

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 Bachelor of Science in Nursing

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DATE: Jan/2007 **PREVIOUS OUTLINE DATED:** Jan/2006

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 4

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

NUMBER OF HOURS PER WEEK 3 Hours Theory
(also total of 96 Hours Acute Clinical and 72 Hours Community Clinical)

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I. COURSE DESCRIPTION:

NURS 3094 focuses on health promotion and protection with an emphasis on community and multi-disciplinary teamwork. Learning experiences take place in hospital and community settings with an emphasis on the nurse as leader and a proficient provider of client care.

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 working with many 'communities of interest'. The sharing of learners' praxis builds upon the theories addressed in NURS 3007 and on the roles and functions of nurses working in the community in Canada as identified by the Community Health Nurses Association of Canada.

Overview

The course content will be organized around learning activities and assignments that reflect the following content, concepts and related principles:

- Canadian Community Health Nursing Standards of Practice
- Ministry of Health Mandatory Programs & Guidelines
- Environmental Health Care
- Occupational Health Care
- Sexual Health Care
- Hospice, Respite and Long Term Health Care
- Clients in Correctional settings & Forensic Nursing
- Multicultural, Newcomers, & Aboriginal Health Care
- School Health Care
- Rural Health Care
- Challenge & Future Directions: Understanding the Health of Persons of Alternative
- Lifestyles; Disaster Nursing; Nurse Practitioners; Parish/Faith Nursing; and Nurse
- Entrepreneurs

Process

Theoretical learning promotes the application of the concepts of community as client. The course content provides the theory and concepts basic to community health nursing. Most classes will involve a short presentation, group work, and review of group work results. Case studies, class discussions and presentations will be utilized. The learner is expected to be an active learner during this course. Each student is expected to participate in class discussions and provide feedback on their learning needs. Each student is expected to share their experiences in hospital and community as related to community health nursing and the determinants of health.

The role of the course professor is to direct 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.

Clinical Practice

The clinical experience in NURS 3094 includes 96 hours of hospital placement and 72 hours of community placement.

Failure to achieve a Satisfactory in either clinical component of NURS 3094 will require the student to repeat the full course.

Ensure that you review the following found in the student manual. The course professor is expecting these to be followed:

- Requirements for Clinical Learning Experiences
- Attendance in Clinical
- Clinical and Community Dress Policies
- Report of Injury for WSIB
- Clinical Incident Policy

Community Clinical

Learners will complete a 72-hour community clinical agency placement. 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 a mid-term and final evaluation of the learner's performance. Final grade (pass/fail) to be determined by faculty.

Each student **must submit** their Learning Plan to their faculty advisor at the end of second week of their community placement. (learning plan includes: Learning Objectives; Learning Strategies& Resources; Evaluation Criteria and Evidence of Meeting Objectives)

- Each student must submit their Weekly Summary Report to their faculty advisor on a weekly basis. These will be submitted to the course professor for review at the end of clinical.
- Each student must provide a copy of the Clinical Evaluation form to their clinical preceptor within the placement on the first day in the agency.
- Be on time(determine the time if you are unsure) and stay for the full period of time unless alternative arrangements have been made.
- **All the clinical time is required and all absent time is to be made up.** Appointments should be scheduled outside clinical time.
- Inform preceptor and faculty advisor of illness as soon as possible and provide a note from a health care practitioner (physician or nurse practitioner) on return to clinical.
- Keep your clinical advisor (Public Health Nurse, teacher, community developer etc.) informed of where you will be at all times during the clinical period. For example, she or he must know when you are meeting others and must agree to your working off the premises.
- Difficulty with a community member must immediately be brought to the attention of the preceptor. Difficulties in dealing with the preceptor are to be brought to the attention of the faculty advisor. Other issues should be brought to the course professor.
- Show respect for others encountered in the community placement.

Community Portfolio

A weekly portfolio is to be maintained by the student. The portfolio will contain a learning plan, weekly summary sheets, mid-term and final evaluation, time sheet, 2 reflections (one mid-term and one final) and 'evidence' learning as described in the learning plan. The portfolio is due one week after community placement is complete. The portfolio must be satisfactory and will be reviewed by the faculty advisor.

