



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM  
KEYANO COLLEGE**

**COURSE SYLLABUS**

**NURSING 390  
NURSING IN CONTEXT C**

**September 4<sup>th</sup>, 2012 – October 18<sup>th</sup>, 2012**

**Tutors:**

**Candi Muise RN MN**

**Donna MacDougall RN MN**

**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 Groups A & C:  
Donna (Herald) MacDougall BScN, MN  
Phone (Office): 780-791-4975  
Email: [donna.herald@keyano.ca](mailto:donna.herald@keyano.ca)

Tutor for Group B & Lab Component  
Candi Muise BScN, MN  
Phone (Office): 780-792-5629  
Email: [candi.muise@keyano.ca](mailto:candi.muise@keyano.ca)

Tutor will be available for student consultation in office from Monday to Friday. Please contact your tutor or Cindy (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.

## **OBJECTIVES**

Overarching statement: Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes* (with cross references to courses) 2010-2011. This document is found in the 2012-2013 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 TEXTS**

See list at bookstore

## REQUIRED RESOURCES

All required texts from previous nursing courses  
Nursing 390 Documents posted on Moodle

## REQUIRED LEARNING EXPERIENCES

1. CBL Tutorial
2. Lab Activities

## NURSING PROGRAM POLICIES

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

Please see Keyano College Credit Calendar 2012-2013 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 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.

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. Understanding Professional Organizations
2. Thomas
3. Janice Kay
4. Celine Turcotte
5. Thompson & Kowalchuk

## 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 lab. Refer to Nursing 390 Lab 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. Fluid and Electrolyte Review/ Blood Gas Interpretation
2. Pediatric Assessment
3. Advanced Cardiac Assessment
4. Nasogastric Tube Insertion/ Enteral Feeding
5. Ostomies
6. Intravenous Medications

#### FIXED RESOURCE SESSIONS

Fixed Resources are seminars where additional information relevant to the course or assignments is presented. Given that fixed resources provide an opportunity to maximize learning and that the material may be tested, attendance is expected. Please refer to the 390 timetable for specific dates, times, and rooms.

#### 1. Roy Adaptation Model

The Roy Adaptation Model will be explored in order that it may be applied to the Nursing 390 scenarios and future clinical experiences.

#### OVERVIEW OF COURSE EVALUATION

METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
Scholarly Paper	October 5 <sup>th</sup> , 2012 by noon	25%
Seminar Presentation	September 28 <sup>th</sup> , 2012	15%
4 Post Scenario/Lab Quizzes	See timetable	20%
TAG Evaluation	October 18 <sup>th</sup> & 19 <sup>th</sup> , 2012	15%
OSCE'S	October 15 <sup>th</sup> & 16 <sup>th</sup> , 2012	Pass/Fail
Final Exam	October 12 <sup>th</sup> , 2012	25%

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 return to their 'working group' from the previous scenario and provide constructive and informative feedback. Approximately 10 minutes will be allotted for this.*

When evaluating each group member 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. Student–Led Seminar (15%) DUE DATE: September 28<sup>th</sup>, 2012

Groups of 3-4 students will lead a seminar from the suggested list of topics for the paper as listed below. Other nursing practice topics are also acceptable as long as they are first discussed and approved with the instructor.

Students are expected to identify and circulate the following to all class members no less than 1 week in advance of the seminar (by Moodle posting and/or paper format).

- Learning outcomes for the seminar
- Learning strategies for the seminar
- References and sources for the seminar topic.

Seminars should address theoretical perspectives and research as well as how theory and research should be used/applied by nurses.

