

I. COURSE DESCRIPTION:

Change, challenge and complexity characterize the context in which nursing is now practiced and will be practiced in the future. The predicted higher expectations will require the entry-level practitioner to practice more independently, and work safely with a wider range of clients, within a greater variety of practice settings and across the full continuum of care. (Harrington, 1997, CNO Communique)

This nursing practice experience focuses on the actualization of the nurse as a professional. By critically reflecting on clinical experiences, learners will experience the significance of their role as generators and disseminators of nursing knowledge in shaping and responding to the challenges of health care in our society.

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE

ENDS-IN-VIEW:

1. Value and internalize educational experiences and program philosophy in a dynamic health care and societal environment.
2. Demonstrate a commitment to ongoing professional development through collaboration (colleagues, faculty and preceptors).
3. Visualize and actualize self as a professional nurse.
4. Demonstrate advanced critical thinking and reflection with respect to nursing care and roles in complex, reality-based situations.
5. Recognize the relationships between participants in a multi-disciplinary team.
6. Engage in collaborative practice.
7. Integrate diverse knowledge bases to direct complex nursing care.

PROCESS:

The learning context will include seminar and nursing practice settings and will involve collaboration with faculty, colleagues and clinical partners (Preceptors). It is the intention of the faculty to foster participants' problem solving approaches as they strive to assist clients to achieve desired health outcomes. Case studies will form the basis for seminar discussion. While applying a problem solving approach, participants will demonstrate various skills required for critical thinking, clinical reasoning, effective and productive interpersonal communication, resource identification and technical competency. Faculty role is that of a facilitator so that students may explore the complexities and types of problems that may arise in clinical practice.

III. CONCEPTS

The main concepts discussed within this course include:

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| 1. Praxis | 7. Practice Context and Culture |
| 2. Change | 8. Caring |
| 3. Leadership | 9. Health Promotion |
| 4. Professionalism/Competence/Accountability | 10. Knowledge |
| 5. Collaboration | 11. Evidence based nursing |
| 6. Self as Nurse | 12. Best practice |

IV. RESOURCES:

Recommended Text:

McIntyre, J., & Thomlinson, E. (2003). *Realities of Canadian nursing: Professional, practice, and power issues*. Philadelphia: Lippincott, Williams, and Wilkin.

The following will be helpful:

- Textbooks from previous courses, such as: Medical Surgical Nursing, Mental Health Nursing, Maternal-Child Nursing, Community Nursing, Pharmacology, Physical Examination & Health Assessment.
- Mosby's Comprehensive Review of Nursing.
- The CNA Review
- Code of Ethics for Registered Nurses
- Standards of Practice for Registered Nurses and Registered Practical Nurses
- CNO Documents and RNAO Best Practice Guidelines
- Standards for the Therapeutic Nurse-Client Relationship
- Online data bases, such as: Proquest, Ovid, CINAHL, Medline, Cochrane Library, Ebscohost. Links to online data bases are as follows:

Be advised that additional resources are available in the library, acute care facilities and in the community setting. These should be explored fully.

V. CLINICAL EXPERIENCE: *Please read this carefully*

Students will be partnered with a Registered Nurse in the in-patient or community practice setting. Students will also be assigned a Faculty Advisor.

It is the role of the Preceptor to mentor the student in the clinical setting. It is the role of the advisor to facilitate communication between the student and preceptor, ensure that the student has realistic and measurable objectives, monitor clinical hours and to participate in the development of the learning contract and evaluation of the student.

It is expected that the student will make contact with their clinical partner (Preceptor) during the third week of September. Students should draft a learning contract that reflects both personal and course (from all first term, year 4 nursing courses) related learning objectives, the means that the student will employ to attain these objectives and the evaluation criteria. A formal clinical evaluation tool will be provided to the student so that program objectives are also met. Students must contact and see their Faculty advisor prior to beginning their clinical time. **REGARDLESS OF THE SETTING, STUDENTS MUST SPEAK WITH THEIR FACULTY ADVISOR AND DISCUSS THEIR LEARNING OBJECTIVES PRIOR TO BEGINNING THEIR CLINICAL TIME FOR NURS 4084.** Breach of this course policy will result in immediate removal from the clinical setting for unprofessional behavior.

Students are expected to follow their preceptor's schedule as much as possible. Wednesday , through Sunday are possible clinical days (Wednesday afternoon, Thursday, Friday, Saturday, & Sunday,). Mondays, Tuesdays, and Wednesday mornings have been set aside as class time in the Fall Semester of Year 4.

