



**Nursing & Allied Health Studies Department
School of Health, Wellness & Human Services**

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

COURSE SYLLABUS

**NURSING 494
NURSING IN CONTEXT D1**

January 5, 2016 – January 29, 2016

**Course Instructor:
Donna MacDougall: BScN, RN, MN (Groups A & B)**

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**NURSING 494
NURSING IN CONTEXT D1
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 494 Nursing in Context D1 *3 (fi 6) (either term, 0-7s-3 in 4 weeks).

Synthesis and focus of nursing knowledge and application of nursing research in a specified area of practice. To be permitted to enroll in this course, students must have passed all courses of their nursing program, except the co-requisite NURS 495.

COURSE HOURS

LEC: 0 SEM: 28 LAB: 12

COURSE DESCRIPTION

The goal of this course is to further develop and focus nursing knowledge and application of nursing research in a specific area of practice, using group process.

INSTRUCTOR INFORMATION

Donna MacDougall BScN, RN, MN
Phone (Office): 780-791-4975
e-mail: donna.macdougall@keyano.ca

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

LEARNING OUTCOMES

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: Instructor tells student what to do, about what steps to take.

Information: Instructor tells student specifics about a concept or topic.

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

Consultation: The student provides clinical instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: Instructor provides input every now and then.

LEARNING OUTCOMES

Overarching statement: Students are responsible to familiarize themselves with the document: *Graduate Competencies and Year-End Outcomes (with Cross Reference to courses) 2015-2016*, which is available in the student handbook 2015-2016. Attention must be given to the competencies that are identified as being relevant to NURS 494.

1. Demonstrate, independently, the processes of self-directed learning, critical thinking, and group process skill in all learning activities.
2. Demonstrate the ability to synthesise nursing knowledge.
3. Demonstrate the ability to use research finding in a specified area of practice.
4. Integrate the knowledge generated from working through the course scenario, and be able to apply this knowledge to other situations.
5. Integrate the knowledge and skills acquired in all learning environments and be able to apply them in other situations.

NURSING PROGRAM POLICIES

Please refer to the University of Alberta Calendar for Specific Nursing Program Policies.

All work must be original in this course. Cutting and pasting from work done in a previous course is considered cheating/plagiarism.

POLICY STATEMENTS

This course outline acts as an agreement between the student and the instructor(s) of this class regarding the details of the course. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (General Facilities Council, 29 SEP 2003).

[http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4\(2\)](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4(2))

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour" accessed online at

<http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. "Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003) (U of A Academic Regulations (23.4 (2)(a)(xiii)). <https://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.4.html#23.4>

Please review the Academic Integrity page for the University of Alberta accessed at <http://www.osja.ualberta.ca/Students/UndergraduateHandbook.aspx>

The Faculty of Nursing is committed to providing an environment of equality and respect for all people within the University community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Code of Student Behaviour also identifies inappropriate behaviours such as disruption, discrimination or violations of safety and dignity towards members of the University community.

The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, sexual orientation, and racial and ethnic background.

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Please note that the use of any electronic device in examination situations, including cellular phones, CD players, Palm Pilots, and hand-held computers, is strictly prohibited. The use of calculators is only allowed when specifically for a particular exam. If a cellular phone is required

for urgent messages, it **must** be left with an examination proctor for the duration of the examination.

PLAGIARISM STATEMENT

Please note all students **MUST** complete the Plagiarism/Tutorial Certificate on Moodle and show completion to the instructor prior to submitting any written assignments. This section can be located on the left side of the page under the heading “student”, following login to Moodle.

Please note failure to show the instructor the certificate of completion could result in a late written assignment penalty as stated below. This tutorial is only required to be completed once while attending Keyano, unless the student has left a program and is returning to Keyano.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be passed in at the time and place they are due. Please see timetable. 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**. 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.

SPECIALIZED SUPPORTS

STUDENTS WITH DISABILITIES

It is the College’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC -167 (across from the Library).

COMMUNICATION

Students must use their University of Alberta e-mail address and include a subject line when communicating with the University of Alberta and Keyano College. The content messages of both e-mail and voice mail must be delivered in a professional manner.

Please Note: When accessing Moodle at Keyano College, please use Keyano email.

Inappropriate messages may be considered “harassment”. Refer to the Code of Student Behaviour Section 30.3.4(6) d. See also the University of Alberta Discrimination and Harassment Policy § 44 *GFC Policy Manual*, accessed at: <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>

The use of social networking services such as, but not limited to, Facebook, MySpace, Twitter, internet messaging, blogs and wikis, are subject to the professional and ethical responsibilities outlined in the:

- Canadian Nurses Association (2008) *Code of ethics for Registered Nurses*, Part I (E): Nursing Values and Ethical Responsibilities (Maintaining Privacy and Confidentiality),
- *University of Alberta Code of Student Behaviour*, Section 30.3.3 (Inappropriate Behaviour in Professional Programs).

