.

### **COURSE OBJECTIVES:**

**In addition to maintaining competency with previous course objectives, upon completion of Nursing 2910, the nursing student will be able to:**

#### **PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**

**1. Practices 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:**

- demonstrates integrity
- demonstrates responsibility and accountability
- demonstrates respect for client's values, beliefs and rights

##### **With minimal assistance:**

- demonstrates application of legal and ethical standards by:
  - practicing according to policies and procedures of host agencies and educational institution
  - using knowledge of scope of practice and professional legislation and Code of Ethics
  - confidentiality
  - using informed consent
  - preparing for clinical practice to provide safe, competent care
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

## **2. Engages in strategies for social and political action at a beginning level**

### **With minimal assistance:**

- differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
  - recognizes vulnerable clients/families
- identifies nursing issues requiring social and political action
- identifies programs which have arisen from social / political action
- discusses the role of the individual nurse in social / political action:
  - identifies role in existing programs
  - empowers clients
  - discusses client responsibilities
  - promotes client autonomy and collaboration
- discusses the role of professional nursing organizations in social and political action
  - protection of public
  - position statements
- describes the planning process for engaging in social and political action
  - identifies information to be provided to client/family
  - identifies funding sources (re: existing programs)
  - identifies the funding process
  - discusses change theory
  - identifies existing programs that address client/family needs
  - identifies strategies and resources for social and political action

## **3. Demonstrates skills and attitudes necessary for life-long learning**

### **Independently:**

- demonstrates personal responsibility for learning
- demonstrates an attitude of inquiry to enhance own learning related to nursing practice

### **With minimal assistance:**

- identifies strengths and limitations of own competence, seeking assistance when necessary
- demonstrates an openness and receptivity to change
  - seeks and is receptive to feedback
  - act on feedback
- assumes primary responsibility for attaining and maintaining competence based on nursing practice standards.

## **KNOWLEDGE BASED PRACTICE**

## **4. Applies a critical thinking approach to nursing**

### **With minimal assistance:**

- applies critical thinking strategies in developing sound clinical judgment in relation to restoration, rehabilitation and support
- applies creative thinking, reflective thinking and insight for restoration, rehabilitation and support for developing sound clinical judgment

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

**With minimal assistance:**

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

**6. Demonstrates evidence based practice.**

**With minimal assistance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing practice problems that require investigation.

**7. Applies nursing and other relevant models/theories in the professional practice of nursing.**

**With minimal assistance:**

- explains the use of nursing models / theories / metaparadigms
- explores application of selected models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

**8. Demonstrates competence in health care informatics.**

**With minimal assistance:**

- uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

**PROVISION OF SERVICE TO PUBLIC**

**9. Applies 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, intersectoral collaboration).**

**With minimal assistance:**

- applies concepts and principles of primary health care with clients experiencing chronic and less acute variances in health
- applies knowledge of health determinants in client situations
- applies selected health promotion activities with individuals and families
  - develops professional skills needed for taking action (eg. teaching/learning)
  - *creates supportive environments*

**10. Demonstrates caring relationships in professional situations.**

**With minimal assistance:**

- *recognizes how caring behaviors can influence health and healing*
- recognizes the uniqueness, worth and dignity of self and others
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- demonstrates ability to engage in caring relationships with clients in nursing practice
  - initiates, maintains and terminates professional relationships in a supportive manner
  - social vs. therapeutic
  - *recognizes situations requiring client advocacy*

**11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**

**With minimal assistance:**

- promotes client participation, choice and control
- promotes colleague participation, choice and control
- develops partnerships with community members, community agencies, colleagues and members of other disciplines
- interacts with clients with chronic and less acute variations in health
- engages in inter-professional interaction

**12. Demonstrates beginning leadership, management and administrative skills.**

**With minimal assistance:**

- uses effective time management strategies in coordinating client care
- describes leadership and management roles and competencies
- uses decision-making processes
- effectively leads a small group
- performs an accurate appraisal of self and others
- effectively follows quality and risk management processes to enhance nursing practice
- identifies principles of delegation (right: task, circumstance, person, direction, supervision).

