UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 390

Nursing in Context C

September 3, 2014- October 22, 2014

Tutors

Bev Maron RN MScN (Group A)
Candi Muise BScN RN MN (Group B and Labs)

NURSING 390
NURSING IN CONTEXT C
COURSE OUTLINE

CALENDAR STATEMENT

NURS 390 Nursing in Context C *5 (first term, 6s-3 lab in 7 weeks).

Within the context of primary health care focus is on restoration, rehabilitation and support of clients experiencing more acute variances in health. Discussion related to health promotion and disease prevention continues. Advanced health assessment and nursing skills are introduced.

Prerequisites: NURS 291, 294, 295.

COURSE HOURS

LEC: 9   Seminar: 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 shifts to care of clients (individuals, family, groups) in institutions and community experiencing acute and complex variances in health.

TUTOR INFORMATION

Tutor for Group A:
Bev Maron RN MScN
Phone (Office): 780-791-4961
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Tutor for Group B & Lab Component
Candi Muise BScN RN MN
Phone (Office): 780-791-8921
Email: Candi.Muise@keyano.ca

Tutor will be available for student consultation in office from Monday to Friday. Please contact your tutor or nursing office administration (780-791-4889) to arrange a time.

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.

Definition of terms:

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

Information: Tutor tells student specifics about a concept, topic.

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

Consultation: Student provides tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: The tutor provides input every now and then.

<u>OBJECTIVES</u>

Overarching statement: Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes* (with cross references to courses) 2014-2015. This document is found in the 2014-2015 Nursing Program Handbook. Attention must be given to the competencies that are identified as being relevant to NURSING 390.

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 understanding of the client as individuals, families, and groups.

4. Demonstrate increasing knowledge and understanding of nursing as a discipline and as a profession.

5. Demonstrate, with minimal guidance, the ability to use professional and/or therapeutic communication skills in all learning activities.

6. Demonstrate knowledge of primary health care, health promotion, and disease prevention as applied to clients experiencing more acute and complex variances in health across the life span.

7. Demonstrate understanding and the ability to perform advanced health assessment and nursing skills.

8. Demonstrate increasing understanding of the concepts of restoration, rehabilitation as applied to clients experiencing more acute and complex variances in health.

9. Integrate the knowledge generated from working through the course scenarios, and be able to apply this knowledge to other situations.

10. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

REQUIRED RESOURCES

    1. All required texts, labs, knowledge and experience from previous nursing courses
    2. Nursing 390 documents posted on Moodle

REQUIRED LEARNING EXPERIENCES

    1. Context Based Learning Tutorial
    2. Lab Activities
    3. Fixed Resources as per timetable

NURSING PROGRAM POLICIES

Please refer to the Nursing Program Student Handbook 2014-2015 for specific Nursing Program Policies.

Please see Keyano College Credit Calendar 2014-2015 for an overview of the Student Rights, Responsibilities, Student Misconduct and Discipline, and the Student Appeal Process.

Students are expected to be familiar with the CARNA Nursing Practice Standards and the Canadian Code of Ethics for Registered Nurses.

REQUIRED EVALUATION

    1. Evaluation of student behavior in Context Based Learning tutorial, fixed resource sessions and laboratory activities 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.

In order to successfully complete this course, all evaluation components must be completed and submitted.

SCENARIOS

Five Scenarios will be covered over a seven-week period

1.   Thomas
2.   Celine Turcotte
3.   Janice Kay
4.   Thompson & Kowalchuk
5.   Understanding Professional Nursing Practice

LABS

Using previously learned knowledge, the student will make appropriate assessments for each psychomotor skill. _Note:_ All required readings, worksheets and handouts are to be read / completed prior to the commencement of the scheduled laboratory time. Refer to Nursing 390

Laboratory documents on Moodle for additional details and to the 390 Timetable for specific times and rooms.

Students are to follow the Nursing Student Handbook for psychomotor lab attire, which includes wearing the clinical uniform (navy blue scrubs) when participating in all psychomotor skill labs.

1. **Intravenous Medications**

2. **Fluid and Electrolyte Review/ Arterial Blood Gas Interpretation** (must review fluids/electrolytes lab from N294 prior to this lab; recommended to review fluids and electrolytes tutorial on Potter and Perry CD).

3. **Ostomy Care**

4. **Enteral Feeds and Total Parenteral Nutrition** (must review abdominal assessment lab from N194 and N294 prior to this lab).

5. **Cardiac Assessment and Management of Chest Pain** (must review cardiovascular lab from N194 prior to this lab).

