



**I. COURSE DESCRIPTION:**

This course focuses on critical examination of nursing knowledge related to complex health challenges. Opportunities are provided to identify, appraise, and integrate relevant nursing knowledge to understand praxis. Learning experiences require the integration of new and prior learning. PREREQ: BScN 3005, BScN 3066, BScN 3094, BScN 3416 (lec/sem 3, lab 1, 200 hr exp) cr 4

**Overview**

In collaboration with faculty, peers, and practice setting partners, a variety of pedagogical strategies will be employed throughout this course to facilitate student learning. These strategies may include (but are not limited to): In-class case study analyses, videos, guest speakers, small and large group discussions and power point presentations. Learners will also be required to participate in nursing practice simulation days, held within the nursing laboratory and complete a minimum of 200 hours of clinical practice in either an acute care (in-patient) or community-based setting.

**PROCESS**

**Overview**

Throughout BScN 4084, learners are expected to demonstrate the various skills required for advanced critical thinking, diagnostic reasoning, effective and productive interpersonal communication, and nursing practice competency. The course professor's role throughout this process will be that of a facilitator (i.e., someone who will challenge learners to fully explore the complexities and types of problems that typically occur during nursing practice).

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**By the end of this course, students will demonstrate the ability to:**

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.

### III. CONCEPTS:

The foundational concepts for this course include:

Praxis	Change
Leadership	Professionalism/Competence/Accountability
Collaboration	Self as Nurse
Practice Context and Culture	Caring
Health Promotion	Knowledge

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

#### Required Texts:

LaCharity, L.A., Kumagsi, C.K, & Bartz, B. (2013). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination*. (3<sup>rd</sup> ed.). St. Louis, MO: Elsevier-Mosby

A NCLEX- RN review resource of your choice

#### Required Documents:

College of Nurses of Ontario (2014). *Entry to Practice Competencies*. Toronto, ON: College of Nurses of Ontario.

College of Nurses of Ontario (2014). *Become a Nurse*. Toronto, ON: College of Nurses of Ontario.

College of Nurses of Ontario (2015). *Standards and Guidelines*. Toronto, ON: College of Nurses of Ontario.

Canadian Nurses Association (2008). *Code of Ethics for Registered Nurses*. Ottawa, ON: Canadian Nurses Association. Retrieved from [http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

Canadian Nurses Association. (2010). *Competencies June 2010 – May 2015*. Ottawa, ON: Canadian Nursing Association. Retrieved from <http://www.cna-aiic.ca/en/becoming-an-rn/rn-exam/competencies/>

#### Recommended websites

Canadian Nurses Association: <http://www.cna-nurses.ca>

College of Nurses of Ontario: <http://www.cno.org>

Information on the Nclex RN [www.ncsbn.org](http://www.ncsbn.org)

Registered Nurses Association of Ontario (RNAO) best practice guidelines: <http://www.rnao.org>

National Guideline Clearinghouse (public resource for evidence-based clinical practice guidelines): <http://www.guideline.gov>

Google Search: <http://scholar.google.com>

### Online Data Bases

It is expected that students will access recent peer-reviewed journal articles, necessary legislation and current evidence based reviews and practice guidelines. Be sure to access online data bases, such as: **Proquest, Ovid, CINAHL, Medline, Cochrane Library, EBSCO host.**

Other resources (i.e., agency policy and procedures, etc.) are also available in the acute care and community settings. These resources should be explored fully during your clinical placement.

It is expected that you will also regularly access your textbooks from previous courses as required (i.e., Medical Surgical Nursing, Mental Health Nursing, Maternal-Child Nursing, Community Nursing, Pharmacology, Physical Examination & Health Assessment, Pathophysiology, Pediatrics, Teaching and Learning, Research, etc.).

*The following will be helpful*

- CNO Documents and RNAO Best Practice Guidelines
  - Standards for the Therapeutic Nurse-Client Relationship
  - Practice Standard: Medication. Found at: <http://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>
  - CNO website NCLEX Exam. Found at: <http://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/2015-nclex-exam/>
- CNO website Jurisprudence Exam:
- <http://www.cno.org/en/become-a-nurse/entry-to-practice-examinations/jurisprudence-examination/>

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

### In-Class Learning Activities:

All learners are required to attend **weekly classes** throughout the fall semester. During the first class, learners will be provided with an overview of BScN 4084, be asked to complete a medication calculation quiz, and be given an opportunity to meet with their assigned faculty advisor. All subsequent weekly classes will be structured within the discussion topics listed in the Course Syllabus.

## V. EVALUATION PROCESS AND GRADING SYSTEM:

A passing grade of 60% is required for BScN 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 written work to their advisor and to the professor – details are below. A final examination will be written during the examination period.

### **Laboratory Nursing Practice Simulation:**

In addition to attending weekly classes, learners are also required to complete **12 hours of laboratory simulation**. During this laboratory experience, learners will work together in small groups to complete various simulated nursing practice exercises. Further details regarding this activity will be provided in class at the beginning of the semester.

### **Clinical Practice:**

Learners will be partnered with a clinical preceptor in an acute care or community practice setting. The role of the Clinical Preceptor, who may or may not be an RN, is to support and mentor the learner, and to complete both the midterm and final evaluations.

