



DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – NURSING 3910

FALL I (SECTION A2/AC1/AC2) – THIRD YEAR MEDICAL/SURGICAL PLACEMENT

(SEPTEMBER 2, 2015-OCTOBER 23, 2015)

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****COURSE LEADER: Deena Honan RN, MsN****

PREREQUISITE(S)/COREQUISITE: NS 2910, 2940, 2950; NS 3900

REQUIRED TEXT/RESOURCE MATERIALS:

U of A Collaborative BScN Program Documents

1. Working Definitions
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
3. Graduate Competencies and Year-End Outcomes 2014-2015
4. Grade Descriptors
5. Moodle Resources
6. Medical/ Surgical Nursing Textbook
7. Pathophysiology Textbook
8. Pharmacology Textbook, Nurses Drug Guide, or credible App
9. Other references as needed

CALENDAR DESCRIPTION:

NURS 3910 - Nursing Practice V:

Nursing practice focuses on restoration, rehabilitation, and support (including health promotion and disease prevention) of clients experiencing more acute variances in health across the life span. Practice occurs in primary, secondary, and tertiary level acute care settings.

CREDIT/CONTACT HOURS:

LEC: 0

SEM: 21

LAB: 14

CLINICAL: 182

DELIVERY MODE(S): This 7-week course will consist of a day of lab and orientation at the college and at the clinical site, where there is face-to-face instruction with the instructor. The remaining weeks are on the medical/surgical ward (3 NORTH/4 SOUTH) with direct instructor supervision. This course also uses Moodle for distribution of course documents and weekly postings. Seminars occur weekly with the instructor.

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.

OVERARCHING STATEMENT

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes 2014-2015*. Attention must be given to the competencies that are identified as being relevant to NURS 3910.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes 2014-2015*. Attention must be given to the Year 3 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 (2013) and all other CARNA standards**
 - **The CNA Code of Ethics for Registered Nurses (2008).**
1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
 2. Demonstrate, independently or with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes 2014-2015*.
 3. Demonstrate, with guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing more acute variances in health.
 4. Demonstrate, with guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of settings (primarily, secondary and/or tertiary level acute care settings).
 5. Demonstrate, with minimal guidance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
 6. Demonstrate the ability to integrate knowledge into clinical practice.

REQUIRED LEARNING EXPERIENCES:

In order to pass NS 3910, students must demonstrate safe ethical nursing practice, professional behavior, 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 an acute care setting with adults or children, and/or home care which will include nursing care of clients and families experiencing increasingly complex and more acute variances in health.
2. Where the clinical setting allows, students will co-ordinate care for 3 clients. Alternately, bearing in mind the characteristics of specific placement settings such as client acuity level, students will then co-ordinate care for 2-3 clients. The emphasis should be on learning depth and breadth and client safety.
3. Participate in site-selected lab activities (see 'Map of Theoretical Labs, Clinical Labs and Clinical Seminars').
4. Use a nursing model to assess and intervene with clients and their families.
5. Participate in client and family education.
6. Collaborate with client, family, community, nurses, and members of other disciplines.

LEARNING OUTCOMES: SEE COURSE OBJECTIVES

TRANSFERABILITY:

NURS 3910 is transferable to the following sites: UofA, RDC & KC.

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.

**** 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**

EVALUATIONS:

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

Math Calculation Exam	Pass <hr/> Fail
<p>I. 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 of 90% is required. There will be no weighting on this exam in the overall grade in the course but will be assessed under the ENP criteria for safe practice.</p> <p>II. Students will be allowed 2 opportunities to rewrite if they are not successful in the first exam.</p> <p>III. Failure to achieve a passing grade on the math calculation exam after the third re-write will result in the student being asked to withdraw from the course.</p>	
Concept Map Assignment	30 %
<p>A concept map is a diagram of patient problems, supporting data, interventions and evaluations. Your ideas about patient problems are the “concepts” that will be diagrammed. These maps are used to organize patient data, analyze relationships in the data, and enable you to take a holistic view of the patient’s situation.</p> <p>Concept mapping requires critical thinking to analyze relationships in clinical data. Critical thinking and clinical reasoning are used to formulate clinical judgments and decisions about nursing care. The important ideas that must be linked together during the concept map are the medical and nursing diagnoses, along with all the pertinent clinical data. Through concept mapping of diagnoses and clinical data, you can evaluate what you know about the care of your patient and what further information you need in order to provide safe and effective nursing care.</p> <p>Note: Full directions on the requirements for this assignment are available in the Course Syllabus.</p>	
Evaluation of Nursing Practice (ENP)	70 %
<p>Students must pass the ENP in order to pass the course.</p> <p>If a student receives an “F” in any one area of the ENP criteria it constitutes a clinical failure. If a student does not pass the ENP he/she will obtain an overall grade of no greater than “D” in the course.</p>	
<p>To encourage the development of transformative learning, it is recommended that client preparation, reflective practice, nursing care and case scenarios be evaluated through discussion during the clinical day and seminar.</p> <p>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 posted on Moodle.</p>	
	100 %

LATE ASSIGNMENTS:

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. When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

**** Please check with your individual instructor about how to submit assignments ****

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 instructor.

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	90 – 100	4.0	Excellent
A	85 – 89.9	4.0	
A-	80– 84.9	3.7	Very Good First Class Standing
B+	77 – 79.9	3.3	
B	73 – 76.9	3.0	Good
B-	70 – 72.9	2.7	
C+	67 – 69.9	2.3	Satisfactory
C	63 – 66.9	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

****NOTE** 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. Refer to the 2015-2016 Grande Prairie Regional College Calendar for further details regarding the grading policy and progression criteria in the Bachelor of Science in Nursing Program.****

STUDENT RESPONSIBILITIES (See the 2015-2016 College Calendar section titled: Student Conduct):

ATTENDANCE

Students are expected to be punctual during their clinical experience in the agency. Attendance and participation is expected of all students in all seminars, labs, and clinical days. If you must be absent from a scheduled activity in the clinical agency, the student must contact the agency directly and also inform the instructor. A student who is absent for more than two (2) clinical days in one clinical nursing course is at risk for clinical failure.

PROFESSIONAL DRESS

Students are expected to abide by the dress code of the particular agency. It is expected that all students will wear a GPRC name tag at all times, including clinical areas where you may be observing (i.e. OR, RR, PAC, ICU, ER, dialysis, and the Cancer Clinic).

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

FALL I: SEPTEMBER 2, 2015-OCTOBER 23, 2015		TIME	ROOM #
CLINICAL SCHEDULE:	Each student will have their own clinical schedule prior to the start of the course.		
SEMINAR SCHEDULE:	Fridays	0900-1120	F309
	Wednesday, September 2	Orientation 1000-Finish	F309
	Wednesday, September 9	First Day of Clinical 0645-1900	QEII Hospital
	Friday, September 18	Reflective Journal Due 0900	Individual Instructor
	Friday, October 2	Concept Map Due 0900	Individual Instructor
	Friday, October 9	Simulation Experience 0830-1120	H225
	Friday, October 23	Final Clinical Evaluations	To be booked w/ individual instructor