FIXED RESOURCE SESSIONS

Fixed Resources are seminars where additional information relevant to the course or assignments is presented either through interactive lectures and/or medium/high fidelity simulation. Given that fixed resources provide an opportunity to maximize learning and that the material will be tested, attendance is an expectation. Please refer to the 390 timetable for specific topics, dates, times, and rooms.

1. **Roy Adaptation Model**

   The Roy Adaptation Model will be discussed in relation to application for the Nursing 390 scenarios and future clinical experiences.

2. **Medium/High Fidelity Simulation**

   Offered at the discretion of the Tutor pending time and resources.

OVERVIEW OF COURSE EVALUATION		
METHOD OF EVALUATION	**DATE(S)**	**PERCENTAGE OF FINAL GRADE**
Scholarly Paper	October 6th, 2014 by noon	40%
4 Post Scenario/Lab Quizzes	See timetable	20%
TAG Evaluation	October 20nd, 2014	Pass/Fail
OSCE	October 14th and 15th, 2014	Pass/Fail
Final Exam	October 22th, 2014	40%

See timetable for dates and times.

STUDENTS' PEER EVALUATION OF GROUP MEMBERS

In addition to formal evaluation, informal verbal peer evaluation will take place at the beginning of each brainstorming class. Students will be asked to provide constructive and informative feedback. Approximately 10 minutes will be allotted for this.

When evaluating each group member's role (see Appendix B) and active participation, please keep the following principles of giving evaluative feedback in mind. Although the reference is dated, the principles remain applicable. The reference for this list of principles is as follows:

Lehner, G.F.J (1975). *Aids for giving and receiving feedback*. University Associates Publishers.

1.   Focus evaluative feedback on behavior rather than the person.
2.   Focus evaluative feedback on actual observation of actual behavior versus interferences, assumptions, or interpretations.
3.   Focus evaluative feedback on description rather than judgment.
4.   Focus evaluative feedback on specifics rather than generalities.

COURSE EVALUATION

1. **Scholarly Paper (40%) DUE DATE: October 6th, 2014, by 1200 hrs.**

    Each student must submit a scholarly paper on one of the topics listed below. In this paper, students will discuss theoretical **and** research perspectives of the topic and develop a practical (nursing practice) and critical analysis of the information presented. Your paper must also discuss implications related to nursing, nursing practice, and health care.

    Suggested topics for this paper are listed below. If a student wishes to choose a topic not listed, you are advised to discuss the chosen topic with your tutor to confirm its appropriateness.

    Suggested topics:

    - Advanced nursing practice in Alberta
    - Conflict management in nursing
    - Retention and job satisfaction
    - Effective leadership in nursing
    - Patient safety
    - Nursing staff-mix ratios (ANP, BScN-RN, LPN, unregulated healthcare worker)
    - Cultural competence and nursing
    - Mentorship and nursing
    - Bullying climate in nursing
    - Multi-generational nursing workforce

The paper should include:

- Introduction of paper
- Explanation of paper topic:
    - Define and explain topic
    - Why is this topic important to nurses, nursing and health care (brief)
- Describe and critically analyze the topic/focus of paper:
    - Discussion of theoretical and research perspectives
    - History and/or evolution of the issue/ trend
    - Current factors influencing the issue/trend
    - Appropriate and relevant research used to back up this discussion
- Detail implications for nursing practice, nurses, clients and the health care system
- Conclusion

All information used in this paper should be based on research evidence (journal articles - primary and secondary articles) and should be referenced accordingly. Minimum of eight (8) journal articles plus other literature should be utilized. **All articles used for this paper will be handed in with the paper (not emailed).** Articles will be returned after grading.

APA (6th edition) format is required. Papers will be <u>no longer than 8 pages</u> exclusive of title page, reference pages and appendices. Papers will be graded according to the Scholarly Marking Guide **(Appendices D & E).**

Drafts of the paper will not be accepted. However, the tutor will be available for discussion regarding the paper's content. Students will contact tutor to discuss any required extension prior to the due date of the assignment**.**

Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

2. **Post Scenario/Lab Quizzes (20%)**

   Students will complete a quiz which will cover the content from both the scenario and corresponding lab(s).

   Quizzes will be completed online and can be accessed on Moodle according to the course timetable. These online quizzes can be completed at the location of the student's choice pending computer and internet access. Each quiz will be 20 multiple choice questions and the student will only have one attempt to complete the quiz once it has been started. The quiz must be completed within a 30 minute time frame. During the online quiz the student will submit their answers immediately before going on to the next question. **The student will not be able to review/change answers during or at the end of the quiz**. The student is responsible for discussing any computer/internet access issues with the tutor at least **one day prior** to the quiz dates listed on the course timetable.

