

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Nursing Practice VI

CODE NO. : NURS4084 **SEMESTER:** 7

PROGRAM: Collaborative BScN

AUTHOR: Robyn Gorham, Janet Binette, Dan Dutrisac, Lucy Pilon

DATE: June 2008 **PREVIOUS OUTLINE DATED:** June 2007

APPROVED:	"Marilyn King"	DATE
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	CHAIR	

TOTAL CREDITS: 4

PREREQUISITE(S): NURS3007, 3066, 3094, 3206, 3416

HOURS/WEEK: 3

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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 in class and on-line as well as the nursing practice setting in either an acute care (in-patient) or community-based environment. Collaboration with faculty, colleagues and clinical partners (Preceptors) is an integral component to the learning process. 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/ clinical scenarios or presentations, will form the basis for 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 following concepts are foundational in this course:

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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 Practice |
| 6. Self as Nurse | |

IV. RESOURCES:

Required Text:

Lewis, S. L. (2007) *Virtual clinical excursions for medical-surgical nursing* (7th ed.). St. Louis: Elsevier/Mosby.

Recommended:

Canadian Nurses Association. (2005). *The Canadian Registered Nurse exam prep guide* (4th ed.). Ottawa, ON: Author.

DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing: A guide to clinical practice*. Philadelphia: Mosby.

Marshall-Henty, J. & Bradshaw, J. (Eds.). (2006). *Your guide to short answer questions on the CRNE*. Toronto, ON: Elsevier Canada.

McIntyre, J., Thomlinson, E., & McDonald C. (2006). *Realities of Canadian nursing: Professional, practice, and power issues* (2nd ed.). Philadelphia: Lippincott, Williams, and Wilkin.

Saxton, D., Nugent, P., & Pelikan, P. (2003). *Mosby's Canadian comprehensive review of nursing* (2nd ed.). Toronto, ON: Elsevier Science Canada.

The following will be helpful

- Textbooks from previous courses, such as: Medical Surgical Nursing, Mental Health Nursing, Maternal-Child Nursing, Community Nursing, Pharmacology, and 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.

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 practice setting and to participate in the evaluation of the student from a professional practice viewpoint. Students will also be assigned a Faculty Advisor from the College. It is the role of the advisor to facilitate communication between the student and preceptor, ensure that the student has realistic and measurable objectives, to monitor clinical hours and to participate in both the development of the learning contract and the evaluation of the student.

It is imperative students communicate with their faculty advisor in the first week of the semester in order to establish a working relationship and outline a plan for future communication. It is also expected that the student will make contact with their clinical partner (Preceptor) by the third week of September. Students should **draft a learning contract** that reflects both personal and course related learning objectives (from all first term, year 4 nursing courses), and the means that the student will employ to attain and evaluate these objectives. 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 in the first week of starting their clinical time for NURS 4084.** Breach of this course policy may 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, Thursday, Friday, Saturday, & Sunday). Mondays and Tuesdays have been set aside as class time in the Fall Semester of Year 4. Students are to plan their schedules accordingly. **WITHIN ONE WEEK OF BEGINNING THE CLINICAL EXPERIENCE**, the student must submit, to the faculty advisor and clinical preceptor, a schedule specifying hours for clinical practice. Failure to provide documentation of clinical hours will result in immediate removal from the clinical setting. **Failure to update the Faculty Advisor of changes made to the practice schedule will also be considered unprofessional behavior.** These expectations will be strictly enforced. **All students are expected to complete 200 hours in the clinical setting** see consolidation manual for specific information related to scheduling.

Students must refrain from using client names, preceptor or other staff names and agency names in their written communications such as journals and assignments. 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 College. 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 activities and or discussions where various topics will be examined. Students will be expected to participate by identifying areas where additional learning is needed. 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 College and the Clinical Preceptor.

Failure to attain a rank of three (3) on any one of the areas in the final evaluation constitutes a failure in NURS 4084. Except in extenuating circumstances, all students must complete 200 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.

**Evidence Informed Practice 20%
Posting (15%) and Reply (5%)****Due: Monday November 3rd 2008**

Students will be assigned to one of six open discussion groups based on the focus of their practice setting. Each student will participate in practice-based discussion in this area and may also participate in other discussion areas of interest. Each student will post an evidence informed practice log in their assigned discussion area no later than 4pm on Friday November 2nd. The log must include a well framed practice-based question arising from their clinical experience, evidence of an appropriate search for the answer to the question and a listing of sources of evidence used to develop the answer. Students will also review the logs posted by other students and respond to at least one of these. Replies to logs submitted by other students must reflect an evidence-informed practice orientation. For example, replies may incorporate insight gained from practice experience or may comment on changes that will be made to future practice. Replies may also pose critical questions for consideration by the entire class.

Two Major Submissions**40%****Due: Monday November 24th 2008**

Each student will be responsible for preparing two (2) reality-based submissions. The purpose of this assignment 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 assignment is outlined in the Course Syllabus and is different for students depending upon their clinical setting. 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 two Major Submissions combined) = 15 pages exclusive of title page and references.

PORTFOLIO: Pass/Fail Due Date to be determined by faculty advisor

Learning contract and submissions to support achievement of learning objectives

Students are to develop a learning contract that reflects both personal and course (from all first term, year 4 nursing courses) related learning objectives. Learning objectives need to be specific and measurable. The student needs to describe the means that he/she will employ to attain these objectives and the evaluation criteria to be used. 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 WITHIN THE FIRST WEEK OF THEIR CLINICAL TIME FOR NURS 4084.

Submissions are required as evidence of meeting each learning objective. These submissions may take the form of Year 4 Course assignments; clinical evaluations, reflections; self, peer, or preceptor critiques; research article reviews; case study analysis; conundrum analysis; or other creative evidence of learning. The student needs to demonstrate praxis by explaining how this learning has changed or will change his/her practice.

Journals

All students will submit a journal entry to their faculty advisor after every 40 hours of clinical experience (4 in total). If appropriate, the student may also submit the journal to their Preceptor for information purposes only. The journals must address progress toward the accomplishment of learning objectives identified on personal learning plans. Entries must be evidence based – that is supported with references from the literature. The final journal should be a summary of how learning outcomes were achieved overall with examples. These journals are considered a part of your portfolio.

FINAL EXAMINATION 40% Exam date to be determined

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

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.

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.

VII. 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 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 *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 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.

VIII. 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.

Addendum to Course Outline

Course Code: NURS4084

Course Title: Nursing Practice VI

Professor: Lucy Pilon

Date: September 9, 2008

VI. Evaluation Process and Grading System – Portfolio Section

Revised Paragraph

Submissions are evidence of meeting learning objectives. Submissions may take the form of Year 4 course assignments; clinical evaluations, reflections (journals); case study analysis; or conundrum analysis; or other creative evidence of learning if the student chooses. The student needs to demonstrate praxis by explaining how this learning has changed or will change his/her practice. That is each submission requires a note as to how it relates or serves as evidence of learning.

Original Version

Submissions are required as evidence of meeting each learning objective. These submissions may take the form of Year 4 Course assignments; clinical evaluations, reflections; self, peer, or preceptor critiques; research article reviews; case study analysis; conundrum analysis; or other creative evidence of learning. The student needs to demonstrate praxis by explaining how this learning has changed or will change his/her practice.

“Marilyn King”

September, 2008

Chair, Health Programs
School of Health and Community Services

Date