

I. COURSE DESCRIPTION:

The focus of this nursing practice experience is health protection. The concept of health protection and its complexities in relation to health care delivery in hospitals and communities will be emphasized. Learners will have opportunities to develop leadership and acquire proficiency in client care.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW

Through praxis, participants will have the chance to examine and apply the principles of health protection in their nursing practice. As well, participants will have opportunities to explore and experience the role of health educator and learner with individuals and families in acute care and/or community settings. Finally, participants will examine how nurses “know” and how nurses use the process of nursing inquiry in practice.

PROCESS

The intent of this clinical practice course is to foster the desire “to know” through experience. Dialogue about clinical experiences will generate discussion and reflection on concepts and theories related to health protection, teaching and learning and nursing inquiry. 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. Learning garnered from previous courses will be advanced. Critical reflection on personal meaning, ways of knowing, time/transitions, and culture/ context will be explored together.

Active engagement of the learner is a pre-requisite of this course. The learner is expected to attend **all classes and clinical experiences and participate in group learning activities and discussions**. The learner is expected to prepare for class discussions and clinical assignments through reading course textbooks and resources available in the library and nursing literature.

III. TOPICS:

**Class Schedule for NURS 3084
2003**

Week

1	2 hrs: Introduction to course, reflection on past learning and future needs, clinical, Risk Assessment and Discharge Planning- Discussion 1 hr: Pre-test of Clinical Skills, Review of I.V. Therapy
2	Clinical Skills Review
3	2 hrs: Nursing Process, Critical Thinking, Evidence-Based Practice 1 hr: Total Parenteral Nutrition
4	2 hrs: Family As Context, Gorin and Arnold Health Promotion Matrix, Change Theory (Behavioral), 1 hr: Chest Tubes
5	2 hrs: Case Studies on Dependency and Cirrhosis of the Liver, Neurological Health Challenges 1 hr: Central Venous Lines
6	2 hrs: Case Studies on Gastrointestinal Health Challenges, Sensory Health Challenges 1 hr: Ostomy Care
7	Written Clinical Skills Test
8	Cultural Assessment and Spiritual Assessment
9	Scenario Testing
10	Scenario Testing
11	Scenario Testing
12	Community Placement Presentations
13	Community Placement Presentations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Assigned articles & readings

Some articles may be placed on reserve in the library. For other readings, learners are expected to use their library skills to search and access articles in health professional journals in the library collection and internet.

2. Required texts

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

Gorin, S.S., & Arnold, J. (1998). *Health promotion handbook*. St. Louis: Mosby.

Stanhope, M. & Lancaster, J. (2000). *Community & public health nursing*. St. Louis: Mosby.

3. Recommended texts and resources: (used in other nursing courses)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

College of Nurses in Ontario. (2000). *Compendium of Standards of Practice for Nurses in Ontario*. Toronto: Author (this resource may be obtained from: College of Nurses of Ontario, 101 Davenport Road, Toronto, ON, M5R 3P1, Tel: 1-800-387-5526, e-mail: cno@cnomail.org)

Wilkinson, J.M. (2001). *Nursing process and critical thinking* (3rd ed.). New Jersey: Prentice-Hall, Inc.

- A textbook of maternal & child nursing
- A textbook of medical surgical nursing
- A textbook of psychiatric nursing
- A textbook of clinical nursing skills
- A nursing drug guide
- A laboratory tests and diagnostic procedures handbook

4. Classes and the Course Professor:

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.

5. Clinical Experience and the Clinical Teachers

I. Acute Care 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 occurring in the first half of the semester.

In the acute care setting, students will be assigned to clinical groups consisting of a maximum of eight students per group. Groups will be posted on the Year III bulletin board. Each 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.

A written assignment is based on this acute care experience. For the written assignment, each learner will select a client from his/her acute care setting and develop an in depth case study outlining the identification and management of the client's health challenge(s).

Clinical 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).

Attendance at clinical is **mandatory**. Please note, that non-attendance at the clinical experience can seriously jeopardize your opportunity to learn and demonstrate the ability to develop caring relationships and perform clinical skills expected at the Year III level. In other words, absence can result in failure to meet clinical expectations. Absence from clinical due to health reasons must be established by medical documentation and the student must immediately notify both the course professor and clinical teacher of the absence. In addition, the learner must devise a plan to complete the required clinical hours

Practice Labs

You will be required to attend practice labs in order to refresh and practice your clinical skills. You must attend these labs prior to the scenario testing. Practice Lab hours will be posted.

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!