3. **CBL Seminar/Lab Evaluation**

   a. <u>**Self Reflective CBL Seminar/Lab Evaluation (TAG) (Pass/Fail)**</u>

   A sign-up sheet for evaluation times will be posted.

   These evaluations will be held in the tutor's office (refer to timetable for dates). Students are required to write a reflective self-evaluation based on the criteria found in **Appendix A**. The student is expected to assign a pass/fail mark based on the Tutorial Assessment Guide (TAG) found in **Appendix A**. A copy of Context-Based Learning Group roles can be found in **Appendix B**. Please pass in your reflective self-evaluation **at least 2 days** before your evaluation with your tutor.

   Students are to come to their CBL evaluation with a detailed self-reflection on how they met the course objectives. This reflection should include examples and evidence from the literature. Ensure your reflection includes how behaviors expected of a professional were demonstrated.

   The tutor and the student will review the student's self-evaluation. The tutor will finalize the student's pass or fail mark based on the Tutorial Assessment Guide found in

Appendix A. It is recommended that each student begin the seminar/lab evaluation at the beginning of the semester.

Note: A midterm evaluation will be provided to any student who is at risk of failing the CBL component. The evaluation criteria will be the same as found in **Appendix A. In order to pass Nursing 390 the student must receive a pass in the Tutorial Assessment Guide of Students in CBL Seminars/Labs.**

4. **OSCE (Pass/Fail)**

OSCEs will be held according to the course timetable. A sign-up sheet for OSCEs will be posted. Each student will have 20 minutes to complete the physical assessment component of the OSCE and 10 minutes to complete the written component of the OSCE.

The OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. For more information on the OSCE please refer to **Appendix C.**

Students must successfully complete their OSCE in order to pass Nursing 390. The pass mark for the OSCEs in Nursing 390 is 80%.

Students who do not successfully complete the requirements of the OSCE on the first attempt must do additional preparations before a second attempt. Students will only be allowed two attempts to receive a passing grade on the OSCE. Should a second attempt be necessary, the tutor and student will agree on a time. The second OSCE will be completed prior to the end of the course

Students who do not successfully complete the OSCE after 2 attempts will be awarded a failing grade of D in Nursing 390.

5. **FINAL EXAMINATION: (40%)**

Content from all scenarios, fixed resource session(s) and laboratory time will be included on the final examination. The examination will contain 100 multiple choice questions and the student will only have one attempt to complete the exam once it has started. The online exam must be completed within 2.5 hours and the student will submit their answers immediately before going on to the next question. **The student will not be able to review/change answers during or at the end of the exam**. Similar to the online quizzes, the exam can be accessed via Moodle during the allotted time identified on the course timetable, however please note the allotted time for the exam is **0900-1130 and is not flexible.**

Students are responsible for accessing the exam from a location and computer of their choice, including a personal or Keyano College computer. The student is responsible for discussing any computer/internet access issues with the tutor at least **one day prior** to the exam date listed on the course timetable. Tutors will be available via telephone during the final examination to report any technology issues.

Appendix A

Tutorial Assessment Guide of Students in CBL & Labs

NURSING 390 Tutorial Assessment Guide (TAG)

To be used in conjunction with the course objectives and Graduate Competencies document found in the handbook.

STUDENT'S NAME (Print): _____

TUTOR'S NAME (Print): _____

Student's overall performance will be assessed in each of the three categories.

Self-Directed Learning	**PASS/FAIL**
Group Process	**PASS/FAIL**
Critical Thinking	**PASS/FAIL**

PASS
Meets the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 3**.**

FAIL
Does not meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 3.

Please Note:

Nursing 390 is based on PASS/FAIL performance. A PASS must be achieved in all three categories found in the Tutorial Assessment Guide in order to be successful in the course.

RC	1. SELF-DIRECTED LEARNING	PASS	FAIL
	RC = Relevant Competencies (Graduate Competences and year-end Outcomes Condensed Version 2014-2015) Please refer to the course syllabus for the course objectives.		
33.3.1	1.1 Identifies gaps in knowledge.		
33.3.1	1.2 Acknowledges own strengths and weaknesses in the process of learning.		
33.3.1	1.3 Participates actively in defining own learning objectives.		
8.3,18.3	1.4 Selects appropriate resources to meet own learning needs.		
10.3 18.3	1.5 Uses credible and/or evidence-based resources to meet own learning needs.		
2.3,8.3 9.3,32.3	1.6 Demonstrates effective actions to meet own learning needs.		
33.3	1.7 Takes responsibility for actions and their consequences to self and group.		
32.3	1.8 Evaluates learning outcomes.		
32.3	1.9 Seeks constructive feedback.		
32.3	1.10 Responds to constructive feedback.		

