

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/2008 **PREVIOUS OUTLINE DATED:** Jan/2007

APPROVED:

CHAIR, HEALTH PROGRAMS

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
- Roles of Community Health Nurse
- Ministry of Health Mandatory Programs & Guidelines
- School Health Care
- Sexual Health Care
- Rural Health Care
- Home Health Nursing
- Occupational Health Nursing
- End of Life Care - Hospice, Respite and Long Term Health Care
- Vulnerable Populations
- Clients in Correctional settings & Forensic Nursing
- Multiculturalism: Aboriginal, Immigrant and Refugee Health
- Understanding the Health of Persons of Alternative Lifestyles (GLBT)
- Disaster Management; Parish Nursing; Nurse Practitioners; Telenursing and Nurse Entrepreneurs

Process

Theoretical learning to promote 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.

Students are also expected to use email through LMS to discuss ways to enhance their learning. It will be used to post information, for class questions, and to share experiences. All student emails to the course professor, faculty advisor or clinical advisor are to be sent from the students' Sault College email address.

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

III. TOPICS:

NURS 3094 Class Schedule

L/A#	Date	Content	Evaluation
1	Jan. 10	Introduction to course. The Canadian Health Care System	
2	Jan. 17	School Health; Better Beginnings/Better Futures	
3		Adolescent Sexuality; Community Support Systems	
4	Jan. 24	Rural Health	
5		Home Visit Nursing	
6	Jan. 31	Vulnerable Populations	
	Feb. 7	Midterm	Midterm
7		End of Life Care	
	Feb. 14	Presentations	Assignment #2
8	Feb. 21	Community Health Nursing: Settings and Roles (Disaster Management; Parish Nursing; Nurse Practitioners; Telenursing; Nurse Entrepreneurs)	Assignment #1
	Feb. 28	Study Break	
9	Mar. 6	Occupational Health Nursing	
10	Mar 13	Multiculturalism: Aboriginal and Immigrant Health	
	Mar 20	Presentations	Assignment #2
11	Mar 27	Clients in Correctional Settings & Forensic Nursing	
12	April 3	Community Health Nursing: Putting It All Together Summary	Assignment #1

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required Texts

Viverais-Dresler, G., & Jessup-Falcioni, H., (2008). *Stanhope: Community Health Nursing in Canada, First Canadian Edition*. Toronto: Elsevier Canada.

Reference 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.

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

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

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

Evaluation Strategy	Value	Due Date
Midterm	15%	February 7, 2007
Assignment #1 – Community Client Plan of Care	20%	February 21 or April 3, 2007
Assignment #2 – Community Aggregate Presentation	20%	February 14 or March 20, 2007
Hospital Clinical / Community Clinical	Satisfactory	Portfolio due 1 week after end of each rotation
Final Exam	45%	Scheduled by Registrar

All relevant policies described in the Student Manual will apply to assignments. Up to 10% may be deducted for errors in APA format. Two copies of the entire assignment must be handed at time and date specified by the course professor. If, for personal reasons, you are not able to meet the deadlines, it is your responsibility to contact the course professor prior to the due date.

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.**

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 Manual).

Community Clinical Expectations

- Each student **must submit** their Learning Plan to their faculty advisor **prior to the 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.
- Each student must provide a copy of the Community Evaluation form to their preceptor within the placement on the first day in the agency.
- It is the student’s responsibility to track community hours on the time sheet posted on LMS. The preceptor must be kept informed weekly and sign off on the time sheet each week.
- 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 not related to the clinical are not to be scheduled. Hours outside of the usual clinical time are not to interfere with other classes.
- Inform preceptor and faculty advisor of illness as soon as possible. A note from a health care practitioner (physician or nurse practitioner) may be required on return to clinical.
- Keep your preceptor 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.

Evaluation

There is to be a mid-term evaluation (halfway point in the clinical hours) and an end of term evaluation.

For the community placement the faculty advisor may be present on-site for both evaluations or just the final evaluation. The evaluation meeting dates are to be organized by the student in consultation with the faculty advisor and the preceptor. Determination of the final grade is done by the faculty advisor.

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 reflection must be completed using John's model or another model approved by the faculty advisor. 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 Expectations

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 on one client. Two nursing care plans, nursing diagnoses, 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 and must be satisfactory by the end of the rotation. 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.

Assignment #1

Community Client Plan of Care (20%) Due: February 21 or April 3, 2007

Students will select a client from the clinical setting in week 1, 2 or 3 and prepare a community plan of care. This paper will include a discharge plan for the client, consider nursing care and community support requirements for a smooth transition from the acute care to the community. Students will identify the necessary community resources required to support the client and family. Students will utilize the Canadian Community Health Nursing Standards of Practice, the determinants of health and scholarly literature for this assignment. A data collection sheet will be utilized and **MUST** be signed by the clinical teacher and attached to the assignment.

Evaluation Criteria:

1. Assessment & analysis of data using a model or framework. (4 marks)
2. List client/family's strengths (personal & support system) that would promote his / her wellness. (1 mark)
3. Develop 3 nursing diagnoses. These are statements that outline actual, potential and / or possible problems that could have an impact on the client's health maintenance. Include a wellness nursing diagnoses. Indicate rationale for selection of diagnoses. (6 marks)
4. Work through the top priority nursing diagnosis. Identify priority nursing interventions that would further enhance client / family's health. Each intervention requires one measurable outcome. Include rationale to support each of your nursing interventions. (6 marks)
5. State strategies to evaluate the effectiveness of your nursing interventions. These should include realistic timeframes. (3 marks)

Maximum 5 pages. Students are to submit two paper copies.

Assignment #2

Community Aggregate Presentation (20%)

Due: To be scheduled

Students will be assigned to groups and to an aggregate in week one. Student groups will prepare a 20 minute presentation on their aggregate based on the following criteria.

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

Note: Not all students may 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. Each group will attend a minimum of 1 meeting with the course professor to discuss group process and progress.

1. Describe the aggregate using relevant demographics, determinants of health, growth and development (2 marks)
2. Identify a specific health issue relevant to the aggregate based on a review of the literature and epidemiological investigation. (3 marks)
3. Address this health issue using the population health promotion approach. (2 marks)
4. Comment on two (2) CHN’s role in working with this aggregate (e.g. educator, counselor, manager, advocator etc.) with examples. (2 marks)
5. 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 (6 marks)
6. Presentation
All group members are expected to participate equally in the presentation.
Marks will be deducted for presentations that do not adhere to time allotted.
Bonus mark will be given for strong, insightful responses to class questions. (5 marks)

The presentation will be recorded on a DVD by students and submitted following the presentation. Students are responsible for arranging the equipment from library & must provide their own DVD.

Group Process Evaluation

Each group member will identify their contribution to the assignment by rating themselves and each group member. The group process evaluation will account for 25% (5/20) of the mark for the assignment. Details of the process are described in the course syllabus.

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 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of March 1, 2008 will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.