



UNIVERSITY OF ALBERTA COLLABORATIVE BACCALAUREATE NURSING PROGRAM



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

NURSING 3940 Nursing in Context C1 Winter 2010 January 5, 2010 – February 19, 2010 February 22, 2010 – April 16, 2010

COURSE OUTLINE

Block 1

Name	Office	Phone	Email
COURSE LEADER/Tutorial Instructor: Dorothy MacIntyre M.Ed.,BN.RN	Office: H 231	Phone: 539-2048	dmacintyre@gprc.ab.ca
Tutorial Instructor: Kelly Socha, RN, BScN	Office: H 133	Phone: 539-2028	ksocha@gprc.ab.ca
Lab Instructor: Joan Jacobson, RN	Office: H 131	Phone: 539-2046	jjacobson@gprc.ab.ca

Block 2

Name	Office	Phone	Email
COURSE LEADER/Tutorial Instructor/Lab Instructor: Dorothy MacIntyre M.Ed.,BN.RN	Office: H 231	Phone: 539-2048	dmacintyre@gprc.ab.ca
Tutorial Instructor: Dalyce Sather McNabb, RN, BScN	Office: H 226	Phone: 539-2756	dsathermcnabb@gprc.ab.ca
Lab Instructor: Shelley Brown, RN	Office: H 228	Phone: 539-2757	sbrown@gprc.ab.ca

. Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2007

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Approved: May 2009

Nursing 3940 Course Outline

CALENDAR STATEMENT:

NURS 3940 5 (0-6-3) UT 63 hours 7 weeks

Nursing in Context C1: Continuation of NURS 3900 with increasing situational complexity.

Prerequisites: , 3900, (3910 or 3950).

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 remains on care of clients (individuals, families, groups) in institutions and community experiencing acute and complex variances in health.

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

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

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

Consultation: The student provides 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 tutor now and then.

Based on the learning goals from the Learning Packages, the current Core Concept Map, and site-specific labs, upon completion of Nursing 390, 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

With minimal guidance:

- demonstrate respect for values, beliefs and rights of others

With guidance:

- demonstrate application of legal and ethical standards:
 - plagiarism
 - confidentiality
 - Code of Student Behaviour
- 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 guidance:

- 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
- discuss the role of the individual nurse in social and political action
- discuss the role of professional nursing organizations in social and political action
- describe the planning process for engaging in social and political action.

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

Independently:

- demonstrate personal responsibility for learning.

KNOWLEDGE-BASED PRACTICE:

4. Apply a critical thinking approach to nursing.

With guidance:

- apply critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- apply creative thinking, reflective thinking and insight in developing sound clinical judgment in relation to acute variances in health.

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

With guidance:

- explore selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions in response to acute variances in health
- explore selected areas of nursing knowledge related to scope of practice and professional legislation.

6. Demonstrate evidence-based practice.**With guidance:**

- 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 problems that require investigation.

7. Apply nursing and other relevant models/theories in the professional practice of nursing.**With guidance:**

- explain the use of nursing models/theories/metaparadigms
- explain 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 guidance:**

- 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.****With guidance:**

- discuss principles of primary health care with clients and families experiencing acute variances in health
- discuss knowledge of health determinants in client situations
- discuss selected health promotion activities with individuals, families and groups

With minimal assistance:

- discuss selected strategies with aggregates.

10. Demonstrate caring relationships in professional situations.**With guidance:**

- discuss how caring behaviours can influence health and healing
- demonstrate caring behaviours in interpersonal activities with clients, peers and others in the health care setting
- discuss caring relationships with clients

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

- develop cooperative relationships with others to ensure learning goals are met.

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

- use effective time management strategies in coordinating client care
- describe leadership roles
- use decision-making processes
- effectively lead a small group
- effectively perform an accurate appraisal of self and others.

13. Demonstrate the ability to deal with ambiguity and diversity.

With guidance:

- 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 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 guidance:

- identify steps of nursing process
- use appropriate verbal communication skills
- use appropriate written communication skills
- discuss effective client education
- discuss prioritization of nursing activities

Independently:

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

CONTEXT-BASED LEARNING:

15. Demonstrate competence with context-based learning.

Independently:

- describe the components of context-based learning:
 - self-directed learning
 - group process
 - CBL process
- use the nursing process to plan nursing care for selected clients:
 - selected assessment skills
 - problem identification
 - outcomes
 - interventions
 - evaluation
- 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
 - self-directed learning
 - influencing factors
- effectively use critical thinking in the group:
 - brainstorming
 - exploring (creativity, depth, breadth and relevancy)
 - sources of information
- use communication skills to enhance the context-based learning processes:
 - sharing personal information
 - articulation
 - clarity
 - conciseness
 - relevancy

- seeking and providing opinions, information and direction
- receiving and giving feedback
- use writing skills to enhance the context-based learning processes:
 - legibility
 - appropriateness
 - clarity
 - conciseness
 - relevancy.