Comments:

RC	2. GROUP PROCESS	PASS	FAIL
33.3.3 27.3	2.1 Contributes to the development of group objectives and norms.		
33.3.3	2.2 Helps keep the group task oriented.		
33.3.3	2.3 Communicates ideas and information using a variety of communication skills.		
33.3.3	2.4 Assumes leadership role in group interaction.		
33.3.3 33.3.2	2.5 Actively facilitates the learning of others.		
33.3.3 26.3	2.6 Respects the values and opinions of others.		
33.3.3	2.7 Provides constructive feedback to others.		
33.3.3	2.8 Completes all tasks as negotiated within the group.		
33.3.3 27.3	2.9 Takes constructive action to address group concerns or conflict.		
33.3.3	2.10 Is present and punctual.		

Comments:

RC	3. CRITICAL THINKING	PASS	FAIL
2.3,11.3 **12.3,13.3**	3.1 Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.		
2.3,11.3.1 **2.3,13.3**	3.2 Identifies and clarifies the elements of the scenario/situation/ context.		
2.3,11.3, **12.3**	3.3 Interprets, analyses, and applies relevant theories, concepts, and facts.		
8.3,9.3, **15.3**	3.4 Makes links with prior relevant readings experience or knowledge.		
8.3,9.3 **15.3,18.3**	3.5 Demonstrates an understanding of underlying concepts.		
15.3,10.3, **2.3,33.3**	3.6 Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.		
2.3,10.3, **18.3**	3.7 Checks accuracy, validity and comprehensiveness of information provided to the group.		
4.3,7.3, **14.3, 25.3**	3.8 Generates and considers alternative perspectives.		
10.3,12.3, **18.3,25.3**	3.9 Justifies reasons or actions.		

Comments:

Summary comments:

PASS / FAIL   **Date:** _____

_____   _____
            Student's Signature   **Tutor's Signature**

Appendix B

Context-based learning group roles

Group roles	Expected role behavior
Leader	Clarifies aims of group Starts class and keeps class oriented to task at hand Proposes tasks, goals and actions
Information seeker	Seeks out all pertinent information Asks for opinions, ideas, thoughts and feelings
Information Giver (expected of all students during each CBL)	Offer facts, ideas, thoughts, opinions, textbook info, journal article info
Clarifier	Clarifies, interprets, proposes suggestions, expands upon stated ideas and relationships between concepts
Summarizer	Makes sure all group members understand concepts and conclusions
Arbitrator	Observes group functioning Initiates discussion on group functioning and group process Ensures all group members have opportunity to participate and elicit interaction Acts as cheerleader for group
Note taker/time keeper	Takes note of tasks to be accomplished and who will be responsible for completion of tasks Keeps track of time to keep group on task
Gate keeper	Keeps communication channels open Facilitates participation Keeps focus on ideas
Harmonizer	Reduces any tension in group Facilitates exploration of group differences Assists with reconciliation of disagreements
Encourager	Exhibits friendliness and validation of ideas Asks for clarification/expansion of ideas Indicates understanding of ideas Acknowledges contributions of others
Compromiser	Offers compromise when ideas are in conflict Acknowledges errors made Modifies group for cohesion and growth

Appendix C

OSCE (OBJECTIVE STRUCTURED CLINICAL EVALUATION)

Purpose of an OSCE

An OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. The OSCE is purported to have the potential for testing a wide range of knowledge and skills, and can be utilized to reevaluate a large number of students in one examination period.

Description of an OSCE

During an OSCE students may rotate around a series of times stations or they may randomly draw particular skill(s) to perform. For example, students may be asked to take a focused history or perform some aspect of a physical examination. Further, students may be asked to answer short questions, to interpret client data or to record findings. In accordance with their level of performance, students will be rated and scored against set criteria.

Guidelines for an OSCE

Students must successfully complete their OSCE in order to pass Nursing 390. The pass mark will be 80%. If students are unsuccessful at the time of their initial evaluation, they may have one opportunity to repeat the OSCE. Students who do not receive passing grade after the 2nd OSCE attempt will be rewarded a failing grade of D in Nursing 390.