V. CLINICAL EXPERIENCE: *Please read this carefully (continued)*

Students are to plan their schedules accordingly. WITHIN ONE WEEK OF BEGINNING THE CLINICAL EXPERIENCE, THE STUDENT MUST SUBMIT, TO BOTH THE FACULTY ADVISOR AND CLINICAL PRECEPTOR, A SCHEDULE SPECIFYING HOURS FOR CLINICAL PRACTICE. IT IS THE RESPONSIBILITY OF THE STUDENT TO ENSURE THAT CHANGES TO THIS SCHEDULE ARE REPORTED AND RECORDED. FAILURE TO PROVIDE DOCUMENTATION OF CLINICAL HOURS WILL RESULT IN IMMEDIATE REMOVAL FROM THE CLINICAL SETTING. THIS WILL BE STRICTLY ENFORCED. All students are expected to complete 170 hours in the clinical setting.

Students are to follow the dress code for clinical practice as outlined in the Student Manual. In the clinical practice setting, students are responsible to the client, preceptor, agency AND to the School of Nursing. Unsafe practice, unprofessional behavior, or infractions with respect to accountability and responsibility are grounds for removal from the clinical setting.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for NURS 4084 and the student must also achieve a satisfactory level of competence in the practicum portion.

In order to facilitate the integration of previous learning, students will participate in weekly seminars where various topics will be examined. Students will be expected to participate in seminars by identifying areas where additional learning is needed. Group presentations will examine these areas and meet student learning objectives. Students will submit a clinical portfolio the contents of which are detailed below. A final examination will be written during the examination period.

CLINICAL PRACTICE

Pass/Fail

Clinical evaluation is pass/fail. A midterm and final evaluation must include the learner, faculty advisor from the nursing school and the clinical preceptor.

Failure to attain a rank of three (3) on any one of the areas in the evaluation constitutes a failure in NURS 4084. All students must complete 170 hours in the clinical setting prior to the beginning of the examination period in December. Failure to complete clinical hours within the specified time period may result in a failure in NURS 4084.

GROUP PRESENTATION/CASE STUDY

20%

Students will be expected to participate in a group presentation which will examine a particular area of interest determined by the entire class. Topics will be assigned one week in advance so that students may refine the skills needed to quickly locate and collate information.

PORTFOLIO

40%

Two Case Studies

Each student will be responsible for preparing and submitting a portfolio containing two (2) case studies. The purpose of these reality-based case studies is to provide students with the opportunity to demonstrate their ability to actualize critical thinking and priority setting in evidenced based client care. The structure for the case studies is outlined below and is different for students depending upon their clinical setting. This portfolio is due no later than week nine of classes, Friday at 1200. You may be required to submit 2 copies of your portfolio. The North Eastern Ontario Collaborative Nursing Program policies for assignments and late assignments apply (see Student Manual). You must follow APA format. Page Limit (for the case studies) = 15 pages exclusive of title page and references.

STRUCTURE

For students in the Acute Care Setting:

1. Describe the client-nurse scenario/interaction or work situation that will serve as the basis for your case study presentation. Be sure to explain the situation as clearly as possible. Include your role in the interaction, and any relevant information about the client and family.
2. Choose the highest priority problem (as identified in collaboration with the client and family-- be sure to explain this process). Include your raw data, analysis of the situation, goals (short and long term), interventions, rationales and evaluation. Your interventions must be individualized for the client and family. They should not be taken directly out of a book. You must include references for rationales, interventions and analysis. The concept of BEST PRACTICE should prevail throughout this entire assignment.

For students in the Community setting:

1. Your portfolio will consist of two logs. Each one will describe an interaction or conundrum within the clinical setting.
2. The interaction will then be analyzed using theoretical and/or evidenced based findings. This analysis will assist the learner in developing strategies for resolution of the conflict or conundrum. It is expected that the analysis in your paper will be substantially supported with the literature.

FINAL EXAMINATION

40%

This will be a combination of multiple choice, short answer, and case study analysis. The final exam will be scheduled by the registrar.

Also included in your portfolio are:

Learning contract

Students are to develop a learning contract that reflects both personal and course (from all first term, year 4 nursing courses) related learning objectives, the means that the student will employ to attain these objectives and the evaluation criteria. A formal clinical evaluation tool will be provided to the student so that program objectives are also met. **REGARDLESS OF THE SETTING, STUDENTS MUST SPEAK WITH THEIR FACULTY ADVISOR AND DISCUSS THEIR LEARNING OBJECTIVES PRIOR TO BEGINNING THEIR CLINICAL TIME FOR NURS 4084.**

Biweekly journals

All students will submit biweekly journals to their clinical preceptor and faculty advisor. These journals will address progress toward accomplishment of learning objectives identified on personal learning plans. These will be handed in with the case studies/logs identified above.

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%	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.	

VII. 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.

VIII 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 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 postsecondary 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.

IX. 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.

X. 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.