



**UNIVERSITY OF ALBERTA
COLLABORATIVE BScN PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

NS 3940 COURSE OUTLINE - winter 2017, Term 1 (Sections A3_B3_L1_L2_S1)

NS 3940 NURSING IN CONTEXT C1 – 5 (0-6-3) UT 63 hours 7 weeks

January 5 - March 2, 2017

<p>Course Instructor: Liz Richard, RN, MN Office: L225 Phone: 539-2438 Email: lrichard@gprc.ab.ca Office Hours: phone for an appointment</p>	<p>Lab Instructor: Vanessa Sheane, RN, MN Office: L222 Phone: 780-539-2760 Email: vsheane@gprc.ab.ca Office Hours: As Posted</p>
<p>Course Instructor: Shelley Brown, RN, MN (Course Leader) Office: L215 Phone: 780-539-2794 Email: sbrown@gprc.ab.ca Office Hours: As posted</p>	<p>Lab Instructor: Tamara Van Tassell, RN, MN Office: H213 Phone: 780-539-2798 Email: tvantassell@gprc.ab.ca Office Hours: As posted</p>

CALENDAR DESCRIPTION:

Continuation of NS3900 with increasing situational complexity.

PREREQUISITE(S)/COREQUISITE:

Prerequisites: 3900, (3910 or 3950).

REQUIRED TEXT/RESOURCE MATERIALS:

NS 3940 Learning Packages: Epidemiology; Charlie Radcliff; the Parsons; and, Home Care (On Moodle)

Map of Theoretical Labs, Clinical Labs and Clinical Seminars (on Moodle)

2014-2015 Graduate Competencies and Year-End Outcomes (on Moodle)

NS 3940: Tutorial Assessment Guide (TAG) (on Moodle)

Canadian Nurses Association (CNA) Code of Ethics

Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2015). *Psychiatric and mental health nursing for Canadian practice*. (2nd ed). Philadelphia: Lippincott Williams & Wilkins. Or latest edition.

Balzer-Riley, J. (2013). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Chow. (2012). *Canadian essentials of maternity and pediatrics nursing*. Philadelphia: Lippincott, Williams, & Wilkins.

Day, R. A., Paul, P. P., Williams, B., Smeltzer, S. C., Bare B. (2015). *Brunner and Suddarth's textbook of Canadian medical-surgical nursing*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

Yoder-Wise, P. (2015). *Leading and managing in Canadian nursing*. Philadelphia: Elsevier.

Recommended Textbooks

Van Leeuwen, A.M., Poelhuis-Leth, & D.J., Bladh, M.L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications*. (5th ed). Philadelphia, PA: F.A. Davis Company.

Lippincott Williams & Wilkins (2016). *Lippincott's NCLEX-RN pass point powered by Prep-U*. Philadelphia, PA: Lippincott Williams & Wilkins [[Online purchase through Lippincott](#)]

McIntyre, M., & McDonald, C. (2010). *Realities of Canadian nursing: Professional, practice, and power issues*. (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

McCance, K. L., & Huether, S. E. (2013). *Pathophysiology: The biologic basis for disease in adults and children* (7th ed.). St. Louis: Mosby.

Ross Kerr, J.C., & Wood, M.J. (2011). *Canadian nursing: Issues and perspectives* (5th ed.) St. Louis, MO: Mosby.

Sylvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN examination*. (6th ed.). St. Louis: Elsevier Saunders.

DELIVERY MODES: Group work, lecture, lab, simulation

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: The clinical tutor provides input every now and then.

Overarching statement: Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2014-15*. Attention must be given to the competencies that are identified as being relevant to NS 3940.

- 1) Demonstrate independently self-directed learning, critical thinking, and group process skills in utilizing context-based learning, in all learning activities.
- 2) Apply, independently, the nursing process to scenario clients experiencing acute and complex variances in health.
- 3) Demonstrate an increasing knowledge of nursing as a discipline and as a profession.
- 4) Demonstrate, independently, the ability to use professional and/or therapeutic communication skills in all learning activities.
- 5) Demonstrate knowledge of primary health care, health promotion, and disease prevention in clients experiencing more acute and complex variances in health across the life span.
- 6) Apply advanced assessment and nursing skills in all learning activities.
- 7) Demonstrate understanding of the concepts of restoration, and rehabilitation, as applied to clients experiencing more acute and complex variances in health.
- 8) Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.
- 9) Integrate the knowledge and skills acquired in all learning environments and be able to apply them to other situations.

