



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**  
Grande Prairie Regional College  
MacEwan  
Keyano College  
Red Deer College  
University of Alberta

**NURSING 3940  
Nursing in Context C1  
Winter 2007  
Course Outline**

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**Originally developed by the Clinical Experience Development Committee**

**Revised by the Learning Experiences Development Committee, April 2006**

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Approved: May 2006

## Nursing 394 Course Outline

### CALENDAR STATEMENT:

**NURS 394 Nursing in Context C1** \*5 (fi 10) (either term, 1.5-6s-3 in 6 weeks).

Continuation of NURS 390 with increasing situational complexity. Prerequisites: NURS 151, 390, (391 or 395).

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

### COURSE DESCRIPTION:

Through the process of Context-Bases 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 students 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 student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, 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. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

**Prompting:** clinical tutor provides 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:** student provides clinical 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 clinical 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. Practices 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:**

- demonstrates integrity
- demonstrates responsibility and accountability

**With minimal guidance:**

- demonstrates respect for values, beliefs and rights of others

**With guidance:**

- demonstrates application of legal and ethical standards
  - plagiarism
  - confidentiality
  - Code of Student Behavior
- demonstrates commitment to the values of the profession of nursing and support of professional development of colleagues

**2. Engages in strategies for social and political action at a beginning level**

**With guidance:**

- differentiates own values / needs/ rights / obligations from values / needs / rights / obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
- identifies nursing issues requiring social and political action
- discusses the role of the individual nurse in social and political action
- discusses the role of professional nursing organizations in social and political action
- describes the planning process for engaging in social and political action

**3. Demonstrates skills and attitudes necessary for life-long learning**

**Independently**

- demonstrates personal responsibility for learning

### **KNOWLEDGE BASED PRACTICE**

**4. Applies a critical thinking approach to nursing**

**With guidance:**

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

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

**With guidance:**

- explores selected areas of knowledge related to biological, psychological, socio-cultural and spiritual dimensions in response to acute variances in health

- explores selected areas of nursing knowledge related to scope of practice and professional legislation

**6. Demonstrates evidence based practice.**

**With guidance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describes the significance of research to practice (research studies, experts, and others)
- identifies nursing problems that require investigation.

**7. Applies nursing and other relevant models/theories in the professional practice of nursing.**

**With guidance:**

- explains the use of nursing models / theories / metaparadigms
- explains models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

**8. Demonstrates competence in health care informatics.**

**With guidance:**

- uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

**PROVISION OF SERVICE TO PUBLIC**

**9. Applies concepts and principles of primary health care.**

**With guidance:**

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

**With minimal assistance:**

- discusses selected strategies with aggregates

**10. Demonstrates caring relationships in professional situations.**

**With guidance:**

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

**11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**

**With guidance:**

- develops cooperative relationships with others to ensure learning goals are met

**12. Demonstrates beginning leadership, management and administrative skills.**

**With guidance:**

- uses effective time management strategies in coordinating client care

- describes leadership roles
- uses decision-making processes
- effectively leads a small group
- effectively performs an accurate appraisal of self and others

**13. Demonstrates the ability to deal with ambiguity and diversity.**

**With guidance:**

- identifies effects of ambiguity and diversity in all learning environments
- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected situations

**14. Demonstrates 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
- uses appropriate verbal communication skills
- uses appropriate written communication skills
- discusses effective client education
- discusses prioritization of nursing activities

**Independently:**

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

**CONTEXT BASED LEARNING**

**15. Demonstrates 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 behaviors
  - 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 394 (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:

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* (4<sup>th</sup> ed.). Philadelphia: Lippincott.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2004). *Medical-surgical nursing: Assessment and management of clinical problems* (6<sup>th</sup> ed.). Toronto: Mosby.

### OR

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

Pathophysiology textbook

Pharmacology textbook

Laboratory values textbook

Nursing Care Plan textbook

**RECOMMENDED RESOURCES:**

Vollman, A., Anderson, E., & McFarlane, J. (2004). *Canadian community as partner*. 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:**

- |                         |  |
|-------------------------|--|
| <b>January 4, 2007</b>  | Last day to confirm registration. Registrations not confirmed by this date will be cancelled.  |
| <b>January 10, 2007</b> | Last day to change registration adding winter semester courses.  |
| <b>January 17, 2007</b> | Last day to change registrations dropping winter semester courses.   |
| <b>January 26, 2007</b> | Last day to withdraw with permission from first block classes in Nursing. Withdrawal from a course after this date will result in a failing grade. |

## 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.

<u>Assignment</u>	<u>Weighting</u>	<u>Due</u>
Tutorial Assessment Guide	15%	End of course
Examination #1	25%	January 26, 2007, 1300-1550
Scholarly Paper	25%	February 5, 2007 at 1200
Final Exam	35%	February 15, 2007, 0830-1130
OSCEs	Pass/Fail	February 9& 12, 2007, 0830-1130

### **Tutorial Assessment Guide (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 demonstrate the behaviors described in the Tutorial Assessment Guide in order to pass. Students are expected to complete a written self-evaluation at the completion of the course. The tutor will complete an evaluation and the grade will be discussed between the student and the tutor.

### **Examination #1 (25%) and Examination #2 (35%)**

- 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, FRS and Lab content taken to that date. (First two labs)
- 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.

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

### Lab Skills Testable by OSCE:

- Blood Administration—All students

### Scholarly Paper (25%)

For this scholarly paper, choose **ONE** of the client populations or aggregates studied in the four scenarios in NS 3940. (infants, children, adolescents, young adults, elderly)

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.

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 before proceeding.

#### Nursing Concepts:

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

**Length** – 10 pages, excluding the title page and reference page, in APA format.

## Scholarly Paper (continued)

### Guidelines for the paper:

#### (a) Discussion of the concept:

- What is the definition of the concept?
- Is there agreement among authors about a definition?
- What does the research say about this concept and client population
- Are there related concepts? What are they?
- How is this concept related to health and/or illness?

#### (b) Assessments relevant to the concept:

- 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?

#### (c) Interventions relevant to the concept

- 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.

**NOTE:** the following resource may be helpful:

Bulechek, G.M., & McCloskey, J.C. (1999). *Nursing Interventions: Effective Nursing Treatments* (3<sup>rd</sup> ed.). Philadelphia: W.B. Saunders. (ON RESERVE)

## 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.

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

## Plagiarism and Cheating

Refer to the 2006-2007 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 uses the alpha grading system and the following approved letter codes for all programs and courses offered by the College.

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

**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.