UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE

COURSE SYLLABUS

NURSING 390
Nursing in Context C
September 1, 2015 - October 22, 2015

Instructors

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.

INSTRUCTOR INFORMATION

Instructor for Group A:
Bev Maron RN MScN
Phone (Office): 780-791-4961
Email: Bev.Maron@keyano.ca

Instructor for Group B & Lab Component
Candi Muise BScN RN MN
Phone (Office): 780-791-8921
Email: Candi.Muise@keyano.ca

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

Overarching statement: Students are responsible to familiarize themselves with *Graduate Competencies and Year-End Outcomes* (with cross references to courses) 2015-2016. This document is found in the 2015-2016 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 2015-2016 for specific Nursing Program Policies.

Please see Keyano College Credit Calendar 2015-2016 for an overview of the Student Rights, Responsibilities, Student Misconduct and Discipline, and the Student Appeal Process.

Students are expected to read and familiarize themselves with the Student Code of Conduct found in the Student Handbook. Students need to be familiar with the CARNA Nursing Practice Standards and the Canadian Code of Ethics for Registered Nurses.

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

2. **Intravenous Medications**

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

4. **Ostomy Care**

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

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**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 Instructor pending time and resources.
OVERVIEW OF COURSE EVALUATION

<table>
<thead>
<tr>
<th>METHOD OF EVALUATION</th>
<th>DATE(S)</th>
<th>PERCENTAGE OF FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Paper</td>
<td>See timetable. Submit by noon</td>
<td>40%</td>
</tr>
<tr>
<td>4 Post Scenario/Lab Quizzes</td>
<td>See timetable</td>
<td>20%</td>
</tr>
<tr>
<td>OSCE</td>
<td>See timetable</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Final Exam</td>
<td>See timetable</td>
<td>40%</td>
</tr>
</tbody>
</table>

See timetable for dates and times.

COURSE EVALUATION

1. **Scholarly Paper (40%) DUE DATE: See timetable, submit by 1200 hours.**

   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 Instructor 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:
  o Define and explain topic
  o Why is this topic important to nurses, nursing and health care (brief)
• Describe and critically analyze the topic/focus of paper:
  o Discussion of theoretical and research perspectives
  o History and/or evolution of the issue/trend
  o Current factors influencing the issue/trend
  o 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 no longer than 8 pages 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 Instructor will be available for discussion regarding the paper’s content. Students will contact Instructor 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 Instructor at least one day prior to the quiz dates listed on the course timetable.
3. **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 Instructor 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.**

4. **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 Instructor at least one day prior to the exam date listed on the course timetable. Students are responsible to ensure they have a secure internet connection; WiFi is not a secure connection to the internet and may result in an internet disruption. Instructors will be available via telephone during the final examination to report any technology issues. Should any issue arise during the exam, students are responsible to contact their instructor immediately.
## Appendix B

### Context-based learning group roles

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

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<tr>
<th>Category</th>
<th>Evaluation</th>
<th>Weighting (%)</th>
<th>Mark</th>
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<td>Structure</td>
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<td>Title Page</td>
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<tr>
<td></td>
<td>Introduction</td>
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<td>• Topic</td>
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<td>• Scope</td>
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<td>Problem statement</td>
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<tr>
<td></td>
<td>• Explains topic</td>
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<tr>
<td></td>
<td>• Identifies relevance to nursing practice</td>
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<td>Review of literature</td>
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<td></td>
<td>Discussion</td>
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<td></td>
<td>• Includes own perspective</td>
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<td></td>
<td>Implications for nursing practice</td>
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<tr>
<td></td>
<td>• Identifies future directions</td>
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<tr>
<td></td>
<td>Recommendations</td>
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<tr>
<td></td>
<td>• Flows from discussion</td>
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<tr>
<td></td>
<td>Conclusion</td>
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<td></td>
<td>• Summarizes paper</td>
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<td>Length</td>
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- **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**

- **References**
  - Aligns with topic
  - Peer reviewed
  - Current
  - Canadian
  - Primary sources
  - Search strategy submitted
  - Reference articles submitted

- **Appendices**
  - Label
  - Location
<table>
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<tr>
<th>Writing Clarity</th>
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<tr>
<td>Clarity</td>
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<td>Flow of ideas</td>
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<td>Congruence of tense and tone</td>
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<td>Sentence structure</td>
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<td>Paragraphing</td>
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<tr>
<td>Linking</td>
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<table>
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<table>
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Final Mark: _____________

Instructor 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year End Outcome</th>
<th>Bloom’s Revised Taxonomy</th>
</tr>
</thead>
</table>
| 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 |
Assumption

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

References

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

_____________________________
Bev Maron RN MScN, Instructor

_____________________________
Candi Muise BScN RN MN, Instructor

_____________________________
Bev Maron, Chair Date Authorized

_____________________________
Vincella Thompson, Dean Date Authorized

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