LEARNING OUTCOMES:

Per the University of Alberta Collaborative BScN Program Course Objectives

TRANSFERABILITY:

**** This course is part of a block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to 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, 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.**

Please consult the Alberta Transfer Guide for more information

<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** 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.**

****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.

EVALUATIONS:

- 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.

Winter Term I		
Assignment	Weighting	Due
Tutorial Assessment Guide	15%	Last week of classes – specific times for TAG set with instructor
Midterm Exam	30%	January 23, 2017 room A312
Scholarly Paper APA format	25%	Feb 17, 2017 due 1630 on Moodle
OSCEs	Pass/Fail	February 6 & 8, 2017
Final Exam	30%	March 2, 2017
Passpoint Quizzes	5%(bonus marks)	Feb 28th, 2017 @1630

GRADING CRITERIA:

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.

**** 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.**

ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT
A+	90 – 100	4.0
A	85 – 89.9	4.0
A-	80 – 84.9	3.7
B+	77 – 79.9	3.3
B	73 – 76.9	3.0
B-	70 – 72.9	2.7
C+	67 – 69.9	2.3
C	63 – 66.9	2.0
C-	60 – 62.9	1.7
D+	55 – 59.9	1.3
D	50 – 54.9	1.0
F	0 – 49.9	0.0
WF	0	0.0

COURSE SCHEDULE / TENTATIVE TIMELINE:

WINTER I: JANUARY 7TH – MARCH 3RD, 2017		TIME	ROOM #	
TUTORIAL SCHEDULE:	Tues & Thurs	Liz's group	0830 - 1120	E311
	Wed & Fri	Shelley's group	0830- 1120	H211
	Friday January 13, 2017	Dr. De Villers	1300- 1600	D208
	FRS	Mondays	1300- 1420	B201
	January 12, 2017	<i>~ Last Day to Drop Course for Refund ~</i>		
	January 23, 2017	Exam # 1 – Midterm Exam	1300- 1500	A312
	January 31, 2017	<i>~ Last Day to Withdraw with Permission ~</i>		
	February 17, 2017	Scholarly Assignment Due	1630	Moodle
	February 6 & 8, 2017	OSCE Testing	0830-1120	H225
	February 24th, 2017	OSCE Re-tests	0830-1120	H225
	March 02, 2017	Exam #2 - Final	0830-1030 - A307	

STUDENT RESPONSIBILITIES:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2014-2015*. Attention must be given to the competencies that are identified as being relevant to NS 3940.

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, mental, or physical health are advised to discuss their needs with Student Services Special Needs Councilor through GPRC Student Services (780) 529-2944, as soon as possible.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, 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.

ADDITIONAL INFORMATION RELATED TO ASSIGNMENTS

MIDTERM EXAM:

The mid-term exam will be comprised of multiple choice questions on content covered in the Epidemiology and The Parsons Family Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

FINAL EXAM:

The final exam will be comprised of multiple choice questions on content covered in Charlie Radcliff and Home Care Learning Packages. Questions will arise from the Learning Goals including, pharmacology, medical terminology, pathophysiology, labs, general nursing and information presented during Nursing Fixed Resources.

Please refer to the Examination Policies located in your Student Handbook and in the 2015-16 Grande Prairie Regional College Calendar.

PASSPOINT QUIZZES:

There will be 5 Passpoint quizzes assigned to this course. For each quiz completed, the student will receive 1% regardless of the mark on the quiz. Completing the quizzes is an opportunity to practice NCLEX style questions related to medical/pediatric/oncology content. (These 5% will be bonus points!).

