



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

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

**NURSING 3900
Nursing in Context C
Fall 2005**

COURSE OUTLINE

Dorothy Eiserman, RN, PhD, Course Leader

Office: H202 Phone: 539-2756
Email: deiserman@gprc.ab.ca

Joanne Ball, RN, BScN.

Office: H214 Phone: 539-2892
Email: jball@gprc.ab.ca

Mary Clare Binns, BScN, RN

Office: H230 Phone: 539-2894
Email: mcbinns@gprc.ab.ca

Originally developed by the Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, May 2004

©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 2004.

Nursing 3900 Course Outline

CALENDAR STATEMENT:

NURS 3900 Nursing in Context Collaboration *5 (fi 10) (first term, 1.5-6s-3 in 6 weeks).

Within the context of primary health care focus is on restoration, rehabilitation and support of clients experiencing more acute variances in health. Discussion related to health promotion and disease prevention continues. Advanced health assessment and nursing skills are introduced. Prerequisites: NURS 151, 291, 294, 295.

COURSE HOURS: LEC: 9 SEM: 36 LAB: 18

COURSE DESCRIPTION:

Through the process of Context-Based Learning, the goal of this course is to continue development of concepts of health, health promotion, professional nursing, and human responses across the lifespan. The focus shifts to care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health.

COURSE OBJECTIVES:

In addition to maintaining competency with previous course objectives, and based on the current Core Concept Map, upon completion of Nursing 390, the nursing student will be able to:

1. Apply concepts and principles of primary health care in acute & complex practice settings when analyzing issues related to the delivery of health care in Canada and their implications for registered nurses
2. Demonstrate skills and attitudes for learning.
3. Demonstrate an understanding of the role of the nurse in social and political action at a beginning level.
 - Support rights and responsibilities of the client.
 - Identify issues of power that need investigation.
4. With minimal assistance, demonstrate competence in using information technology to support scholarly activity
5. With minimal assistance, demonstrate competence with self-directed, context-based, small-group learning.
6. With guidance, analyze knowledge related to biological, psychological, sociological, cultural and spiritual dimensions of the human response to acute and complex variances in health.
7. Analyze and apply nursing knowledge according to selected models and theories.

8. With minimal assistance, demonstrate competence with the application of the nursing process/clinical decision-making process with clients experiencing acute and complex variances in health.
9. With minimal assistance, apply knowledge of the research process to nursing
10. With assistance, demonstrate competence in dealing with ambiguity and diversity.
 - In assisting clients in decision-making
 - In evaluating resource networks
11. Demonstrate beginning competence in leadership and management skills
 - With guidance:
 - Use effective time management strategies
 - Apply decision making processes
 - Lead small group of peers
 - Evaluate self and others
12. Discuss roles and functions of registered nurses in acute and complex settings:
 - Demonstrate an understanding of delegation
 - Analyze effective decision making
13. Demonstrate caring in complex situations.
14. With guidance, demonstrate competence in developing and modifying a plan of care which illustrates collaboration with the client and members of the health care team.
15. Demonstrate competence in selected nursing skills for care of clients experiencing acute and complex variances in health.

REQUIRED RESOURCES

1. Core Concept Map: Nursing 3900
2. Working Definitions
3. Learning Packages
4. Graduate Competencies and Level Outcomes
5. Grade Descriptors
6. Other site-specific resources

REQUIRED TEXTS:

Fortinach, K.M. & Holoday-Worret, P.A. (2003) *Psychiatric nursing care plans* (4th ed.). St. Louis, MO: Mosby

Fortinash, K.M. & Holoday-Worret, P.A. (2004). *Psychiatric mental health nursing* (3rd ed.). St. Louis, MO: Mosby.

- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-Surgical nursing: Assessment and management of clinical problems*, (6th ed.) St. Louis, MO: Mosby.
- . McIntyre, M. & Thomlinson, E., & McDonald, C. (2006). *Realities of Canadian nursing: Professional practice and power issues* (2nd ed.) Philadelphia, PA: Lippincott.
- Pilletteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia, PA: Lippincott

RECOMMENDED TEXTBOOKS:

- Ross Kerr, J., & MacPhail, J. (2002). *Canadian Nursing: Issues and perspectives* (4th ed.) St. Louis, MO: Mosby.

Pathophysiology textbook
Pharmacology textbook
Laboratory Tests & Diagnostic Procedures Text
Other references as needed

REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

RECOMMENDED LEARNING EXPERIENCES:

1. Fixed Resource Sessions

Important Dates:

- September 12, 2005** Last day to change registration adding fall semester and full-year courses.
- September 19, 2005** Last day to change registration by dropping fall semester and full-year courses. Students dropping fall or full-year courses after this date will be assessed full fees for those courses. Fall fees are due. Last day to opt out of the Student Health plan.
- October 12, 2005** Last day to withdraw with permission from first block in second and third year Nursing. Withdrawal from a course after this date will result in a failing grade.