Appendix D
Scholarly Paper Marking Guide

Student Name: _____

Category	Evaluation	Weighting (%)	Mark
Structure	Evaluation Criteria	10	
	Title Page Introduction • Topic • Scope Problem statement • Explains topic • Identifies relevance to nursing practice Review of literature • Literature search strategy • Articles submitted Discussion • Includes own perspective Implications for nursing practice • Identifies future directions Recommendations • Flows from discussion Conclusion • Summarizes paper Headings • Levels appropriate Length • Meets requirements		

	References		
	- Aligns with topic - Peer reviewed - Current - Canadian - Primary sources - Search strategy submitted - Reference articles submitted Appendices - Label - Location		
Content	Evaluation Criteria	50	
	Assignment criteria - Addressed Literature - Integrated Competency level - Understanding (Year 1) - Application (Year 2) - Analysis (Year 3) - Critical evaluation (Year 4) Creativity - Reflected Flow - Logical - Linking - Transitions Focus Readability Development of ideas Depth and scope		

Writing Clarity	Evaluation Criteria	20	
	Precision		
	Clarity		
	Flow of ideas		
	Congruence of tense and tone		
	Sentence structure		
	Paragraphing		
	Linking		
Writing Style	Evaluation Criteria	10	
	Grammar		
	Punctuation		
	Spelling		
	Capitalization		
	Abbreviations		
Crediting Sources	Evaluation Criteria	10	
	Quotations		
	Paraphrasing		
	Citing references in text		
	Reference List		

Final Mark: _____

Tutor Comments:

_____
_____
_____
_____
_____
_____
_____

Appendix E
Competency Levels and Year End Outcomes
Bloom's Revised Taxonomy

Scholarly Writing Year End Outcome: Demonstrates understanding of content through scholarly writing across the curriculum.		
Year	Year End Outcome	Bloom's Revised Taxonomy
One	With guidance uses scholarly writing skills to understand and provide written descriptions of knowledge from nursing and other related disciplines.	Remember • Identifies relevant prior knowledge from nursing and related disciplines. • Identifies new knowledge about the concept/issue from nursing and related disciplines. Understand • Identifies the components of the concept/issue. • Summarizes knowledge from the selected literature. • Explains the relevance of the concept/topic to nursing practice.
Two	With guidance uses scholarly skills to apply knowledge derived from nursing and related disciplines.	Apply • Explains how the concept/issue is applicable in nursing practice. • Demonstrates, with supporting exemplars, the application of the concept/issue in a specific nursing practice situation.
Three	With guidance uses scholarly writing skills to analyze and synthesize knowledge from nursing and other related disciplines.	Analyze • Explores the interrelatedness of the components of the concept/issue. • Discusses the theoretical foundation of the concept/issue.
Four	With guidance uses scholarly writing skills to critically evaluate knowledge from nursing and related disciplines.	Evaluate • Critiques the evidence relative to the concept/issue. • Describes gaps/ inconsistencies in the evidence. • Compares the perspective of

		theorists from nursing and related disciplines.
		Create
		• Presents a convincing argument for the importance of the concept/topic to client care and nursing practice.
		• Draws conclusions about the concept/issue and its potential to shape the profession of nursing.

Assumption

The year-end outcomes of years two, three and four include the taxonomy criteria of the years previous to it.

References

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives. New York: Addison Wesley Longman, Inc.

2. Duan, Y. (2006). Selecting and applying taxonomies for learning outcomes: A nursing example. *International Journal of Nursing Education Scholarship*, 3(1), 1-11.

3. Jideani, V.A., & Jideani, A. (2012). Alignment of assessment objectives with instructional objectives using revised Bloom's Taxonomy: The case for food science and technology education. *Journal of Food Science Education*, 11, 34 – 42.

4. Ming Su, W., & Osisek, P. (2011). The revised Bloom's Taxonomy: Implications for educating nurses. *The Journal of Continuing Education in Nursing,* 42(7), 321-327.

5. Reeves, A.R. (2011). Where great teaching begins: Planning for student thinking and learning. Retrieved from http://site.ebrary.com/lib/keyano.

6. Whiffin, C.J., & Hasselder, A. (2013). Making the link between critical appraisal, thinking and analysis. *British Journal of Nursing* 22(14), 831-835.

This course outline has been reviewed and approved by the Program Chair.

Instructor Name, Instructor

Instructor Name, Instructor

Bev Maron, Chair   Date Authorized

Guy Harmer, Dean   Date Authorized

Signed copies to be delivered to:
Instructor
Registrar's Office