

I. COURSE DESCRIPTION

The focus of this nursing practice course is health protection. Using a case study approach the learner will explore the concept of health protection and its complexities in relation to health-care delivery in hospitals and communities. Learners have opportunities to develop leadership and acquire proficiency in client care.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends-in-view

The learner will be able to:

- demonstrate a developed knowledge and critical understanding of health protection and illness prevention approaches in relation to health care delivery in the context of hospitals and community settings;
- demonstrate the ability to use evidenced-based practice guidelines and literature to inform nursing practice in the context of classroom, hospital and community settings;
- demonstrate integrative thinking that includes relevant pathophysiology, pharmacology, laboratory values, evidenced-based practice guidelines, theoretical concepts, social determinants of health and community resources;
- demonstrate sound judgment in the use of these concepts and content in a variety of learning contexts including nursing clinical settings and
- display confidence and growing competence in their practice

Overview

This course is designed to help the learner develop critical thinking through the analysis of case studies encountered in practice. The case studies will pertain to a variety of nursing areas. Learners will be required to apply nursing knowledge, critical thinking, clinical judgment, and clinical decision-making processes - all of which must be supported by theory/evidence to develop client centered care plans for the case studies. Learners will be expected to draw on their previous learning in order to fully understand the complexities of the cases. For example, learners may need to return to their pathophysiology and pharmacology notes in order to identify the priority health challenge in the given situation.

Process

Active learning is the philosophical approach in this course. Engaging in a variety of learning strategies such as discussion, class presentation, case study analysis, debate, team work, critical reflection and clinical practice learners will develop the ability to apply their knowledge to specific contexts. The emphasis on critical thinking and integration of knowledge prepares learners for competent and safe nursing practice.

III. TOPICS:

1. Health protection/illness prevention: Nursing practice in the community
2. Overview: Psychiatric Mental Health Nursing, Mental Health Assessment
Health protection/illness prevention: Altered Integrity
3. Health protection/illness prevention: Altered Mood
4. Health protection/illness prevention: Altered thought and perception
5. Altered role and relationship
Health protection/illness prevention: Altered cognition
6. Health protection/illness prevention: Altered metabolism
Midterm exam
7. Health protection/illness prevention: Challenges to the immune system
Health protection/illness prevention: Altered activity/exercise and Altered nutrition
8. Health protection/illness prevention:
9. Altered cognition/musculoskeletal: degenerative neurological
Altered cognition: traumatic neurological
10. Scenario testing
11. Scenario testing /Community agency presentations
12. Community agency presentations
13. Community agency presentations

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

Austin, W., Boyd, M.A., (2008). *Psychiatric Nursing for Canadian Practice*. Philadelphia PA:Lippincott Williams & Wilkins.

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

Previously Purchased:

- Ackley, B.J., & Ladwig, G.B., (2006) *Nursing diagnosis handbook: A guide to planning care* (7th ed.). St. Louis, MO: Mosby.
- Beckmann Murray, R., Proctor Zentner, J., Pangman, V., & Pangman, C. (2006). *Health promotion strategies through the lifespan*. Toronto: Prentice Hall
- Heuther, S.E. & McCance, K.I. (2008). *Understanding Pathophysiology*. (4th ed.). St. Louis: Missouri: 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.
- Pagnana, K., & Pagana, T. (2006). *Mosby's manual of diagnostic and laboratory tests*. (3rd ed.). St. Louis, MO: Mosby
- Wilkinson, J.M. (2007). *Nursing process and critical thinking*. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

On reserve

- Schultz, J., Videbeck, S.L., (2005). *Lippincott's Manual of Psychiatric Nursing Care Plans*. (7th ed.) Philadelphia PA: Lippincott Williams & Wilkins.
- 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.

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. If there are circumstances bearing upon a learner's absence, the course professor should be notified by any means such as in person, voice mail, email, or written note. 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 are to be submitted. Two nursing care plans and two 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 it provides evidence of your level of background preparation for patient 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). Ensure that you practice your skills to maintain competence.

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 and further expectations.**

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%

ALL STUDENTS PLEASE NOTE THE FOLLOWING:**1. 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 instructor/community agency preceptor of the absence. Failure to achieve a final grade of at least 60% in the class component or satisfactory in both clinical areas and laboratory **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. Note: Student participation in class is an expectation.** NURS 3084 is interactive, experiential and participative in design. Class activities will draw upon students' personal and professional experiences. **Refer to NEOCNP Student Manual for further information.**

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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 – 79%	2.00
C	60 – 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may

- (i) issue a verbal reprimand,
- (ii) (ii) make an assignment of a lower grade with explanation,
- (iii) (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) (iv) make an automatic assignment of a failing grade,
- (v) (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.