

I. COURSE DESCRIPTION

Nursing 3084 focuses on health protection and illness prevention with emphasis on the application of principles of teaching and learning and nursing inquiry. The concepts of health protection and illness prevention and their complexities in relation to health care delivery in hospitals and communities will be emphasized. Learners will have opportunities to begin to develop leadership and acquire proficiency in the care of individuals and families in the context of acute care and community settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-view**

By the end of this course, the learner will have a sound understanding of several health protection and illness prevention approaches in a variety of nursing contexts. Such approaches will be examined in view of evidence-based practice guidelines and clinical realities.

Process

This course is designed to help the learner practice critical thinking through the analysis of case studies encountered in the 'real world' of practice. The cases pertain to a variety of nursing areas. Between the collaborative sites, cases may be different reflecting the expertise of the course professors and uniqueness of the health care context. Regardless of the data in a particular case study, a learner is required to combine nursing, critical thinking, clinical judgment, and clinical decision-making processes - all of which must be supported by theory/evidence. A learner will need to draw on their previous learning in order to fully understand the complexities of a case. For example, a learner may need to return to their pathophysiology notes, drug interactions and so on, in order to identify the priority health challenge in a given situation.

Using such learning strategies as group discussion, presentations, reflective writing, and skill practice learners are encouraged to apply their knowledge to a specific context. The emphasis on critical thinking and integration of knowledge serves to better prepare and provide confidence as the learner begins their practice as a competent and safe nurse.

III. TOPICS:

Class Schedule

Week	Dates	Topic	Assignments
1	Sept. 5/08	Overview of course Overview: Psychiatric Mental Health Nursing Health protection in the client with: Altered mood (depression; suicide; bipolar)	
2	Sept. 12/08	Health protection in the client with: Altered mood continued Health protection in the client with: Altered perception (schizophrenia)	
3	Sept. 19/08	Health protection in the client with: Altered Integrity (Substance Abuse) Health protection in the client with: Altered role and relationship (Family violence, sexual abuse)	
4	Sept. 26/08	Health protection in the client with: Altered perception (Organic brain disorders: acute and chronic) Health protection in the client with: Challenges to the Immune system: Infectious processes (VRE, MRSA, TB, STIs)	
5	Oct. 3/08	Health protection in the client with: Altered metabolism: liver (hepatitis)	Mid term exam (first hour, then class)
6	Oct. 10/08	Community Presentations	2 Passports to be completed and submitted
7	Oct. 17/08	Health protection in the client with: Altered Activity/Exercise: Hematologic (anemia) Health protection in the client with: Altered nutrition: GI (ulcerative colitis; Crohns, GI Bleed)	
8	Oct. 24/08	Health Protection in client with: Altered cognition/musculoskeletal: Degenerative neurological (Parkinson's; MS)	
9	Oct. 31/08	Study Week	
10	Nov. 7/08	Health protection in the client with: Altered cognition/activity/exercise: Neurological (trauma of MVA with head injury; seizures; spinal cord)	Remaining 2 passports to be completed and submitted
11	Nov. 14/08	Scenario Testing	
12	Nov. 21/08	Scenario Testing	
13	Nov. 28/08	Community Presentations	

Dec 5 1230-1530 tentative date to finish remaining scenario testing and community presentation

Topics may be adjusted according to learner/professor needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**RESOURCES REQUIRED**

Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2008). *Community Health Nursing in Canada*. Toronto: Elsevier. **(Purchased for NURS 3006)**

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

Previously Purchased:

Ackley, B.J., & Ladwig, G.B., (2006) *Nursing diagnosis handbook: A guide to planning care* (7th ed.). St. Louis, MO: Mosby.

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

Lehne, R.A. (2007). *Pharmacology for nursing care* (6th 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* (5th ed.). St. Louis: Mosby.

Murray, R. B., Zentner, J. P., Pangman, V., Pangman, C. (2006). *Health Promotion Strategies through the lifespan*. Toronto: Pearson – Prentice Hall

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

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

Please Note:

A selection of textbooks, readings and articles will be placed on reserve in the library.