*Students who choose the same topic for their paper/seminar are to work together across all sections of N390. Sign-up sheets will be provided.*

### 2. Scholarly Paper (25%) DUE DATE: Friday, October 5<sup>th</sup> 2012, by 1200 hrs.

Each student must submit a scholarly paper on the topic presented in his or her seminar. 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 Canada
- Conflict management and nursing
- Retention and job satisfaction
- Leadership and the safety climate
- Patient safety
- Nursing staff-mix ratios
- Cultural competence and nursing
- Mentorship/Coaching and nursing; Roles and impact
- Bullying in nursing; Incidence, prevalence, nature
- Multi-generational nursing workforce

The paper should include:

- Introduction of paper topic
  - Identify/explain/define topic
  - Why topic is important to nurses, nursing and/or 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 (if applicable)
  - Current factors influencing the issue/trend
  - Use relevant research to back up this discussion
- Implications for nursing practice, nurses, clients and/or the health care system
- Conclusion of paper

All information used in this paper should be based on research evidence and should be referenced accordingly. **All articles used for this paper should be handed in with the paper.** Articles will be returned after grading.

APA (6<sup>th</sup> edition) format is required. Papers will be no longer than 8 pages exclusive of title page and references. Papers will be graded according to the Four-Point Alpha Marking System (**See Appendix A**).

**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.**

### **3. Post Scenario/Lab Quizzes (20%)**

Students will complete a quiz which will cover the content from both the scenario and lab from the previous week. Quizzes will take place at the beginning of each brainstorming session of a new scenario, with the exception of the final scenario which will be covered in the final exam. Each quiz will be approximately 20 multiple choice questions

### **4. CBL Seminar/Lab Evaluation**

#### **a. Self Reflective CBL Seminar/Lab Evaluation (TAG) (15%)**

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 bring a reflective self-evaluation based on the criteria found in **Appendix B**. The student is expected to assign a mark based on the Tutorial Assessment Guide (TAG) found in **Appendix B**.

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 mark based on the Tutorial Assessment Guide found in **Appendix B**. 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 B**.

**In order to pass Nursing 390 the student must receive a passing grade in the Tutorial Assessment Guide of Students in CBL Seminars/Labs.**

### **5. OSCE'S (Pass/Fail)**

OSCE's will be held on **October 15<sup>th</sup> and 16<sup>th</sup> 2012**. 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. Therefore, the OSCE must be completed by Friday October 19th, 2012. 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 October 19<sup>th</sup>, 2012.

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

**6. FINAL EXAM: (25%): October 12<sup>th</sup>, 2012**

**(Refer to timetable for room and time).**

- Content from all scenarios and labs will be included.
- The exam will contain all multiple choice style questions.

**Appendix A**  
**UNIVERSITY OF ALBERTA**  
**COLLABORATIVE BACCALAUREATE NURSING PROGRAM**  
**KEYANO COLLEGE MARKING SYSTEM**

The following marking system will be used. An explanation of the criteria used with the four-point Alpha scale is as follows:

<b>Grade</b>	<b>Status</b>	<b>Criteria</b>
<b>A+, A</b>	Excellent	Exemplary integration of research-and non-research-based literature in developing, analyzing, and synthesizing ideas. Creativity is reflected. Extraordinary writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>A-</b>	Excellent	Excellent integration of research-and non-research-based literature in developing and analyzing ideas. Some creativity reflected. Excellent writing ability demonstrated. A concise, logical, well-organized assignment. Format requirements are met.
<b>B+, B</b>	Good	An attempt to integrate research-and non-research-based literature; however, ideas are not fully developed with minimal analysis. The demonstration of creativity is minimal. Minor revisions required with respect to presenting ideas in a concise, logical, and well organized manner. Minor format revisions are required.
<b>B-</b>	Good	Presents a review of research-and-non-research-based literature. Ideas are not fully developed or analyzed. Revisions required with respect to presenting ideas in a concise, logical, and well-organized manner. Format requirements are inconsistently met.
<b>C+, C</b>	Satisfactory	Demonstrates superficial research. General content areas identified. Minimal development of ideas, structure, organization and creativity. Definite revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>C-</b>	Satisfactory	Demonstrates marginal research. Lacks structure and organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D+</b>	Poor	Demonstrates poor research. Minimal structure and poor organization of ideas. Major revisions called for with respect to flow of ideas and grammatical errors. Limited application of required format.
<b>D</b>	Minimal Pass	Content requirements not fully researched or addressed. The assignment has no structure or organization. Ideas are not logically or clearly presented. Consistent errors in grammar,

		and format.
<b>F</b>	Fail	Paper is plagiarized or not handed in.