REQUIRED RESOURCES

All required texts/labs/seminars from previous nursing courses.

SEMINARS

Students will work through one scenario in Nursing 494: Preparing for Preceptorship 2015-2016. This package is designed to assist students in preparing for a preceptorship in a specified, clinical experience. Students are expected to consolidate and apply previous learned concepts, foundational knowledge, theory, and skills in preparation for clinical practice.

The students will be divided into small groups in Nursing 494, which will be aligned with assigned preceptorship placements. Groups will be posted on Moodle. Independence, collaboration and self-direction will be key to learning the concepts of the learning package since the instructor cannot be present in each sub-group. Students are given weekly seminar time to work on their scenario and active participation at all seminars is expected.

Each group will discuss the completed scenario with the instructor and their classmates on the date and time indicated on the timetable.

* Please see Nursing 494 timetable for specific details.

SCENARIO

1. Preparing for Preceptorship

LABS

In Nursing 494 there are 2 labs. Students will collaboratively participate in the following lab sessions as per the Nursing 494 timetable. Regular lab attendance, preparedness, and participation in class discussions, along with adequate participation and contribution to group work are examples of the expected student behavior. All labs are directly related to the scenario-learning package and assignment. The labs in Nursing 494 are:

- 1) Preceptorship Experience

2) The New Nursing Graduate: Role Transition

The Role of the Instructor and Student in Seminar and Lab are found in **Appendix A**.

OVERVIEW OF COURSE EVALUATION		
METHOD OF EVALUATION	DATE(S)	PERCENTAGE OF FINAL GRADE
EVIDENCED-BASED EDUCATIONAL PAMPHLET	January 18 th , 2016 (1300)	40%
NCLEX PREP EXAM #1	January 13 th , 2016	30%
NCLEX PREP EXAM #2	January 20 th , 2016	30%
	Total	100%

Given that this is a fourth Year University of Alberta Course please note the following:

The final course grade is based on a combination of absolute academic achievement (an individual student's course summary mark) and relative performance (a comparison of a student's term summary mark to all students' term summary marks). Due attention is paid to descriptions of grade points according to the 2015-2016 University of Alberta Calendar [Section 23.4]:

Excellent	A+, A, A-
Good	B+, B, B-
Satisfactory	C+, C, C -
Poor	D+
Minimal Pass	D
Failure	F

Assignments are marked as raw scores according to the percentage weight assigned to each. At the end of the course, all scores are totaled for a term summary mark in the course.

NOTE: Final course marks are not final until approved by the U of A and placed on Bear Tracks for students to access.

PLEASE NOTE:

* IN ORDER TO SUCCESSFULLY COMPLETE THIS COURSE, **ALL** EVALUATION COMPONENTS MUST

BE COMPLETED AND SUBMITTED.

SPECIFICS ABOUT COURSE EVALUATION

EVIDENCED-BASED EDUCATIONAL PAMPHLET

DUE: January 18th, 2016 by 1300

Students are to construct an evidenced-based educational pamphlet to give to newly graduated nurses who are planning to work in an acute care setting. To begin, students need to conduct a purposeful review of the literature in order to gain insight into the process of transitioning from a student to a practicing nurse and to determine needs, experiences and outcomes associated with newly graduate nurses in acute care settings. The purpose of creating the pamphlet is to provide useful information, highlight specific common needs, and suggest resources and strategies to supplement new graduate nurses throughout their transition period.

Keep in mind that the pamphlet is just an introductory tool for new graduates to decrease the unfamiliarity of the post-graduate period and to initiate more learning about the various concepts associated with the new graduate role transition.

Nursing research studies have explored this transition period utilizing various theories to examine and explain the processes involved. For this pamphlet, concepts adopted from Duchscher's (2008) Stages of Transition Theory will be utilized and included in the pamphlet. Your pamphlet should be on a tri-folded piece of paper and briefly address the following:

- The transitional stages according to Duchscher 2008 throughout the first year of practice.
- The different experiences new graduate nurses can expect to experience (emotional, intellectual, socio-developmental, physical).
- The needs of new graduates during orientation and transition periods.
- Some additional resources for new graduates.

In addition, a written component of your extensive research efforts that provided valuable information for the creation of your pamphlet will be submitted to the instructor using APA format and include relevant references. This should be 500 to 700 words maximum. The pamphlet and written component will be graded according to the marking system found in **APPENDIX B**.

Please attach copies of the reference papers used or email PDF files to the instructor.

