



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BScN PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta



**NURSING 2950  
Winter I [AC1, AC2]**

**2011 – 2012 COURSE OUTLINE**

**Originally developed by the Clinical Experience Development Committee**

**Revised by the Learning Experiences Development Committee, April 2010**

**©UNIVERSITY OF ALBERTA COLLABORATIVE BScN PROGRAM, 1999**

All rights reserved. No part of this module may be reproduced in any form or by any means without the publisher's written permission.

**Approved: May 2010**



## DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

### COURSE OUTLINE – Winter 2011

**NS 2950 NURSING PRACTICE IV 7(0-3-28), UT, 217 HOURS, 7 WEEKS**

<b>INSTRUCTOR:</b>	<b>Melanie Hamilton</b> <b>RN, BN, MN</b> (Course Leader)	<b>Karen Oostra</b> <b>RN, BSc, BN</b>
<b>OFFICE:</b>	<b>H231</b>	<b>L223</b>
<b>OFFICE HOURS:</b>	<b>Consult Individual instructor</b>	
<b>PHONE:</b>	<b>780-539-2761</b>	<b>780-539-2449</b>
<b>EMAIL:</b>	<a href="mailto:mhamilton@gprc.ab.ca"><u>mhamilton@gprc.ab.ca</u></a>	<a href="mailto:koostra@gprc.ab.ca"><u>koostra@gprc.ab.ca</u></a>

### **PREREQUISITE(S)/COREQUISITE:**

Prerequisites: NURS 140, 150, 1900, 1910, 1940, 1950 and MMI 133. Pre- or corequisite: NURS 2900.

### **REQUIRED TEXT/RESOURCE MATERIALS:**

#### **REQUIRED RESOURCES**

1. Working Definitions (Posted on Moodle)
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars (Posted on Moodle)
3. Graduate Competencies and Year-end Outcomes (Posted on Moodle)
4. Grade Descriptors
5. Other site-specific resources

## REQUIRED TEXTBOOKS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Balzer-Riley, J. (2008). *Communications in nursing* (6<sup>th</sup> ed.). Toronto, ON: Mosby.
- Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1<sup>st</sup> Canadian edition.). Toronto: Thomson Nelson.
- Pickar, G.A., Graham, H., Swart, B., & Swedish, M. (2009). *Dosage calculations* (1<sup>st</sup> Canadian ed.). Toronto, Ontario: Nelson Education Ltd.
- Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (revised 4<sup>th</sup> ed.). Toronto, Ontario: Elsevier Mosby.
- Ricci, S.S., & Kyle, T. (2009). *Maternity and pediatric nursing*. Philadelphia: Lippincott Williams & Wilkins.
- Nursing Drug Guide or e-CPS or Phone app.

## OPTIONAL TEXTBOOKS

- Ackley, B.J., & Ladwig, G.B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9<sup>th</sup> ed.). St. Louis: Mosby.
- Perry, S.E., Cashion, K., Lowdermilk, D.L., & Alden, K.R. (2012). *Clinical companion for maternity and newborn nursing* (2<sup>nd</sup> ed.). St. Louis: Elsevier Mosby.

## **REQUIRED LEARNING EXPERIENCES**

**In order to pass NURS 2950, students must demonstrate safe ethical nursing practice, professional behaviour, and complete the following experiences. Students are expected to implement previously learned nursing skills.**

1. During this course, students will have a continuous experience in community-based practice and in homes and some acute care settings. Students will participate in nursing care of child-bearing families, health promotion programs, prevention programs, birthing and post-partum experiences.
2. Participate in site-selected labs (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').
3. Participate in a client experience during birthing, post-partum. If a live birthing experience is not available, a birthing film or simulation will be utilized.
4. Participate in health promotion activities in a public health setting.
5. Observe and/or participate during a Well Baby Clinic.
6. Utilize the CFAM/CFIM model.
7. Perform an assessment on a newborn.
8. Collaborate with clients, family, nurse, community members and members of other disciplines.

## **SUGGESTED OPTIONAL LEARNING EXPERIENCES (site specific)**

1. Observe and/or participate during the immediate post-partum home visit.
2. Participate in a prenatal, labour and delivery, and post-partum follow-through experience.
3. Participate in a prenatal class.
4. Participate in community support activities organized by the course instructor or the health unit, if available.
5. Participate in immunization programs.
6. Observe and/or participate in health team meetings.

