



**I. COURSE DESCRIPTION:**

This course focuses on peoples' (individual and family) experience with healing, specifically related to a variety of complex health challenges. Using a concept approach and the nursing process learners will continue to develop their repertoire of cognitive practice skills, interpersonal and organizational skills to promote healing. Pattern recognition, critical decision-making and increased self-directedness will be emphasized. Through clinical experience in both the community and a health care agency, students will refine their clinical judgment by exploring and utilizing the expertise of a variety of health team members.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****ENDS-IN-VIEW:**

Upon completion of the course the learner will:

- increase their understanding of a variety of concepts of relevance to clients (individual and family) experiencing complex health challenges
- apply the nursing process in the care of clients in a variety of settings
- practice safely through the development of critical decision-making and pattern recognition
- further develop documentation and independent nursing practice skills

***Important notes:***

- ***It is crucial that students come to class, lab and clinical prepared to participate.***
- ***Students must understand that although they may have seen or performed a skill in clinical that the theory in the readings is the process that will be tested. This theory is based on the best available, up-to- date evidence.***
- ***Laboratory and class theory inform and enrich practice. Clinical practice experiences are meant to facilitate the development of all clinical skills necessary for professional nursing practice. Remember that your clients deserve 100% of your attention, preparation and professional care. Come to clinical prepared to care for your clients by being aware of the following:***
  1. ***Client specific pathophysiology***
  2. ***Client specific medications (what they are, why the client is on them, the safe dose, frequency, route, action, side effects and adverse reactions)***
  3. ***How your day will be organized***
  4. ***Client priorities (using some type of theory to guide this process)***
  5. ***Priority client centered nursing diagnoses***

**PROCESS:**

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop nursing practice skills in the laboratory setting. Through case studies, discussion, role-playing, and clinical practice, learners will refine clinical judgment skills and explore safe professional nursing practice. The utilization of a framework for intervention will facilitate priority setting and decision-making and will help to highlight specific nursing roles when working with individuals and their families experiencing complex health challenges. Learning activities, journaling, and sharing by classmates of their experiences in hospital and community will provide learning opportunities.

**III. REQUIRED/RECOMMENDED RESOURCES/TEXTS/MATERIALS:**

Ackley, B. J., & Ladwig, G. B. (2008). *Nursing diagnosis handbook: A guide to planning care* (8<sup>th</sup> ed.). St. Louis, Mo: Mosby.

Karch, A. (2007). *2007 Lippincott's nursing drug guide Canadian version*. Philadelphia: Lippincott.

Jarvis, C. (2004). *Physical examination & health assessment* (4<sup>th</sup> ed.). St. Louis, MO: Saunders.

Lehne, R.A. (2007). *Pharmacology for nursing care* (6<sup>th</sup> ed.). St. Louis, Mo: Saunders

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2006). *Medical-surgical nursing in Canada: Assessment and management of clinical problems* (S. Goldsworthy, & M. A. Barry Canadian Eds. (1st ed.). Toronto, ON: Elsevier Mosby.

McCance, K.I. & Heuther, S. E. (2006). *Pathophysiology: The biological basis for diseases in adults and children* (5<sup>th</sup> ed.). St. Louis: Mosby.

Pagana, K.K., & Pagana, T.J., (2006). *Mosby's manual of diagnostic and laboratory tests* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby.

Perry, A. & Potter, P. (2006). *Clinical nursing skills and techniques*. (6<sup>th</sup> ed.). Toronto, ON: Mosby.

Stuart, G.W., & Laraia, M.T. (2005). *Principles and practice of psychiatric nursing* (8th ed.). Toronto: Mosby.

Wilkinson, J.M. (2001). *Nursing process and critical thinking* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.

You will need to seek out additional library resources such as journals, and internet sources such as CINAHL and Proquest and the Cochrane Library for your weekly case studies.

#### IV. ATTENDANCE POLICY

**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 (please refer to student handbook).**

##### **Class**

The learning activities provided with the course syllabus and the specific case studies will outline the preparatory material for each class. It is very important that students come to class prepared and bring along necessary tests and resources needed to function as a group member.

Punctual and regular attendance at the various academic exercises is required of all students.

##### **Labs**

Laboratory experiences are three (3) hours in length and will take place in two sections.. **Attendance at lab is mandatory.** As in other years, you are not allowed to move between sections, you must ask. Students are expected to come to lab prepared.