Acute Care Clinical

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.

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

1. regular attendance;
2. regular submission of a satisfactory completed clinical portfolio; and
3. satisfactory demonstration of the ability to develop caring relationships, provide safe and supportive care to clients and families as outlined in the five domains of the clinical evaluation form for NURS 3094.

Attendance at clinical is **mandatory**. (Refer to NEOCP Student Manual)

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 two (2) on all of the indicators of clinical performance by the end of the clinical rotation for a passing clinical grade (see NURS 3094 Clinical Evaluation Form).

Acute Care 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 including lab diagnostics, medications, nursing diagnosis, nursing care plan, and reflective practice. On a weekly basis the working care plan, pathophysiology, labs, and medications are to be submitted. Two nursing care plans, nursing diagnosis, and reflective practice are to be handed into the clinical instructor. If submissions are unacceptable, a third one is required. 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.

III. TOPICS:

NURS 3094 Class Schedule

Learning Activity #	Date	Content	Evaluation
1	Jan. 11	The Canadian Health Care System	
2	Jan. 18	School Health; Better Beginnings/Better Futures	
3	Jan. 25	Adolescent Sexuality	
4	Feb. 1	Rural Health	
5	Feb. 8	Home Visiting	
6	Feb. 15	Hospice, Respite, Palliative Care and Long Term Care	Midterm
7	Feb. 22	Environmental & Occupational Health	Community Care Plan due
	Mar. 1	Winter Break	
8	Mar. 8	Clients in Correctional Settings & Forensic Nursing	
9	Mar 15	Multicultural, Refugees, Aboriginal & Immigrant Health	
	Mar 22	PRESENTATIONS	
	Mar 29	PRESENTATIONS	
10	April 5	Challenges & Future Directions: Understand the Health of Persons of Alternative Lifestyles; Disaster Nursing; Parish Nursing; Nurse Practitioners; and Nurse Entrepreneurs Summary	Community Care Plan due

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Texts

Diem, E. & Moyer, A. (2005). *Community health nursing projects: Making a difference*. Philadelphia: Lippincott Williams & Wilkins.

Stamler, L., & Yiu, L.(2005). *Community health nursing: A Canadian perspective*. Toronto: Pearson Education.

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

Reference Texts

Stanhope, M., & Lancaster, J.(2004). *Community & Public Health Nursing*(6th ed.). St. Louis: Mosby, Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Strategy	Value	Due Date
Assignment #1 – Community Client Plan of Care	20%	February 22 or April 5
Midterm	15%	February 15
Assignment #2 – Group Presentation	20%	To be scheduled week 4-week 11
Hospital Clinical / Community Clinical	Satisfactory	Feb. 14 / April 4
Final Exam	45%	Scheduled by Registrar

General Information regarding assignments/exams; regulations

Failure to achieve a grade of “60” in the class component or satisfactory in both clinical areas **constitutes a failure in NURS 3094**. The philosophical beliefs surrounding praxis preclude students from repeating parts of nursing practice courses. **Therefore, a failure in ANY component will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

Note: All assignments must adhere to the Guidelines for Written Assignments on p. 30-33 of the NEOCNP Sault College Student Manual 2006-2007. Written assignments must use APA format.

- Two copies (one electronic and one paper based) are to be submitted for all graded assignments

Academic Dishonesty

This course upholds the Academic Integrity Policy on p. 29 of the NEOCNP Sault College Student Manual.

Attendance

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has started, learners may not be admitted to a classroom without permission of the course professor. If there are extenuating circumstances bearing upon a learners absence, the course professor should be notified by any means such as in person, voice mail, email or written.

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 the Student Handbook).

Evaluation Criteria for Assignment #1

Community Client Plan of Care (20%)

Due: February 22 or April 5, 2007

Students will select one of their acute care clients and complete a home care plan. This paper will include a discharge plan for the client and consider nursing care and community support requirements for a smooth transition from the acute care to the community. References from relevant best practice guidelines and the Canadian Community Health Nursing Standards of Practice are expected as a minimum.