Requests for extensions of this assignment must be discussed with the instructor prior to the due date.

Comprehensive NCLEX PREP EXAMS #1 and #2 – 30% each
January 13th and January 20th, 2016 from 0900-1200 (On-Line in Moodle)

The purpose of the exams is to assist the student in preparation for the NCLEX-RN. Each examination is comprised of 100 multiple-choice based questions and will be online. These exams offer an assessment of the student's basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The questions cover all the major NCLEX client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation).

Note: Timelines for this exam are firm. Students will be given 90 minutes once the exam is closed to review the rationales for the correct answers.

Please see Expectations for Students Writing On-Line Exams in APPENDIX C

COURSE EVALUATION

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 494. Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

APPENDIX A
THE ROLE OF THE INSTRUCTOR AND STUDENT IN SEMINAR AND LAB COMPONENTS

Instructor Role in Seminar Component

1. In order to facilitate the principle that learning is deliberate, focused and outcome-oriented, the instructor:
 - Understands relationship between learning situations under exploration by students and overall goals of the context-based learning curriculum.
 - Serves as a learning process guide rather than a content expert for students oriented towards learning focused context-based learning outcomes.
2. In order to facilitate the principle that students are active, involved, independent learners, the instructor:
 - Guides students through active learning process by asking questions rather than giving instructions thereby stimulating students to:
 - Discover what it is they do not know or understand
 - Determine what they need to learn.
 - Determine how they will go about meeting their learning needs.
 - Seek credible resources that adequately address their learning needs.
 - Synthesize information in relation to the demands of the context-based situation.
 - Encourages students to be critical thinkers through a facilitative process that involves first modeling, then coaching and eventually mostly observing the students in action.
3. In order to facilitate the principle that learning is a deliberate, deep reflective, critical activity, the instructor:
 - Challenges rather than confirms all conclusions that students reach, not just those that may be wrong.
 - Encourages students to question their own ideas and hypotheses probes even after students feel they have.
 - Probes even after students feel they have learned (i.e. "What does that do for you?", "What does it mean in terms of your ideas about the situation?")
4. In order to support the development of constructive group dynamics, the instructor:
 - Expects and feels comfortable with the various phases of group development.
 - Uses facilitative communication skills that support task and maintenance group functions.
 - Fosters discussion patterns in-group that involves all students.
 - Encourages debate and disagreement, among group members.
 - Supports decision-making process that has the support of all group members.
 - Addresses dysfunctional group behaviors with entire group, constructively exploring how to reduce the negative effects on group progress.
 - Models constructive ways of giving others feedback about their contributions to group process.
5. In order to facilitate evaluation of student theory performance, the instructor:

- Reviews and clarifies overall program goals with those of each context-based learning situation.
 - Helps students articulate personal learning objectives and the means which to evaluate whether and how well attains each of those objectives.
 - Provides constructive feedback to students throughout learning process identifying both what has been as well as what remains to be achieved by student.
 - Prepares an evaluative report for each student indicating whether the expected theory learning outcomes for a given term have been achieved.
6. Respecting learner needs that are both individually unique and common to groups of students, the instructor:
- Helps students realize that each one comes to the group with valuable skills and experiences.
 - Listens to student concerns with open verbal/non-verbal communication behaviors.
 - Supports students on a personal level, building them up not putting them down.
 - Encourages during periods of frustration thus encouraging students to believe in their capabilities.
 - Is open to variation as well as commonalities in life experience; accepts differences in opinion.
 - Attends to group process with interest and enthusiasm so that students feel what they are experiencing matters.
 - Is flexible in scheduling time to meet with students outside of usual theory times.
7. In order to create a climate of trust in a seminar/theory, the instructor:
- Both models and supports individual risk-taking behaviors reflecting moves from comfortable to new positions and roles.
 - Respects the behaviors and roles assumed by group members.
 - Asks group for permission before assuming leadership role in-group process work.
 - Follows words, promises and commitments through with actions.
 - Models willingness and ability to identify personal strengths and weaknesses that influence group functioning.

Student Role in Seminar Component

1. Students take an active, independent approach to their learning by:
 - Determining what they need to pursue as learning issues within the Undergraduate Nursing Curriculum
 - Directing their self-inquiry through group process work.
2. Students are committed to the group and willingly share their intellect, knowledge and expertise as demonstrated by their:
 - Attending scheduled group sessions as a requirement of the undergraduate program.
 - Being prepared for group sessions by having completed their work assignment previously determined by their group.
3. In order to facilitate their learning through group process work, students share equally in group roles and responsibilities that typically include:
 - Helping group members to focus on given situations through reading it aloud.