II. Community Placement

Within the last half of the semester, learners will complete a 50 hour community placement experience. 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 (eg. 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. As well, learners will make an in-class presentation outlining the agency and the project work accomplished.

Attendance at clinical is **mandatory**. Please note, that non-attendance at the clinical experience can seriously jeopardize your opportunity to learn and meet clinical expectations. Absence from clinical due to health reasons must be established by medical documentation and the student must immediately notify both the course professor and clinical teacher of the absence. In addition, the learner must devise a plan to complete the required clinical hours

Please note the following Laurentian University policy regarding student attendance at classes, labs and clinical experiences.

Attendance

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course.

V. EVALUATION PROCESS/GRADING SYSTEM:

Clinical Hours: Acute Care - 96 hrs Community - 50 hrs

Assignments	Value
Health Challenge Paper	40%
Clinical Skills Test	30%
Community Placement Presentations	15%
Scenario Test	15%

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) The School of Nursing guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. See Student Handbook.
- 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.

HEALTH CHALLENGE CASE STUDY ASSIGNMENT GUIDELINES

There are some essential concepts that you are learning about in your other nursing courses this term and applying in this “practice” course. At the same time that you are gaining new knowledge, you are also expanding your knowledge of chronic and episodic health challenges. You have already learned about some health challenges in the pathophysiology course during second year. Now, in this course, N3084, you need to apply the “process” you used last year to learn about health challenges that you encounter in your third year clinical practice placements. Knowledge of health challenges encountered in your clinical practice settings then needs to be integrated with knowledge of prevention (primary, secondary and tertiary), collaboration, discharge planning, culture/environment, risk appraisal, community resources, teaching and learning. As well, your understanding of “Nursing Inquiry” will be further developed to expand your – empiric, aesthetic, moral and personal knowledge in clinical practice.

Ends-in-View:

The learner will submit an in depth case study of the nursing care of a client in the acute care setting. The learner will demonstrate evidence-based practice through the use of relevant nursing theoretical and research literature to support clinical decision-making and nursing interventions.

Activity:

Each student will select a patient from his/her acute care setting and develop an in-depth case study. The selection of the specific case should occur within the first weeks of the clinical placement. The case study will be the focus for developing the Health Challenge paper.

Formal Paper:

The maximum length of the paper will be **5 pages** (double spaced, font size 12). A list of references to the theoretical and research literature that were used in the paper will be included as **page 6**. A minimum application of **two relevant nursing research** studies is required to achieve a passing grade in this paper. **Clean copies of two research studies** used must be handed in with the paper.

The paper should include:

- An introduction which is a synopsis of the case study. This should include a brief description of the client, the pathophysiology of the health challenge, results of relevant lab tests and prescribed treatments/procedures, medications and relevant medical history. The synopsis should not exceed 1 page.
- The remainder of the paper (4 pages) will focus on the **nursing care issues** that were identified as important in providing care to the client while in hospital. This section should demonstrate how the learner used the nursing process and critical thinking in determining the client’s health status (identification of actual or potential health problems, or patient strengths) and in making decisions about appropriate client goals/outcomes and nursing interventions. In addition, the learner must demonstrate evidence-based practice by using the nursing literature to support his/her clinical decision making and nursing interventions in the care of this client.

Evaluation of Health Challenge Case Study Assignment

- **Introduction:** synopsis of case study10 marks

 - **Nursing Care Issues Related to Client**
 - demonstrated use of nursing process and critical thinking15 marks
 - demonstrated use of nursing research and theoretical literature to support clinical decision-making (i.e., evidence-based practice)15 marks
- TOTAL 40 marks**

COMMUNITY AGENCY PRESENTATION

All students will complete a community agency presentation based on their community placement. Students who completed their clinical experience in the same agency will work on the presentation as a group, regardless of individual projects that were carried out. Individual projects will be described by each student at the conclusion of the presentation. **Each group member must participate in the preparation and actual presentation for the entire group to receive a grade.** Demonstration of teaching/learning skills is expected. The presentation will be graded out of 15% and will be evaluated using the following criteria:

1. Description of community agency, including mandate, population serviced, and type of agency (voluntary or involuntary). **3 marks**

2. Description of agency program(s). **2 marks**

3. How does the agency demonstrate health protection and promotion. **2 marks**

4. Description of each student's involvement in an agency project. **4 marks**

5. Reflection on what was learned through the placement. **2 marks**

6. Overall presentation **2 marks**

TOTAL: 15 %

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%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% 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.	

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 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.