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<b>Appendix B</b> <b>Tutorial Assessment Guide of Students in CBL &amp; Labs</b>
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### NURSING 390 Tutorial Assessment Guide (TAG)

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

**STUDENT'S NAME (Print):** \_\_\_\_\_

**TUTOR'S NAME (Print):** \_\_\_\_\_

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

Excellent	Very Good	Good	Satisfactory	Unsatisfactory
(4)	(3.5)	(3)	(2.5)	(0)

#### **Excellent (4)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 3, all of the time.

#### **Very Good (3.5)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 3, majority of the time.

#### **Good (3)**

Student meets the objectives at a "Level of Independence" greater than identified in the Graduate Competencies and Year-End Outcomes for Year 3, some of the time.

#### **Satisfactory (2.5)**

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

#### **Unsatisfactory (0)**

Student fails to meet the objectives at a "Level of Independence" required in the Graduate Competencies and Year-End Outcomes for Year 3.

**Please Note:** In order to pass the CBL evaluation of tutorial and lab component of Nursing 390, a minimum score of **7.5/12** must be obtained.

Not obtaining a minimum score of 7.5/12 will result in a failing grade in Nursing 390 regardless of academic performance. In addition, an unsatisfactory mark in any of the three categories found in the Tutorial/Lab Assessment Guide will result in a failure in the course regardless of academic performance.

RC = Relevant Competencies (Graduate Competences and year-end Outcomes)						
Please refer to the course syllabus for the course objectives.						
RC	1. SELF-DIRECTED LEARNING /4 marks	E (4)	VG (3.5)	G (3)	S (2.5)	U (0)
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 /4 marks	E (4)	VG (3.5)	G (3)	S (2.5)	U (0)
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:						
<b>RC</b>	<b>3. CRITICAL THINKING /4 marks</b>	<b>E (4)</b>	<b>VG (3.5)</b>	<b>G (3)</b>	<b>S (2.5)</b>	<b>U (0)</b>
<b>2.3,11.3 12.3,13.3</b>	3.1	Analyses the scenario/situation/context in a systematic, organized way including ethical, social, legal, and political implications.				
<b>2.3,11.3.1 2.3,13.3</b>	3.2	Identifies and clarifies the elements of the scenario/situation/ context.				
<b>2.3,11.3, 12.3</b>	3.3	Interprets, analyses, and applies relevant theories, concepts, and facts.				
<b>8.3,9.3, 15.3</b>	3.4	Makes links with prior relevant readings experience or knowledge.				
<b>8.3,9.3 15.3,18.3</b>	3.5	Demonstrates an understanding of underlying concepts.				
<b>15.3,10.3, 2.3,33.3</b>	3.6	Critically reflects on own thinking and asks questions to clarify obscure points and to enhance understanding.				
<b>2.3,10.3, 18.3</b>	3.7	Checks accuracy, validity and comprehensiveness of information provided to the group.				
<b>4.3,7.3, 14.3, 25.3</b>	3.8	Generates and considers alternative perspectives.				
<b>10.3,12.3, 18.3,25.3</b>	3.9	Justifies reasons or actions.				
Comments:						
Summary comments:						

Overall Score: \_\_\_\_\_

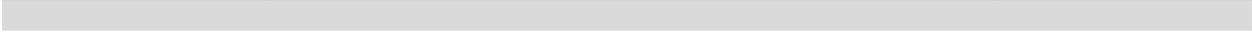
Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student's Signature**

**Tutor's Signature**



## 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 2<sup>nd</sup> OSCE attempt will be rewarded a failing grade of D in Nursing 390.