##### **Practice lab**

A practice lab is available for students to further develop their clinical skills (for access see the Sault College Bachelor of Science Degree in Nursing Student Manual – Student Services). If a student has problems with the performance of skills in the clinical area any needed remedial work must be discussed with their clinical instructor. **Clinical teachers may send students home from the clinical setting if their expected skills are lacking.**

Regular attendance is encouraged and should be documented in a lab passport.

##### **Clinical practice**

The clinical experience in NURS 2144 includes 110 hours of hospital placement in a variety of clinical areas and 22 hours of community practice. Students are expected to prepare for each clinical day as instructed by their professor and to complete journals and post-clinical activities as assigned.

"Nursing students enter a new clinical area as novices; they have little understanding of the contextual meaning of the recently learned textbook terms. But students are not the only novices; any nurse entering a clinical setting where he/she has no experience with the patient population may be limited to the novice level of performance if the goals and tools of patient care are unfamiliar." (Benner, 1984, p. 21)

The community practice component will be discussed in the first class. See the course syllabus for more information.

**Clinical practice is mandatory.** Students who miss ANY clinical time must contact both course professor and your clinical instructor within 24 hours of missed time. *The only valid reason for any missed clinical time is illness.* If time is missed during the clinical experience, a medical note documenting illness is NECESSARY. If a student is inadequately prepared for clinical, the clinical teacher may send the student to the practice lab, or home. This will be documented on the clinical evaluation form and in the student's academic file. You must arrange a meeting with your clinical instructor to explore options to meet the required clinical hours.

\* **Note:** Clinical experiences include hospital and community. The learner must demonstrate "SATISFACTORY" performance on the Clinical Evaluation for hospital placement, including a rating of three on all of the indicators of clinical performance and have completed the assigned community hours in order to obtain a passing grade in NURS 2144.

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

A passing grade of 60% is required for all nursing courses. The grade for NURS 2144 will be based on 5 methods of evaluation. These will be derived from the following:

##### Evaluation

**1. Mid term test 20%**

The format for this test may include a combination of multiple choice questions, short answer questions, and or a case study. Midterm test will be scheduled at a later date to accommodate for Family Day Statutory Holiday.

**2. Major Assignment 20%**

A detailed handout will be provided at a later date. APA format will be required. Please refer to the NEOCNP handbook for policies related to the submission of assignments.

**3. Community Assignment 15%**

Students will participate in a health fair. Topics will be discussed during the first class.

**4. Laboratory skill testing 15%**

Each week in the laboratory, students will be learning new clinical skills. Students will be expected to prepare and practice the skill until they develop expertise and confidence. This will involve practicing outside of scheduled laboratory time.

Laboratory skill testing will constitute 15% of your final grade in NURS 2144. On the day of the laboratory skill test, the student will randomly draw a scenario which incorporates a skill which was covered during the first 11 weeks of the laboratory course.

Should the student's performance of a skill be, in the opinion of the lab instructor unsatisfactory or unsafe (i.e. if the student places the client at risk), the student will be required to practice the skill in the practice lab and demonstrate the skill to the appropriate lab instructor prior to the last class. If no progress is demonstrated, the student may be unsuccessful in the lab component of NURS 2144 (Note that this will constitute a failure in NURS 2144).

## 5. Final examination 30%

This examination will be a combination of multiple choice and short answer questions. It will cover content from both the class and lab for the entire course.

Failure to achieve a grade of "60" in the class component or satisfactory in the lab and clinical areas **constitutes a failure** in NURS 2144. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing practice courses. **Therefore, a failure in ANY component (class, lab or clinical) will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

### Evaluation Policy:

Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory. Students must contact the course professors for alternate arrangements. Medical notes must be provided in the event of illness. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

### The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
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:****All students please note the following:**

- 1) 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 can be emailed via email ([vila.smith@saultcollege.ca](mailto:vila.smith@saultcollege.ca)) or web ct. All assignments are due at the beginning of class unless otherwise directed.
- 2) 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.
- 3) Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade. To receive approval for late assignments you must present all your work up to the point of the due date.
- 4) See Course Syllabus for additional information.
- 5) Group Work: If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment with the course professor as soon as possible. Please note, the course professor will have the final discretion of potentially assigning different marks for members of a group based on the group members' contribution.

**Disability Services:**

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 Disability Services 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.

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.

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

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 the first week of *March*, 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 of the 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.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.