V. ATTENDANCE

A. Classes

As active participants in NURS 3084, learners are expected to attend all weekly classes and come prepared. Punctual and regular 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.

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 NEOCNP handbook).

B. Practice Experiences

Clinical Practice:

Failure to achieve a Satisfactory in either clinical component of NURS 3084 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

Acute Care Clinical 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. 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. 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.

Expectations:

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

- a) regular attendance;
- b) regular submission of a satisfactory completed 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 NURS 3084.

Attendance at clinical is **mandatory**.

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 3084 Clinical Evaluation Form).

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 including lab diagnostics, medications, nursing diagnosis, nursing care plan, and reflective practice. On a weekly basis the working care plan, pathophysiology, labs, and medications on 1 client are to be submitted. Two nursing care plans, nursing diagnosis, and reflective practice are to be handed in to 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! Over the course of the placement you are expected to coordinate the care of 2 to 3 patients depending on patient acuity.

Mandatory Practice Labs

You are required to attend practice labs in order to maintain your competency. A minimum of four labs is **mandatory**. You are also encouraged to practice any skill you reflect requires practice. It is highly recommended that you do not leave these labs to the last minute as it may be difficult to schedule a time. Failure to complete the practice labs will result in failure of NURS 3084. (Refer to NEOCP Student Manual and Course Syllabus)

Community Placement

Learners will complete a 72-hour community clinical agency 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 (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 an evaluation of the learner's performance. Final grade (pass/fail) to be determined by faculty advisor. Learners will complete an in-class presentation outlining the agency and the project work accomplished. The presentation will then be posted in NURS 3084 LMS. Refer to marking scheme in course syllabus. Students must notify faculty advisor and community agency preceptor of any absence. All missed community clinical times must be made up. **Refer to course syllabus for requirements of community portfolio.**

ALL STUDENTS PLEASE NOTE THE FOLLOWING:

Attendance at all practice experiences is **mandatory**. Please note, that non-attendance can seriously jeopardize your opportunity to learn and meet practice expectations. Absence from any practice experience due to health reasons must be established by medical documentation and the student must immediately notify both the faculty advisor and clinical teacher/community agency supervisor of the absence. In addition, the learner must devise a learning plan to complete the required practice hours. Refer to NEOCNP Student Manual for further information.

V. EVALUATION PROCESS/GRADING SYSTEM:

Midterm Exam	30%
Community Presentation	15%
Community Clinical	Satisfactory
Acute Clinical	Satisfactory
Scenario Testing	15%
Mandatory Lab Hours	Satisfactory
Clinical Experience	Satisfactory
Final Exam	40%

A. Midterm Exam (30%)

Midterm exam is multiple-choice questions covering the first five weeks of learning activities.

B. Community Presentation (15%)

All students will complete a 15 minute presentation following their community rotation. The presentation will be graded utilizing a marking scheme which will be distributed in class. Students who are placed in the same agency will work on the presentation together, regardless of individual projects being carried out. Individual projects will be described by each student as part of the presentation. The presentation will be evaluated on the student's ability to effectively disseminate information about the community agency and the student's experience through means of: teaching-learning strategies, stimulation class involvement, creativity, critical response to class questions and evaluation strategies. Power point presentation are to be pre-posted on the NURS 3084 LMS by noon Thursday prior to the student's scheduled Friday presentation. Please refer to syllabus.

C. Final Examination (40%)

The final examination is a combination of multiple-choice and short answer questions. The questions measure the student's ability to appraise and apply nursing knowledge.

ALL STUDENTS PLEASE NOTE THE FOLLOWING:

1. Failure to achieve a grade of "60" in the class component or satisfactory in both clinical areas, or mandatory practice labs **constitutes a failure in NURS 3084**. 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.**
2. 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 will be emailed to the course professor prior to the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.
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.

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%	
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 professor 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 post-secondary 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 *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.

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 November 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.