SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Nursing Practice V

CODE NO. :   NURS3094   **SEMESTER:**   6

PROGRAM: Collaborative BScN

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DATE: Jan. 2004   **PREVIOUS OUTLINE DATED:**   N/A

APPROVED:

_____   _____
                                    DEAN   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S):   NURS3006, NURS3056, NURS3084, NURS3406

HOURS/WEEK:

I.   COURSE DESCRIPTION:

The focus of this nursing practice experience is on health promotion and protection with an emphasis on community as client and multidisciplinary teamwork. This course has no numerical grade attached. Students will receive a pass or a fail for clinical placements and any assignments, based on 60% being a pass in the nursing program.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends-in-view

The emphasis of this nursing practice course is on the community as client. A community, defined by its population, its boundaries, its health determinants or a combination thereof, requires nurses to have different skills, attitudes and knowledge. Learners have the opportunity to experience the complexities of health promotion and protection within a variety of health care settings. The sharing of learners' praxis builds upon the theories addressed in 3007.

Process

To promote learning of the concepts of community assessment, community development and community evaluation, sharing knowledge and praxis are key. Case studies, class discussions and presentations are means to this end. The learner is expected to make responsible choices with regards to their learning..

Clinical practice will center on working together in a creative, thoughtful way to critically examine ideas and concepts relevant to the unique learning situations of participants.

A 6 week hospital-based acute care experience, (med-surg, or psychosocial nursing) it will be on Wednesday and Thursday for a total of **96 hours.**

A 6 week community-based experience in a primary care agency for a total of **50 hours**
will occur in the last 6 weeks of the semester

Community Based Experience - While working with the primary community agency, the participant will take an active role in being a member of a multidisciplinary team. Through a Learning Contract with the agency, each student will identify a project in which he/she can become actively involved. It is understood that these projects will vary widely depending upon the needs of the agency and the student. While working in the agency students are expected to take cues and define their own interests and capabilities, culminating in a mutually agreed and evolving plan for health promotion project work. The project work may require the student to use a variety of strategies such as working as a resource person, organizing and carrying out health fairs, educational sessions, identifying health priorities, creating project plans. fundraising, proposal development, lobbying, developing or facilitating development of resource material (ie. create a brochure).

*Clinical criteria applies to both acute and community experiences. In order to obtain a passing grade in the course, clinical evaluations **must** demonstrate a Pass in all areas.

III.   **TOPICS:**

Class Schedule

WEEK	DATE	CLASS	ASSIGNMENTS
1	January 9	Introduction to course and clinical, LA- Agency and Primary Health Care	
2	January 16	LA- Community as Client: Community Assessment and, LA- Community Analysis and Nursing Diagnosis	
3	January 23	LA- Program Planning and Evaluation in Community Health)	
4	January 30	LA- Implementing Healthy Partnerships with First Nations Communities, and Rural Health Issues	
5	February 6	LA-Implementing Healthy Partnerships with the Chronically Mentally Ill	

Class Schedule (cont.)

WEEK	DATE	CLASS	ASSIGNMENTS
6	February 13	No Class –Work on Community Assessment	
7	February 20	Community Nursing Agency Presentation: Role of Visiting Nurse	**Learning Contracts Due**
8 & 9	February 27 & March 5	No class – to work on community assessment	
10	March 12	Community Assessment Presentations	
11	March 19	March Break	
13	March 26	Community Assessment Presentations	
14	April 2	Community Assessment Presentations	**Community Bulletin Due**

This schedule is subject to change according to the needs of both students and faculty.

* All assignments, including Bulletins must be in accordance with school policy and done using APA format.

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Textbooks and readings from other Year III courses this semester, plus the following required book:

Vollman, A. R., Anderson, E.T., & McFarlane, J. (2004) *Canadian community as partner: Theory and practice in nursing*. New York: Lippincott.

V.   EVALUATION PROCESS/GRADING SYSTEM:

Assignments

1. Community Placement Learning Contract   Pass/Fail

This will outline specifically the following:

LEARNING OBJECTIVES	LEARNING STRATEGIES & RESOURCES	EVALUATION CRITERIA	EVIDENCE OF MEETING OBJECTIVES
What I need & want to learn based on an When? assessment of my learning needs and the availability of the specific learning experiences (must be in keeping with course objectives).	What will I have to do/to know to be able to meet my objectives?	How will I demonstrate in a measurable way that I have met my objectives?	Who will evaluate my evidence? How? * Use the evaluation form provided in class for both a midterm and final evaluation with the agency.

This must be handed in once you have visited the community placement and determined what your role will be. Everyone must **hand** this in, **plus a proposed schedule, before they proceed any further with the placement.**

Furthermore, students will be expected to share their work in the community placement at the end of the term through a **"sharing bulletin", about 250-300 words,** which will be graded as a pass/fail, based on 60% being a pass. Students are encouraged to use their learning contracts as a starting point for this assignment, as well as refer back to the Community Agency Presentation outline in last term's course, NURS 3084.

2. Community Assessment Presentation   **Pass/Fail**

Once you have completed the classes on Community As Client, you are ready to apply the theoretical component. Your community assessment will be done in pairs, so choose a partner with whom you will work.

Summary of the process:
1. Select a community assessment model or adapt a model using several of the available models.
2. Select and define the community you have chosen to assess, and its geographical area.
3. Conduct a windshield survey of your community.
4. Interview no more than four (two of them prominent community members and two residents), key informants.
5. List the sources you used to gather the data for your assessment; state how you obtained the information from each source; and present the data collected.

6. Critically analyze the community assessment data and show the progress towards the community health diagnoses. This means you must interrelate the data to determine community health issues and community strengths, implications for health planning, identify data gaps and limitations, and compare and contrast data to identify commonalities and inconsistencies.

7. List the community diagnoses including any wellness diagnoses; Remember, the diagnoses should come from the assessment data you collected - if there is a diagnosis, you should be able to check back to the data and find the support for it.

* This will be marked as a pass/fail with 60% being a pass. Application of Teaching/Learning theory is expected in this presentation.

* * Students must submit a reference list and summary (1 page) of the presentation outline to the Professor on the day of the presentation.

3. Acute Care Clinical   Pass/Fail

1. Students are to attend practice labs in order to practice any skill that they feel they require more practice with. Prior to and in the first weeks of clinical, students must identify areas of weakness and attend to these in this manner.

2. Learners must come to clinical prepared to give care to their assigned patient(s). This involves a systematic, thoughtful, written plan of care. A plan of care includes:
   - available data organized within an assessment framework
   - a critical inquiry which integrates relevant literature
   - a priority nursing diagnosis that is supported by the data and analysis
   - realistic and measurable patient goals
   - specific nursing actions, and
   - evaluation

The plan of care evolves as new data is collected and as a learner reflects on his/her practice. Such changes must be incorporated into the plan of care. As stated in this course's syllabus, emphasis is on critical appraisal and thinking of caring incidents. Don't hesitate to integrate a model that guides your critical inquiry process.

Learners will be expected to develop a learning plan for the rotation and identify the 'evidence' required to meet the objectives. Additional evidence of learning may be requested by your clinical teacher.

Clinical is mandatory. Total Acute care hours is 96 hours.

To successfully complete NURS 3094, a student must achieve a clinical "pass" by his/her final evaluation.

Midterm and Final evaluations are in writing using the form provided. A learner is free to initiate an assessment of his/her learning with the clinical teacher or course professor at any time during the rotation.

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

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.