**13. Demonstrates the ability to deal with ambiguity and diversity.**

**With minimal assistance:**

- anticipates the need of clients
- deals with the effects of ambiguity and diversity in all learning environments
- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- provides support to clients experiencing effects of ambiguity and diversity in times of transition
- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations

**14. Demonstrates 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 minimal assistance:**

- applies nursing process
- uses appropriate verbal communication skills
  - using appropriate lines of communication
  - communicating and reporting relevant information in a timely manner
- uses appropriate written communication skills
  - documenting relevant information accurately and in a timely manner
- provides effective client education by applying:
  - principles of teaching and learning
  - identifying needed referrals
- prioritizes nursing activities
- performs selected assessment skills in a competent manner

**Independently:**

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

**With guidance:**

- performs selected psychomotor skills in a competent manner – clinical setting

**CONTEXT BASED LEARNING**

**15. Demonstrates proficiency with CBL process.**

**With minimal assistance:**

- Demonstrates effective use of skills in self-directed, context-based, small group learning in clinical, tutorials and conferences.

**REQUIRED RESOURCES**

1. Working Definitions (On Blackboard)
2. Graduate Competencies and Year End Outcomes (On Blackboard)
3. Grade Descriptors
4. Tutorial Assessment Guide (TAG) – on Blackboard

**RECOMMENDED RESOURCES**

Ackley, B., & Ladwig, G. (2006) *Nursing diagnosis handbook: A guide to planning care*. St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006). *Medical-surgical nursing in Canada: Assessment and management of clinical problems (1<sup>st</sup> ed.)*. St. Louis: Mosby.

Marriner Tomey, A. & Raile Alligood, M. (2006). *Nursing theorists and their work (6<sup>th</sup> ed.)*. St. Louis: Mosby.

McCance, K. L. & Huether, S. E. (2006). *Pathophysiology: The biologic basis for disease in adults and children (5<sup>th</sup> ed.)*. St. Louis: Mosby.

Osis, M. (2003). *Dosage calculations in SI units. (4<sup>th</sup> ed.)*. St. Louis: Mosby.

Potter, P. A. & Perry, A. G. (2006). *Canadian fundamentals of nursing (3<sup>rd</sup> ed.)*. St. Louis: Mosby.

Wilson, S. F. & Giddens, J. F. (2005). *Health assessment for nursing practice*. St. Louis: Mosby.

Johnson, Bulechek, Butcher, & Dotcherman. (2006). *NANDA NOC and NIC linkages*. St. Louis: Mosby.

Medication Drug Guide

Laboratory Tests and Diagnostic Procedures

## **REQUIRED LEARNING EXPERIENCES**

**In order to pass NURS 2910, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences**

1. During this course, students will have a continuous experience on a medical or surgical unit that includes nursing practice with adults experiencing chronic or less acute variances in health.
2. Coordinate safe care for 1-2 clients.
3. Participate in the following labs
  - a. IV meds (continuous, intermittent).
  - b. IV Saline Locks and Pumps and push meds
  - c. IM/SC/ID injections; mixing insulin
  - d. General Survey & Assessment of Clients on Medical Unit or Surgical Unit.
4. Use the Orem nursing model to perform a client assessment appropriate to the clinical setting.
5. Participate in client education.
6. Collaborate with clients, family, nurses and members of other disciplines.

### **SEMINARS:**

Seminars are every Friday 0830-1120, room TBA, and will be combined with the other NS 2910 group. Seminar topics will be discussed and how they relate to clinical practice. Space will also be allotted during these times to present learning plan objectives.

### **LABS:**

Labs will be completed at the beginning of orientation. See lab handouts.

### **SICK TIME:**

Absences will jeopardize the ability of the instructor to have sufficient data for evaluation of the student's performance. There is no time to make up lost shifts. If you are ill, or unable to attend clinical, you must notify your instructor prior to the shift.

If you are to be on the unit that day, you can call and leave a message with someone from the floor. If you are sick on your off-unit days, please call the unit and then leave a message on your tutor's voice mail at work to advise them of the situation.

**5 North** 780-538-7650

**3 North** 780-538-7200

**4 North** 780-538-7220

**Outpatients' Department** 780-538-7480

**OR and Recovery** Main Number: 780-538-5387 and ask for OR or Recovery.

### **WITHDRAW DEADLINES:**

The last day to withdraw from this course with permission is **found in the 2009-2010 Calendar.**

### **Progression in Clinical Course:**

Please see, **Clinical Progression Criteria**, found in the 2009-2010 Grande Prairie Regional College Calendar.

### **CPR-HCP must be maintained throughout the program.**

Refer to GPRC Calendar and the Nursing Department Student Handbook for any additional policies.