REQUIRED RESOURCES:

1. Core Concept Map: Nursing 3940 (available on Blackboard)
2. Working Definitions (available on Blackboard)
3. Learning Packages: Carrie & Scott McKenzie, The Smiths, Johnny Worthington, Home Care (available on Blackboard)
4. Graduate Competencies and Year End Outcomes (available on Blackboard)
5. Tutorial Assessment Guide (TAG) (available on Blackboard)
6. Grade Descriptors (available on Blackboard)

Textbooks:

Hibberd, J., & Smith, D. (2006). *Nursing leadership and management in Canada* (3rd ed.). Toronto, ON: Elsevier Mosby.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2006). *Medical-surgical nursing in Canada: Assessment and management of clinical problems*. (1st Canadian Edition.). Toronto, On: Elsevier Mosby.

Millar, H., & Millar, M. (1999). *Sick buildings and sick schools*. Vancouver, BC: NICO Environmental Health Strategies. (Available from Kathy Weber)

Pilleterri, A. (2007). *Maternal and child health nursing: Care of the childbearing and childrearing family*. (5th ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

Pathophysiology textbook

Pharmacology textbook

Laboratory & Diagnostic Tests textbook

Nursing Care Plan textbook

RECOMMENDED RESOURCES:

Lewis, S.M., Heitkemper, M., Dirksen, S.R., Barry, M., Goldworthy, S., & Goodridge, D. (2009). *Medical-Surgical nursing in Canada: Assessment and management of clinical problems*. (2nd ed.). St. Louis, MI: Mosby.

Ricci, S.S., & Kyle, T. (2009). *Maternal & pediatric nursing*. Philadelphia, PA: Lippincott, Williams & Wilkins.

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2007). *Canadian community as partner: Theory and multidisciplinary practice*. (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

ADDITIONAL RESOURCES:

International Council of Nurses. (2005). *ICNP, Version 1: International Classification for Nursing Practice*. Geneva: International Council of Nurses. (ON RESERVE)

REQUIRED LEARNING EXPERIENCES:

1. CBL Tutorial
2. Lab Activities

ATTENDANCE AT FIXED RESOURCE SESSIONS is highly recommended and material presented in the sessions is testable on examinations.

IMPORTANT DATES:

Please refer to the **GPRC Calendar 2009 - 2010** for the following information:

- Major Deadlines
- Academic Appeal Regulations
- Course Withdrawals
- Code of Student Behaviour

COURSE EVALUATION:

1. Evaluation of student behavior in CBL tutorial will be based on the Tutorial Assessment Guide (TAG).
2. An evaluation plan congruent with Year 3 outcomes (from Graduate Competencies and Year End Outcomes document) is required.

Block 1

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	January 29, 2010
Scholarly Paper	25%	February 4, 2010
OSCEs	Pass/Fail	February 10, 2010
Final Exam	35%	February 16, 2010

Block 2

Assignment	Weighting	Due
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	March 26, 2010
Scholarly Paper	25%	April 1, 2010
OSCEs	Pass/Fail	April 7, 2010
Final Exam	35%	During exam week – TBA

LATE ASSIGNMENT POLICY:

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. Late assignments are due by 4:00 p.m. and **must be verified (stamped with date and time) by nursing office personnel.** If the paper is passed in after a weekend the weekend will count as one working day. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Please speak with your Tutor to clarify assignment submission requirements.

PLAGIARISM AND CHEATING:

Refer to the 2008-2009 Grande Prairie Regional College calendar for Academic Regulations regarding Plagiarism, Cheating and penalties related to these Academic offences. Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct.

The instructor reserves the right to use electronic plagiarism detection services.

GRADING SYSTEM:

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

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

A+ through C- are considered passing grades in nursing courses

D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Failure

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 GPRC College Calendar for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program.**

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 in NS 3940 will be translated into a 4-point equivalent; then this number will 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.**