**CALENDAR DESCRIPTION:**

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 in homes or in community-based settings.

**CREDIT/CONTACT HOURS:**

LEC: 0      SEM: 21    CLINICAL: 175    LAB: 21

**DELIVERY MODE(S):**

The course work includes lab, seminar [including individual student presentations] and clinical practice. Resources posted on Moodle.

**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 child-bearing families. In addition, opportunity to participate with support and/or prevention programs/projects for clients of any age in relation to chronic and less acute variances in health may occur. The student will experience nursing practice over a continuous block of time in community-based settings and in homes and some acute care experiences related to child-bearing families.

## 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:** The clinical tutor provides input every now and then.

## **Objectives**

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2010-2011*. Attention must be given to the competencies that are identified as being relevant to NURS 295.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*. Attention must be given to the Year 2 Column. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
  - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
  2. Demonstrate, with minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2010-2011*.
  3. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with healthy clients, clients experiencing chronic or less acute variances in health across the life span in community based setting, homes, and some acute care centres.
  4. Demonstrate, with minimal assistance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing chronic or less acute variances in health.
  5. Demonstrate, with minimal assistance, the ability to manage health promotion and primary prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
  6. Demonstrate, with minimal assistance the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community, and demonstrate with assistance the ability to perform basic assessment of the childbearing family.
  7. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
  8. Demonstrate the ability to integrate knowledge into clinical practice.

## **TRANSFERABILITY:**

“This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.”

**NOTE: A Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

## **GRADING CRITERIA:**

### **ASSESSMENTS:**

<b>EVALUATION</b>	<b>VALUE</b>
<b>ENP will be a combination of input from Postpartum, L &amp; D, Pediatrics, NICU, and Public Health</b>	<b>70%</b>
<b>Research Inquiry Assignment</b>	<b>30%</b>
<b>Reflective Journal [Incorporated into ENP]</b>	<b>Complete/ Incomplete</b>

## Final Grade Assignment

Each assignment in the course will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be converted into a 4-point equivalent. This number will then be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This total score will then be used to determine the final alpha grade in the course. If you have any questions or concerns, please see your tutor / instructor for more information.

### GRADING CONVERSION CHART

ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

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

## EXAMINATIONS AND EVALUATIONS:

### REQUIRED EVALUATION

1. **Nursing practice must be evaluated** using the Evaluation of Nursing Practice (ENP) tool (70%).
  - A. ENP plus one other assignment (exceptions at discretion of Dean/Chair).
    - To encourage the development of self-reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.
  - B. Evaluation of student's clinical performance:  
**A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor.**

This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

- **Formative Evaluations will occur throughout clinical and a written summative evaluation of Nursing Practice will be completed by the student and the instructor at the end of each clinical area. See ENP posted in Moodle.**
- **Students must complete an ENP at the end of each clinical area (Postpartum, Public Health). Your ENP grade will be assigned at the end of the rotation in consultation with both NS 2950 instructors.**
- **The ENP grade will be an AVERAGE of your performance in all Maternal/Child areas of practice including Postpartum, L & D, Pediatrics, NICU, and Public Health settings.**

**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.**

**Final student evaluations are scheduled for: February 17<sup>th</sup> /2012**

## **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.

**Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.**

Scanlan, J. M., Care, W. D., & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. *Nurse Educator*, 26 (11), 23-27

## 2. Reflective Journal (Incorporated into ENP)

**Due Date:** January 27<sup>th</sup>/2012 at 0830

For the purposes of this assignment, students will be required to choose ONE INCIDENT that occurred in any of the NS 2950 experiences. It is not intended to be a commentary of a clinical shift, but rather an experience that allows you to “gain an understanding of how cognitive and personal experiences have contributed” to your own knowledge, experience and clinical practice.

This journal will be used as part of your ENP and will not be given a formal grade.

It is an expectation that this journal will be **2-4 pages type written**. You may or may not choose to relate your experiences to the literature. Journals must be submitted in APA format. Please maintain patient/staff confidentiality when writing your journal.

**Here are some questions that may help you to write your journal:**

1. What happened? What were the facts?-Be objective
2. What was my role in the incident?
3. What are the feelings and senses you had surrounding the incident?
4. What did you do?
5. How did you feel about your choices? Why?
6. What was the setting that you were in?
7. Were there any extenuating circumstances that contributed to the incident?
8. What were the important elements that surrounded the incident? Were you part of the problem, part of the solution or a by-stander in the incident?
9. What preceded and what followed the incident?
10. What did I learn from the incident?
11. What would I teach my peers if they were in a similar situation?