**Professional Dress:** It is expected that all students will follow the dress code of the clinical agency they attend. It is expected all students will wear a Grande Prairie Regional College nametag. Absolutely no blue jeans are to be worn. For safety reasons, the only jewellery that may be worn is one pair of small stud earrings, a serviceable watch, and a plain wedding band. You will be required to remove obvious body piercing jewellery for safety reasons. Hair should be neat and off the face, with shoulder length or longer hair tied back. No nail polish may be worn. Makeup should be minimal and perfume is not to be worn. The use of perfumed lotions, deodorants and powders is discouraged. Shoes are white and soft soled with an enclosed foot, heel and toe.

Good personal hygiene and grooming are part of a nurse's professional decorum. The faculty reserve the right to suggest the appropriateness of student appearance in the clinical setting.

**Preparation for clinical experience:** It is expected that you will prepare for each clinical day by researching procedures, medical conditions, medications, etc. Required psychomotor skills may also need to be reviewed prior to the clinical experience. Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, medication profiles, any client teaching plan) with the instructor during clinical time. If a student is not adequately prepared for clinical, the instructor may request the student leave the clinical agency. This would be a decision made after considering client safety.

### **PLAGIARISM AND CHEATING:**

Please refer to the GPRC policy on plagiarism and cheating as guidelines for NS 2910.

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



**DEPARTMENT OF NURSING EDUCATION  
GRANDE PRAIRIE REGIONAL COLLEGE &  
ALBERTA HEALTH SERVICES  
EXPECTATIONS FOR STUDENT CLINICAL EXPERIENCES**

**The input of the nurse in the Clinical Agency is valued and welcome. GPRC and PCHR can benefit when the nurse:**

1. Role models professional nursing behaviours including attitudes, techniques, awareness and adherence to agency policies.
2. Maintains an interest and openness to teaching and learning with faculty and students.
3. Alerts faculty and students to additional learning experiences.
4. Promotes learning opportunities for students as observers in addition to hands on practice.
5. Assists students when faculty is not available if appropriate for level of student and if responsibilities permit.
6. Gives constructive feedback about performance of faculty and student when asked. Receives constructive feedback about self.
7. Shares in open dialogue with faculty, concerns or difficulties related to student assignments.

**As a Faculty Member in the Clinical Agency, the Nursing Instructors are expected to:**

1. Role model professional nursing behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and students.
3. Clearly indicate the skills the students are allowed to practice. Ideally supervise students doing any skills or procedures for the first time.
4. Share in open dialogue with nursing staff, concerns and difficulties in the management of student assignments.
5. Assume responsibility for student evaluation and delegate supervision of students appropriately, after consultation with staff.
6. When asked by the unit manager, give constructive feedback about performance of staff. Receive constructive feedback about self.
7. Discuss student individual learning needs and assignments with nursing staff as appropriate.

**Students in the Clinical Agency are expected to:**

1. Demonstrate professional behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and faculty.
3. Prepare for clinical assignment.
4. Complete assignment in collaboration with instructor, assigned nurse and other health care professionals.
5. Document in a timely manner.
6. Communicate with instructor and assigned nurse regarding status of the client(s) and include a concise verbal or taped report when leaving.
7. When requested, provide constructive feedback about performance of faculty and staff. Receive constructive feedback about self.
8. Demonstrate an appropriate level of independence.

*Used with permission of Red Deer College Nursing Faculty.*

Revised: August 28, 2003

**Grade Distribution  
NS 2910**

<b>Evaluation</b>	<b>Grade</b>	<b>4-point Equivalent</b>	<b>Percentage of Total Mark</b>	<b>Value</b>
Evaluation of Nursing Practice			80%	
Orem Nursing Care Plan			20%	
			100%	<b>Total:</b>

**Total 4-point Equivalent Values:** \_\_\_\_\_

**Final Letter 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 were 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 clinical tutor.

# LEARNING EXPERIENCES AND EVALUATION

## LATE POLICY FOR ASSIGNMENTS:

All assignments are to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. A penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade. For example, a paper scored at B+ would receive an adjusted grade of B if handed in one day late.

Assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by nursing office personnel. It is the responsibility of the student to ensure *electronically* submitted papers and assignments are delivered and retrievable to the instructor (i.e. blackboard drop box or emailing assignments). If the instructor is unable to open documents or if documents are sent in error via electronically, the assignment will be considered late and the student will have one letter grade deducted from the final grade. It is highly recommended that students ensure their assignments have been retrieved by the tutor prior to the due date and time.