Instructions to use Passpoint:

1. If you have not already accessed thePoint using a Student Access Code it is strongly recommended to do so.
2. Once you have accessed Passpoint, click on "My Classes" at the top of the page.
3. Enter the class code **richard29749** in the Class Code field.
4. Your entry will be validated.
5. If your entry is not validated, check the code again and re-enter it. If it does not work, contact Online Product Support at 1-800-468-1128 or techsupp@lww.com.

SCHOLARLY ASSIGNMENT: Students will be required to write a 3000 word maximum (excluding the title page, citations and reference pages) scholarly paper according to APA (6th edition) format. The student will select a nursing concept to explore more in-depth. The student will review and synthesize the literature related to the chosen concept to address a series of questions. This assignment is intended to give students an opportunity to explore a particular concept in more depth and show how it may be applied in a practical situation. *Please refer to Course Syllabus for further information.*

ASSIGNMENT POLICY:

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 extensions. Assignments will be accepted through drop box on Moodle.

A reduction of one alpha grade for each calendar day that an assignment is submitted after the due date will be made from the final mark of the assignment. For example, an assignment marked at a B+ would receive an adjusted grade of B if handed in one day late per the policy in the Student Handbook 2016-17. Late assignments will be allowed to be put in the drop box on Moodle.

TUTORIAL EVALUATION:

Attendance at all CBL tutorials and labs is expected.

Students will be required to perform self-evaluations as well as complete peer-evaluations as determined by the group. Mid-course appointments can be made with the instructor but are optional. A summative self-evaluation (TAG) at the end of the course will be completed and submitted to the tutor.

For each student, the tutor will consider input from the individual and peers to arrive at the final grade. By the end of the course the student must consistently demonstrate appropriate behaviors in order to pass.

Evaluation of students in tutorial will be based on the TAG which includes: course objectives, graduate competencies, course content, critical thinking, group process, communication, nursing practice, and writing across the curriculum.

LABS & OSCES:

OSCEs to be tested will be chosen by the lab and tutorial instructors. OSCEs are pass/fail. In order to pass NS3940, the student will be required to pass the OSCE. A total of 3 attempts to pass an OSCE are permitted. The 3 attempts include the initial OSCE test and no more than 2 OSCE re-tests. All OSCE re-testing must be completed by the end of the course in order to receive a pass in NS3940. If the student is unsuccessful in passing the OSCE after 3 attempts; the student will receive a course failure.

**** NOTE:** Please see the Course Syllabus for more information on each evaluation. Also, refer to the Examination Policies on the GPRC website <http://www.gprc.ab.ca/about/administration/policies/>

REQUIRED LEARNING EXPERIENCES:

There are three components that make up every tutorial course of the nursing program. These components are; tutorial, laboratory, and nursing fixed resource sessions. Attendance in tutorial and laboratory is expected, attendance will be taken and performance evaluated.

1. CBL Tutorial

In CBL tutorials specific learning packages and scenarios are discussed in small groups. Under the guidance of a tutor, you and your group will brainstorm questions which you have in relation to the scenario and divide up questions for data collection. You will then gather information regarding a specific content area and present this information to the group at another tutorial session. Since tutorials are one of the cornerstones of your learning, marks are allotted for attendance and performance in tutorials. The tutor is responsible for providing a final evaluation of each student's behaviors in tutorial. Criteria for determining marks are found in the appendices of the course outline as well as a Student Self-Evaluation of Performance in Tutorial form

2. Lab Activities

In the laboratory setting, you will have the opportunity to develop communication and psychomotor skills as well as apply theoretical content. Theoretical content covered in the labs may be tested in written examinations. Selected psychomotor skills learned during lab will be tested through the testing strategy called OSCE (Objective Structured Clinical Examination). This objective examination of clinical skills is designed to ensure competence of skills prior to the start of the clinical experience. Should a student be unable to attend a lab, alternate attendance must be discussed with the lab instructor.

RECOMMENDED LEARNING EXPERIENCES:

1. Nursing Fixed Resource Sessions (FRS)

FRS includes additional presentations where a tutor or an outside expert presents information that would not normally be covered in the tutorial or lab. Please note that information from fixed resource sessions is testable material. Attendance in fixed resource sessions is highly recommended.