Grading System:

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.

Alpha	4-point equivalent	Descriptor
A+	4.0	
A	4.0	Excellent
A-	3.7	First Class
B+	3.3	Standing
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	

These are considered passing grades in Nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

These are NOT considered passing grades in Nursing courses.

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 2004-05 Grande Prairie Regional College calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

Assignment Policy (GPRC Department of Nursing Education Policy)

It is expected that ALL assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions 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 one alpha grade for each working day that an assignment is submitted after the due date will be deducted from the final mark. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 4:00 p.m. and must be verified (stamped with date and time) by Nursing office personnel.

Course Evaluation :

1. Evaluation of student in tutorial will be based on the course objectives and on:
 - Content
 - Critical thinking
 - Group process
 - Communication
 - Nursing practice
 - Writing across the curriculum.
2. An evaluation plan congruent with Year 3 level outcomes (from Graduate Competencies and Level Outcomes document) is required.

<u>Assignment</u>	<u>Weighting</u>	<u>Due</u>
Student Performance in Tutorial	15%	End of course
Scholarly Paper	30%	October 11, 2005 at 0830
Clinical Judgment Exercise	15%	September 14, 2005 at 0830
Final Exam	40%	October 27 0830-1200
OSCEs	Pass/Fail	October 24, 2005 0830-1700

1. Evaluation of Student Performance in Tutorial (15 %)

Attendance at CBL tutorials is required; absence will jeopardize successful completion of the course. By the end of the course the student must **consistently** demonstrate appropriate behaviours in order to pass. (See Academic Documents on Blackboard for the Evaluation Form and Grading Guide. Students are expected to complete a **written self-evaluation** at the completion of the course, the instructor will complete an evaluation and the grade will be discussed between the tutor and student.

2. Clinical Judgement Exercise (15 %)

Students will be given a nursing situation and asked to provide a solution to the health care problem. This assignment will be given to students on September 13, 2005 at 1120 hrs and will be **due on September 14, 2005 @ 0830**.

Areas that you will be asked to specifically address are:

1. What assessments would be necessary?
2. What nursing diagnoses would be probable? What would the priority nursing diagnosis be? Provide your rationale for choosing that priority.
3. What are the expected outcomes for the client, related to the priority nursing diagnosis.
4. What nursing interventions are required to address the problem identifies in the priority nursing diagnosis. Provide rationale for these interventions.
5. How would you evaluate the expected outcomes related to the priority nursing diagnosis.

References are required. At least two nursing research studies are required. APA format, (5th edition) is to be used to cite and record the references.

3. Scholarly Paper (30 %)

Each student will write a scholarly paper describing, discussing and analyzing a health care trend* or issue** related to professional nursing practice.

- Trend -“a general direction and tendency (esp. of events, fashion, or opinion, etc...)”
The Concise Oxford Dictionary of Current English, 8ty Edition, 1990.
- Issue -“a point in question or a matter that is in dispute, the decision of which is special or of public importance; a point at which a matter is ready for discussion.”
from LaSor & Elliott (1977). Issues in Canadian nursing. Scarborough, ON: Prentice-Hall.

Suggested topics for this paper are listed below. If a student wants to choose a topic not listed, they are advised to discuss the chosen topic with their tutor to confirm its appropriateness.

Suggested topics:

- Specialization in nursing
- Nursing unions
- Ethical issues
- Graduate education
- Professional regulatory bodies
- Image of nursing
- Legislation relative to nursing
- Spiritual Care
- Advanced Nursing Practice
- Nursing Informatics
- Professional boundaries
- Legal issues
- Nursing research
- International nursing
- Nurse abuse
- Leadership in nursing
- Quality of nurses' work life
- Nursing Workforce Issues
- Interdisciplinary Health Care Teams
- Role of nurses in policy development

The paper should include:

- definition/description of the issue; discussion/explanation of the trend
- history and/or evolution of the issue/trend (if applicable)
- current factors influencing the issue/trend
- implications now and in the future for nurses/nursing, clients or the health care system

APA format is required. Papers will be a **minimum of 1250 and a maximum of 1500 words**, exclusive of title page and references.

4. **Exam (40 %)**

This three hour final examination will consist of multiple choice and short answer questions. It will include **all materials** listed in the core concept map, **material covered in labs and fixed resource sessions**.

5. **OSCEs (Pass/Fail)**

- OSCEs will be graded as either pass or fail
- To achieve a passing grade, all identified essential/critical components of the skill must be demonstrated
- Students must pass OSCEs to obtain credit in the course.
- If unsuccessful on first test, opportunity for two retests within the next 5 days can be given. Students will be given remedial work as identified by instructor and student, based on learning needs.
- Before booking for a retest, students must show they have completed the remedial assignment.