**In order to pass NURS 2910, students must demonstrate safe, ethical nursing practice; professional behavior; complete every one of the below activities and acquire a passing grade in the Evaluation of Nursing Practice.**

## Summary of Evaluation:

	Value
Evaluation of Nursing Practice	80%
• Peer Instructional Presentation	
Orem Nursing Care Plan	20%
<b>Total</b>	<b>100%</b>

# 1. Evaluation of Nursing Practice (ENP)

The Evaluation of Nursing Practice is a formative and written summative evaluation of Nursing Practice that will be completed by the student and the instructor during the final evaluation. In order to pass NURS 2910, students must demonstrate safe, ethical nursing practice; professional behavior and acquire a passing grade in the ENP.

**Students MUST pass the ENP in order to pass the course. If you receive a grade of “F” in any of the ENP criteria it constitutes a “clinical failure” on the ENP, as the student has then shown unsafe, unprofessional, or unethical nursing practice.**

As part of the ENP, tutors will be evaluating the student’s learning plans and reflective journals, as well as through discussion during the clinical day, seminars and post conferences. The criteria for meeting 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 evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice
- Grade Descriptors
- Levels of Assistance

## MATH CALCULATIONS

**Students are required to maintain competence in math calculations and therefore must pass a written math calculation exam early in the course. A passing grade is 90% . Students will be allowed 2 opportunities to rewrite if they are not successful in the first exam. Failure to achieve a passing grade on the math calculation exam or either of the two rewrites will result in the student being asked to withdraw from the course.**

### Midterm Evaluations

Midterm evaluations will occur during the week of:

**Group 1: September 28 – October 2, 2009**

**Group 2: November 16 – 20, 2009**

**For your midterm evaluations, please come prepared with:**

- a. **3 strengths**
- b. **2 areas to work on (with strategies) (This sheet is on Blackboard)**
- c. **Be prepared to have a reflective discussion regarding your nursing practice/clinical experience, to date. Follow the “Reflecting on my Practice” sheet found on the CARNA website. (and on Blackboard)**

### Final written Evaluations

Final evaluations will occur on:

**Group 1: October 23, 2009**

**Group 2: December 11<sup>th</sup>, 2009.**

**Please submit your completed ENP with written comments to instructor on the Monday prior to your final evaluation.**

## 1.1 Peer Instructional Presentations:

Peer Instructional Presentations (PIP) enable students to combine selected learning objectives for the course with their own learning objectives, considering their own particular learning style and areas of interest. **The intent of the PIP is to explore personal learning objectives. Learning opportunities which students can reasonably expect to happen during the course of the clinical experience are not to become part of the PIP i.e., Give an injection safely, or do an assessment.**

**Due: Idea for PIP is due:**

**Group 1: September 25, 2009**

**Group 2: November 6, 2009.**

**PIPs to take place:**

**Group 1: October 16, 2009**

**Group 2: December 4, 2009.**

A Peer Instructional Presentation (PIP) is an agreement between the student and the tutor specifying what the student intends to learn, how this will be accomplished, the time frame for meeting the objectives, and the methods by which achievement of the objectives will be measured.

*The PIP is intended to enable the student to work through the steps of assessing, planning, implementing, and evaluating the learning process. The steps of the process include:*

- providing the student with an opportunity to make an individual learning goal within the framework of the objectives for the course.
- allowing students to determine learning objectives in view of their own perception of their strengths and areas for improvement;
- identifying strategies for meeting the objectives;
- identifying evaluation strategies.

The PIP will be evaluated in post-conferences or in seminar. The student is to use the CARNA (College and Association of Registered Nurses) Assessing My Practice format located on Blackboard as one of the reasons for the choice of presentation. The presentation is an informal discussion of an area of interest to the student and should not exceed 10 minutes in length. The student will provide evidence to support how the goals outlined in the PIP have been met.

## 2. OREM Care Plan Assignment:

**Application of the OREM Nursing Theory/Model in a Nursing Care Plan.**

Students will develop a nursing care plan that applies a nursing theory/model for a client with chronic or less acute variances in health. This assignment includes plans for care while the client is in the institution and may include a follow up phone call where assessment and client education can occur.

**OREM Care Plans Due:**

**Group 1: Friday, October 9, 2009**

**Group 2: Friday, November 27, 2009**