- Recording the learning issues, assumptions and connections made by group (i.e., hypotheses) as well as other public lists of data, graphic representations important to their learning.
 - Moderating group sessions and keeping track of learning issues and responsibilities for next session.
 - Keeping track of the time used during group session to ensure the various and necessary activities of group work occur.
4. Students follow through with the analysis and decision-making process associated with group process by:
 - Identifying learning issues within a given situation.
 - Determining group member assignments needed for pursuing the learning issues.
 - Individually or collectively completing assignments as planned by group.
 - Sharing what has been learned interpreted and synthesized with entire group.
 - Participating in the end-of-session review of each situation.
 - Encouraging and support participation of other group members during group sessions
 - Appraising credibility of information shared in-group sessions according to sources utilized and cited by group members.
 - Providing feedback about individual and collective group member performance to group as a whole.
 - Being open to receiving feedback about own performance and contribution to group process from fellow group members.
 5. Students demonstrate respect and responsibility for the resources utilized in pursuing learning issues both in relation to their own needs as well as the needs of other students by:
 - Taking only the resources and materials that is necessary for learning issue being pursued.
 - Returning resources and materials promptly when finished using them.

Instructor Role in Lab Component

In the lab setting, the instructor will continue to guide students through an active learning process by:

1. Asking questions that stimulate students to assess, critique and appraise what they do and do not know or understand regarding the necessary skills needed in nursing practice.
2. Assisting the students to consider all skills learning in relation to:
 - Their underlying rationale
 - Research-based evidence for their development
 - The identification and application of principles to their practice
3. Encouraging the students to seek resources that support the development of their skills
4. Acting as a role model in skill development
5. Evaluating students' abilities to perform skills
6. Supporting the ongoing development of constructive group dynamics
7. Respecting the individual learning styles and needs of the students
8. Creating and fostering a climate of trust

9. Being respectful and responsible for the resources utilized in teaching lab skills by helping their students leave the lab in a prepared state for use by other students

Student Role in Lab Component

In the lab setting, the students will continue to take an active, independent approach to their learning which includes:

1. Being committed to the lab group and willingly sharing their intellect, knowledge and expertise.
2. Attending scheduled lab sessions as a requirement of the undergraduate program
3. Coming to each lab prepared, having completed required readings and viewed required audiovisual resources
4. Seeking resources that will support their learning lab skills
5. Asking questions which contribute to their ability to assess, critique and appraise what they do and do not know or understand about skill development
6. Exploring and discussing the underlying rationale for skills learned
7. Applying research-based evidence to the development of their skills
8. Participating in the ongoing development of constructive group dynamics in their lab group
9. Respecting and being responsible for the resources utilized in learning skills by leaving the lab in a prepared state for use by students who follow them in the lab setting.

APPENDIX B
NURSING 494 PAMPHLET ASSIGNMENT MARKING GUIDE

Student Name: _____

Category	Evaluation Criteria	Weighting (%)	Mark
Layout and Design	Appropriate font sizes Color used well Neat and attractive Looks professional and eye-catching	10	
Content	Pamphlet demonstrates understanding of the topic. All criteria is addressed Information is current and accurate Well organized content Clear and easily understood by reader Categories within topic indicated	30	
Format	Sequencing of information is logical and easy to follow Attractive and well-designed format	15	
Graphics	Appropriate and enhance the topic Works in conjunction with text Attract and maintain interest	15	
Written submission as per APA	Demonstrates in depth understanding of topic. Aligns with information on pamphlet. Information is current and accurate. All sources of information are clearly identified and credited using APA citations.	20	
Reference List	Aligns with topic Peer reviewed Primary sources Correct APA Reference articles submitted	10	

Final Mark: _____

Instructor Comments:

APPENDIX C
EXPECTATIONS OF NURSING 494 STUDENTS WRITING ON-LINE EXAMS

Students are responsible for accessing the exams from a location and computer of their choice. The student is responsible for discussing any computer/internet issues with the Instructor at least two days prior to an exam date listed on the course timetable.

The NCLEX exams are not open book exams. The exams are to be completed independently; that is by oneself, not in collaboration with or company of another person or persons. No photos of the exam questions are to be taken via phones.

Once the exam has started, the student will submit their answers immediately before going on to the next question. The student will not be able review/change answers.

Students must ensure they have a reliable internet connection.

If students are writing from outside Fort McMurray or in another province, it is the students' responsibility to ensure the time change is taken into consideration. That is if the exam is to start at 0900 hours Alberta time and is being written in Ontario, then the time to begin the exam is at 1100 hours Ontario time. It is strongly recommended that students write within Alberta as Moodle may not be supported outside of the province. Students must seek permission from instructor if writing an exam outside of the province.

If any problem arises during the taking of the exam, the student is to contact the instructor immediately at the time of the issue.