Based on the assessment completed in hospital the student will complete the following:

1. Summary of client/family assessment including consideration to the determinants of health including a description client's/family's strengths that would promote his/her wellness. (10 marks)
2. Develop nursing diagnoses. These are statements that outline actual and/or potential problems that could have an impact on the client's health maintenance. Indicate rationale for selection of diagnoses. (4 marks)
3. Identify nursing interventions that would further enhance client's health. Include rationale to support each of your nursing interventions. Each intervention should be measurable. (4 marks)
4. State strategies to evaluate the effectiveness of your nursing interventions. These should include realistic time frames. (2marks)

Maximum 5 pages. Students are to submit one paper copy and one electronic copy.

Evaluation Criteria for Assignment #2

Community Health Nursing Practice Group Presentation (20%) scheduled week 4-11

Note: Students may not receive the same mark for this group assignment, as this will depend on the group process and individual contribution to the completion of the assignment.

The emphasis of this assignment is to enable students to share their experiences with one another in developing nursing practice skills relevant to working with clients in the community. The focus is on the “how to”.

The student group will do the following presentation within a 20 minute timeframe:

- Identify the aggregate
- Indicate 3 community health nursing practice issues related to an aggregate from the community
- Present one of the issues indicated and provide rationale for this choice
- State the nurses’ role(s) in working with this aggregate (e.g. educator, counsellor, manager, advocator etc.) with examples
- Demonstrate the techniques/skills necessary when working with this aggregate. For example, a student group might demonstrate the assessment and counselling strategies for use with adolescents who suspect they are pregnant.

The presentation will also be evaluated on the group’s ability to involve their classmates; utilize at least 2 teaching-learning strategies; and demonstrate creativity.

All group members are expected to participate equally in the presentation. Marks may be deducted for presentations that do not adhere to time allotted.

Refer to the assignment marking scheme attached.

All presentations will be recorded on a DVD by students and submitted following the presentation. Students are responsible for arranging the equipment from the library. The DVD must be submitted the Monday following the presentation.

Group Process Evaluation

Each group member will identify their contribution to the assignment by rating themselves and each group member.

The course professor, in consultation with the group will adjust individual grades for the group assignment based this feedback. Group members who are deemed to have contributed less than average can expect a 20% deduction in their grade.

Refer to the Group Process Evaluation form attached.

Assignment #2 - Community Health Nursing Practice Date: _____

Group Members

Content	Notes	Marks
Identify the aggregate		1
Indicate 3 community health nursing practice issues related to an aggregate from the community. Present one of the issues indicated and provide rationale for this choice.		3
State the nurses' role(s) in working with this aggregate (e.g. educator, counsellor etc.). Provide examples.		2
Demonstrate the techniques/skills necessary when working with this aggregate.		6
Demonstrate at least 2 teaching-learning strategies throughout the presentation		2
Provide a reference list of at least 4 websites related to the health of this aggregate. (2 for aggregate & 2 for health professionals)		1
Involves the class in the presentation. Responds critically to class questions.		2
Demonstrates creativity appropriate to the aggregate		3
Total + Overall Comments/Suggestions		20

Assignment # 2

Group Process Evaluation

Name: _____

Date: _____

Group Members

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Each group member will identify their contribution to the assignment by rating themselves and each group member on the following scale for each of the components outlined below.

3	2	1	0
More than average	Average	Less than average	No Contribution

Evaluation Criteria	Group Members					
	1	2	3	4	5	6
1. Active participation/attendance at group						
2. Contribution to defining group contract						
3. Contribution to defining assignment deliverables						
4. Completion of assigned deliverables						
5. Contribution to facilitating group process						
6. Contribution to the overall success of the group						
Total points (maximum = 18)						

Clearly and concisely indicate your specific contributions to this project.

The course professor(s) in consultation with the group will adjust individual grades for the group assignment based on this feedback. Group members who are deemed to have contributed less than average can expect a 20% deduction in their grade.

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%	4.00
A	80 – 89%	3.00
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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

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.