



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, 2006
COURSE OUTLINE

Tutors:

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Originally developed by Clinical Experience Development Committee

Revised by the Learning Experiences Development Committee, May 2004

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Approved: May 6, 2004

CALENDAR STATEMENT:

Nursing 3940 – Nursing in Context C1 *5 (fi10) (second term, 0-6s-3 in 7 weeks)

Continuation of NURS 3900 with increasing situational complexity. Prerequisites: Nursing 1510, 2900, (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 communities 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 394, 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 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 guidance, demonstrate competence in using information technology to support scholarly activity.
5. With guidance, demonstrate competence with self-directed, context-based, small-group learning.
6. 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 guidance, 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, critique and analyze research articles for their applicability to nursing practice.
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. Analyze roles and functions of registered nurses in acute and complex settings.
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 3940 (attached)
2. Working definitions (available on Blackboard)
3. Learning Packages (available on Blackboard)
4. Graduate Competencies and Level Outcomes (available on Blackboard)

Textbooks:

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

Pilleterri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia: Lippincott.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2004). *Medical-surgical nursing: Assessment and management of clinical problems* (5th ed.). Toronto: Mosby.

OR

Smeltzer, S., & Bare, B. G. (2000). *Brunner and Suddarth's textbook of medical-surgical nursing* (9th ed.). Philadelphia: Lippincott.

Pathophysiology textbook
 Pharmacology textbook
 Laboratory values textbook
 Care Plan textbook

RECOMMENDED RESOURCES:

Vollman, A., Anderson, E., & McFarlane, J. (2004). *Canadian community as partner*. Philadelphia, PA: Lippincott, Williams & Wilkins.

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.

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.

• Evaluation of student performance in tutorial	15%
• Examination #1	25%
• Examination #2	30%
• Scholarly Paper	30%
• OSCEs**	Pass/fail

**** Items starred on the OSCE Required Criteria Sheet are required elements and MUST be met or the OSCE will be repeated.**

Evaluation of tutorial (15%)

Attendance at CBL tutorials/labs is expected; absence will jeopardize successful completion of the course. By the end of the course the student must consistently demonstrate the following behaviours in order to pass (Grading Guide for Students in Tutorial is posted under course documents on Blackboard). Students are expected to complete a written self-evaluation at the completion of the course. Peer evaluation will also be a part of the final evaluation. The tutor will complete an evaluation and the grade will be discussed between the student and the tutor.

Examination #1 (25%) and Examination #2 (30%)

- The tests will consist of multiple choice and short answer questions and will include material from the tutorial discussions, Fixed Resource Sessions, labs. The Core Concept Map is used as the Exam Blueprint
- Examination #1 will test material covered in the first and second scenarios, and FRS and Lab content taken to that date. Examination #2—75% of the questions will test material covered in the third and fourth scenarios, FRS, and Lab content covered since Examination #1; 25% of the questions will test material from the first and second scenarios, and FRS, and lab content relevant to them.

OSCEs (pass/fail)

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

Lab Skills Testable by OSCE:

- Blood Administration—All students
- Focused Assessment—Surgical or Mental Health

Scholarly Paper (30%)

- A. Outline for Paper – 10%
- B. Paper – 90%

For this scholarly paper, choose **ONE** of the client populations or aggregates studied in the four scenarios in NS 3940. Select one of the nursing concepts listed below which specifically relates to this population or aggregate, and explore it in depth. The literature related to the chosen concept is to be reviewed and synthesized. **Nursing assessments and interventions related to**

the chosen concept are to be included. Articles related to “concept analysis” and “review of the literature” may be especially helpful with this assignment.

Nursing Concepts:

loss/grief	resiliency	social planning
stress/coping	hope/hopelessness	social action
caring	attachment	social justice
spirituality	chronicity	political action
stigma	presence	poverty
control/power	trust	

Length – 1400 – 1600 words, excluding the Reference page, in APA format

Questions to be answered in the paper:

- What is the definition of the concept?
- What does the research say about this concept and client population
- Is there agreement among authors of the definition?
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?
- Discuss pertinent nursing assessments the nurse should make to determine whether the client population or aggregate is experiencing issues related to this concept? Are there any tools in the literature to assist nurses with this assessment?
- What nursing interventions are indicated for clients experiencing issues related to this concept, and how would the nurse apply these interventions to clinical practice with the chosen population.

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.

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 equivalence	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. **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.