Ibarreta, G.I., & McLeod, L. (2004). Thinking aloud on paper: An experience in journal writing. *Journal of Nursing Education, 43*(3), 134-137.

Patton, J., & Woods, S. (1997). Enhancing the clinical practicum experience through journal writing. *Journal of Nursing Education, 36* (5), 238-240.

### **3. Research Inquiry Assignment (30%)**

The purpose of this assignment is to introduce students to beginning concepts of nursing research and evidence based practice nursing through exploring the evaluation phase of the nursing process. Students will select an area of interest that pertains to their nursing practice in this clinical practicum.

#### **Research Assignment Components**

- State your Research Purpose.
- Include a Literature Review: A variety of research articles are expected to be used.
- Ask a Research Question- this is something that you are curious about in relation to your nursing practice.
- Develop a Hypothesis - What do you think the answer to the question is? (Quantitative).
- Choose a Research Design – **Identify if it is Qualitative or Quantitative or a mixture of both?**
- Identify a Target Population and choose a Sample.
- Identify Ethical Considerations.
- Identify your Assumptions.
- Develop a Data Collection Tool.
- Provide your Results – did you answer your research question? Interpret your data. Was your data consistent with the literature? [Students must interpret the data they have collected in their study and compare the results to current research on the same topic they have chosen. A variety of research articles are expected to be used].
- Identify the Limitations of your Study.
- What does this mean to me as a nurse? (Nursing Implications).
- What do I do with this information? (Recommendations for Future Research).
- Include References
- Develop a Peer Evaluation Tool

**Students must have instructor approve their Research Question and Research Questionnaire [Tool] prior to the start of their project No later than 0830 on January 27<sup>th</sup>.**

Students must submit an **Outline, the Research Question, and the Research Questionnaire [Tool]** to their instructor 1 week prior to the due date.

**Students are expected to save their Research Data/Information and Powerpoint presentation onto a portable memory stick (USB drive or flashdrive).**

Each student will have **20 minutes** to present their research inquiry in a **PowerPoint format**.

You will also design a **Peer Evaluation Tool** that you will pass into your instructor on the day of your presentation. You will have your Peers evaluate your presentation using this tool.

This assignment also counts towards your overall **clinical hours**. It is a project of your own design.

**All student assignments must be passed in on the same day. Students will sign up and present on one of the two scheduled seminar days.**

<b>Research Assignment Components:</b>	<b>Due Dates:</b>
<b>Outline/Research Question/Research Questionnaire (Tool)</b>	<b>January 27<sup>th</sup> at 0830</b>
<b>Research PowerPoint [pass in a printed copy] for all students</b>	<b>February 3<sup>rd</sup> at 0830</b>
<b>Research Presentations are scheduled</b>	<b>February 3<sup>rd</sup> and February 10<sup>th</sup> during Seminar</b>

**In order to pass NURS 2950, students must demonstrate safe, ethical nursing practice; professional behavior; complete every one of the required activities [Reflective Journal, Research Assignment, Clinical Practice, Med-Math Calc Exam, and Evaluation of Nursing Practice (ENP)]; and acquire a passing grade in the Evaluation of Nursing Practice (ENP).**

## **STUDENT RESPONSIBILITIES:**

### **Nursing Program Policies and Dates:**

Please refer to the 2011-2012 Grande Prairie Regional College Calendar and the University Of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook for specific nursing program policies and dates.

### **Assignment Policy:**

All assignments are expected 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.

*Assignments will only be accepted through e-mail, face-to-face with instructor, and through the nursing office-timed and dated by Nursing Office personnel. Assignments placed in or under an instructor's office door WILL NOT be accepted.*

**A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours.**

### **Labs and OSCE's**

Students are expected to wear scrubs to all labs. You will not be permitted to wear scrubs to other classes. A 10 minute allowance will occur at the end of the lab to allow time for changing clothes.

### **Attendance**

Attendance at orientation, labs, and clinical is expected; absence will jeopardize successful completion of the course.

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Please refer to the 2011/12 Grande Prairie Regional College Calendar for policies regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

**January 5-February 17<sup>th</sup>/2012**

**Clinical Days: AC1, AC2; Varies (Please refer to Clinical Schedule)**

**Seminars: A2; Fridays: 0830-1120 (Room: H225)**