



## I COURSE DESCRIPTION

The central focus of this nursing practice experience is health protection and illness prevention with emphasis on the application of principles of teaching and learning and nursing inquiry. The concepts of health protection and illness prevention and their complexities in relation to health care delivery in hospitals and communities will be emphasized. Learners will have opportunities to begin to develop leadership and acquire proficiency in the care of individuals and families in the context of acute care and community settings.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

### Ends-in-view

By the end of this course, the learner will have a sound understanding of several health protection and illness prevention approaches in a variety of nursing contexts. Such approaches will be examined in view of evidence-based practice guidelines and clinical realities.

### Process

This course is designed to help the learner practice critical thinking through the analysis of case studies encountered in the 'real world' of practice. The cases pertain to a variety of nursing areas. Between the collaborative sites, cases may be different reflecting the expertise of the course professors and uniqueness of the health care context. Regardless of the data in a particular case study, a learner is required to combine nursing, critical thinking, clinical judgement, and clinical decision-making processes - all of which must be supported by theory/evidence. A learner will need to draw on their previous learning in order to fully understand the complexities of a case. For example, a learner may need to return to their pathophysiology notes, drug interactions and so on, in order to identify the priority health challenge in a given situation.

Using such learning strategies as group discussion, presentations, reflective writing, and skill practice learners are encouraged to apply their knowledge to a specific context. The emphasis on critical thinking and integration of knowledge serves to better prepare and provide confidence as the learner begins their practice as a competent and safe nurse.

## III. TOPICS:

Proposed Class Schedule

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
1	Health protection in the client with: Altered mood (depression; suicide; bipolar)	
2	Health protection in the client with: Altered perception (schizophrenia)	
3	Health protection in the client with: Altered Integrity (Substance abuse)	
4	Health protection in the client with: Altered role and relationship (Family violence, sexual abuse)	
5	Health protection in the client with: Altered perception (Organic brain disorders: acute and chronic)	
6	Health protection in the client with: Altered nutrition: GI (ulcerative colitis; Crohns)	
7	Health protection in the client with: Altered cognition/activity/exercise: Neurological (trauma of MVA with head injury; seizures; spinal cord) <b>Related Skill:</b> Chest tube	<b>Case Study Midterm Due</b>
8	Study Week	
9	Health protection in the client with: Altered cognition/muskuloskeletal: Degenerative neurological (Parkinson's; MS)	
10	Health protection in the client with: Altered metabolism: liver (hepatitis)	
11	Health protection in the client with: Altered Activity/Exercise: Hematologic (anemia; leukemia; hemophilia)	
12	Health protection in the client with: Altered functioning in Special senses: Sensorineural (glaucoma; cataract; Ménière's)	
13	Health protection in the client with: Challenges to the Immune system: Infectious processes (VRE, MRSA, TB, STDs)	

Topics may be adjusted according to learner/professor needs.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:****RESOURCES REQUIRED**

Stamler, L., and Yiu, L. (2005). *Community health nursing: A Canadian perspective*. Toronto: Pearson Education. (Purchased for NURS 3006)

Stuart, G.W., & Laraia, M.T. (2001). *Principles and practice of psychiatric nursing* (7th ed.). Toronto: Mosby.

**Previously Purchased:**

Carpenito, L.J. (2002). *Nursing diagnosis: application to clinical practice* (9<sup>th</sup> ed.). Philadelphia: Lippincott.

Edelman, C.L., & Mandle, C.L. (2002). *Health promotion throughout the lifespan* (5<sup>th</sup> ed.). St. Louis: Mosby.

Fischbach, F. (2002). *Nurses: Quick reference to common laboratory and diagnostic tests*. New Jersey: Prentice Hall.

Karch, A. (2004). *Lippincott's nursing drug guide*. Philadelphia: Lippincott.

Lehne, R.A. (2001). *Pharmacology for nursing care* (4<sup>th</sup> ed.). St. Louis: Saunders.

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

**OR**

Smeltzer, S.C. & Bare, B.G. (2004). *Brunner & Suddarth's textbook of medical surgical nursing* (10th ed.). Philadelphia: Lippincott.

McCance, K.I. & Heuther, S.E. (2002). *Pathophysiology: The biological basis for diseases in adults and children* (4<sup>th</sup> ed.). St. Louis: Mosby.

Wilkinson, J.M. (2001). *Nursing process and critical thinking*. New Jersey: Prentice Hall.

**Please Note:**

A selection of textbooks, readings and articles will be placed on reserve in the library. Additional library resources may be accessed on line using CINAHL, Proquest and OVID.

## V. ATTENDANCE

### A. Classes

As active participants in N3084, learners are expected to attend all weekly classes and come prepared. Attendance at each class is critical to successfully meeting the knowledge and clinical skills expectations required for Year III. Class content will include material to facilitate your understanding and application of health protection in relation to the delivery of nursing care in hospitals and communities. Class discussions and case study presentations are designed to facilitate and enhance critical thinking and decision-making skills. The role of the course professor is to guide and advance learning through the facilitation of class discussion and learning activities, the presentation of course material and the provision of feedback on oral and written assignments.

**As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course (refer to NEOCNP handbook).**

### B. Practice Experiences

#### Acute Care Clinical Settings

In this course, a total of 96 hours has been designated for clinical practice experience in acute care hospital settings. This is a 6-week experience. This experience will occur every Tuesday and Wednesday and shifts will be scheduled. However, this schedule may be altered to accommodate unique requirements of the clinical setting.

In the acute care setting, students will be assigned to a clinical group. Schedule for acute care and community placement will be posted as well as distributed to each student. The group will have a clinical teacher who will facilitate learning and provide support for learners in gaining confidence with newly acquired clinical skills and patient experiences.

Expectations:

Clinical evaluation is pass/fail. Success in clinical performance will be determined by:

- a) regular attendance;
- b) evidence of preparation through maintenance of a clinical portfolio; and
- c) satisfactory demonstration of the ability to develop caring relationships and provide safe and supportive care to clients and families as outlined in the five domains of the clinical evaluation form for N3084.

Evaluation in the clinical settings will be ongoing with your clinical teacher. However, clinical evaluation forms will be completed by the learner and the clinical teacher at midterm and at the end of the experience. A student must achieve a rating of three (3) on all of the indicators of clinical performance by the end of the clinical rotation for a passing clinical grade (see N3084 Clinical Evaluation Form).

**Clinical Portfolio:**

Learners are required to maintain an ongoing clinical portfolio as a method of preparing for client assignments in the acute care setting. The clinical portfolio should include patient information with respect to: pathophysiology, medications, nursing diagnosis, nursing care plan, and reflective practice. Expectations for the portfolio may vary among clinical teachers depending on the clinical setting. No mark will be assigned for this written work, however the clinical portfolio is evidence to demonstrate your background preparation for client assignments. During the time in the clinical setting, the emphasis is on translating your written knowledge into practice. That is, at the Year III level you need to demonstrate safe practice (nursing process, clinical skills & procedures, critical thinking, etc.) not just write about it!

**Practice Labs**

You are responsible to attend practice labs in order to maintain your competency. A minimum of four labs is recommended.

**Community Placement**

Learners will complete a 72-hour community clinical agency placement experience which will be divided in the following way: In collaboration with the assigned agency, learners will identify a health protection or health promotion project in which they will become involved. The projects will vary widely depending on the needs and goals of the agency and may require the learner to use a variety of strategies. The projects could include working as a resource person, organizing and carrying out health fairs or educational sessions, performing literature searches and reviews for developing projects or research proposals, creating project plans, developing resource material (i.e. creating a brochure) or developing and implementing a survey to collect health data. Projects undertaken will need to be managed within the time frame of the community placement of 6 weeks. The learner and the agency contact person will complete an evaluation of the learner's performance. Final grade to be determined by faculty. As well, learners will make an in-class presentation outlining the agency and the project work accomplished.

**ALL STUDENTS PLEASE NOTE THE FOLLOWING:**

Attendance at all practice experiences is **mandatory**. Please note, that non-attendance can seriously jeopardize your opportunity to learn and meet practice expectations. Absence from any practice experience due to health reasons must be established by medical documentation and the student must immediately notify both the course professor and clinical teacher/community agency supervisor of the absence. In addition, the learner must devise a plan to complete the required practice hours. Refer to NEOCNP Student Manual for further information.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Case Study Midterm	30%
Community Presentation	30%
Final Exam	40%

**A. Case Study Assignment (30%)**

This midterm evaluation consists of a case based client situation. The student will be expected to utilize the literature in order to answer critical thinking questions related to the case. In addition, the student will be expected to utilize current evidence in order to justify answers selected for multiple-choice questions. This take home examination will be distributed by week three of class and is due at the beginning of class week 7 (prior to study week). APA and format consistent with guidelines for written assignments is required. **Maximum Length: Ten pages. Failure to submit this assignment will result in a score of zero.**

**B. Community Presentation (30%)**

All students will complete a 15-20 minute presentation in the final week of their community rotation. The presentation will be graded utilizing a marking scheme which will be distributed in class. Students who completed their clinical experience in the same agency should jointly address the first criteria related to the agency mission, mandate, programs etc. Use of creative teaching strategies and class involvement is expected.

**C. Final Examination (40%)**

The final examination is a combination of multiple-choice and short answer questions. The questions measure the student's ability to appraise and apply nursing knowledge.

**ALL STUDENTS PLEASE NOTE THE FOLLOWING:**

1. Failure to achieve a passing grade in either the clinical and/or class component of N3084 will require the student to **repeat both components** of the course.
2. Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. The second copy will be emailed to the course professor prior to the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.
3. Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 – 79%	3.00
C	60 – 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**NOTE:**

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.



**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.