Learners will also be assigned a Faculty Advisor from Sault College. The role of the Faculty Advisor, from a professional practice viewpoint, is to: (a) ensure that the learner has realistic measurable objectives for the nursing practice experience, (b) assist the learner with the development of an appropriate learning plan at the beginning of the practice experience, (c) monitor the learner's clinical practice experience hours, (d) facilitate communication and a positive working relationship between the learner and clinical preceptor, (e) attend the learner's formal clinical evaluations (both the midterm and the final), (f) ensure that all clinical placement learning objectives, as determined in the student's individual learning plan, are being met, and (g) ensure that all standards of professional practice are being upheld by the learner throughout the practice experience.

It is expected that the learner will contact his/her Clinical Preceptor no later than the **second week** of the school term to arrange a time for orientation to the practice setting. Learners are also advised to contact their faculty advisor at this same time to establish an open line of communication and begin work relative to their practice placement learning plan.

### **Clinical Placement Hours**

All learners are expected to complete a **minimum 200 hours** in the practice setting. During the first week of practice, learners are asked to submit a schedule to their faculty advisor and clinical preceptor, outlining how they will achieve all required clinical hours. It is the responsibility of the learner to thereafter ensure that any changes to this schedule are reported immediately to the Faculty Advisor and Clinical Preceptor.

### **EVALUATION**

Success in BScN 4084 will be determined through the following evaluative mechanisms.

	Evaluation Strategy	Date Due	% Final Grade
1	Medication Calculation Quiz	To be announced	10 %
2	Learning Plan & Critical Appraisal of Nursing Practice Journals	<p><b>Learning Plan:</b> Due within <b>first two weeks</b> of the consolidation experience</p> <p><b>1<sup>st</sup> Critical Appraisal</b> Due one week prior to midterm evaluation</p> <p><b>2<sup>nd</sup> Critical Appraisal:</b> Due one week prior to final evaluation)</p>	<p>Sat / Unsat</p> <p>Sat / Unsat</p> <p>Sat / Unsat</p>
3	<p>Clinical Evaluations:</p> <p>a) Midterm Consolidation Evaluation</p> <p>b) Final Consolidation Evaluation 10% math test, and then 20 for two tests and 50% final</p>	<p><b>Midterm:</b> Upon completion of 100 hours of practice</p> <p><b>Final:</b> Upon completion of 200 hours of practice</p>	<p>Pass / Fail</p> <p>Pass / Fail</p>
4	Test One	Refer to Syllabus	20%
5	Test Two	Refer to Syllabus	20%
6	Final Exam	To Be Announced	50%

**PLEASE NOTE:** Failure to attain success in the clinical area, failure to complete and submit all clinical assignments (i.e., learning plans, critical appraisal), medication calculation quizzes, tests and final exams, constitutes failure to complete all of the requirements for this course and will result in failure in BScN 4084.

### Description of Evaluative Mechanisms

#### 1. Medication Calculation Quiz (10%)

During the first BScN 4084 class, learners will be required to complete a medication calculation refresher quiz, consisting of 20 medication calculation questions. Learners will have two hours to complete the quiz and will be permitted to use a calculator that is provided.

The score on the first attempt will be the grade worth 10% of the mark in BScN 4084.

In order to achieve a **“Satisfactory”** on the quiz, learners must answer **ALL** medication calculation questions correctly. Learners who are unsuccessful on the quiz (i.e., those who make **ANY** medication calculation errors), will be required to repeat a different medication calculation quiz at a later date\* (\*Date TBA by course professor).

Learners will be permitted to continue re-writing the medication calculation quiz (a new quiz for each attempt) until they are able to achieve a satisfactory grade. However, they **WILL NOT BE PERMITTED TO COMMENCE THEIR CLINICAL PRACTICE EXPERIENCE** until a **“Satisfactory”** on the quiz can be achieved.

Learners who encounter any difficulty with the medication calculations are strongly encouraged to seek remedial assistance prior to re-attempting the quiz.

## 2. Clinical Assignments (Satisfactory / Unsatisfactory)

The following clinical assignments are to be completed by the learner and submitted to the faculty advisor, as outlined below.

Learners are expected to develop a clinical learning plan, in collaboration with their preceptor and their faculty advisor. The first draft of this plan must be emailed to the faculty advisor by the end of week two of the clinical experience. The template for this plan (included below), will be discussed in more detail during the first week of class. Based on feedback given from the preceptor and faculty advisor, the learner’s Clinical Learning Plan must then be revised and resubmitted to the clinical preceptor and faculty advisor by no later than the **third week** of the clinical experience.

When developing the Practice Placement Learning Plan, students are encouraged to consider both their personal and course-related learning objectives. Learners should also refer to the BScN 4084 Clinical Evaluation Form while developing learning objectives.

The following template provides a format for developing a learning plan for this clinical experience. Please ensure that learning objectives are specific, measurable, attainable, realistic and timely (SMART).

**PLEASE NOTE:** More detailed information regarding the development of the Practice Placement Learning Plan can be found in the 4<sup>th</sup> Year Consolidation Manual

### Clinical Learning Plan Template

LEARNING OBJECTIVES	LEARNING STRATEGIES AND RESOURCES	EVALUATION CRITERIA	EVIDENCE OF MEETING OBJECTIVES
What I need and want to learn based on an assessment of my needs and the availability of specific learning experiences (must also reflect course ends-in-view)  (Think SMART)	Specifically, what will I do to meet my learning objectives?  What resources will I use to achieve these objectives?	How will I demonstrate that I have achieved my objectives?	Who will evaluate my evidence? When? Based on what criteria?

Successful completion of BScN 4084 depends upon satisfactory completion of ALL of the following:

Evaluation	Description / Due Dates	Evaluated By
Clinical Learning Plan	<p>Your Clinical Learning Plan is developed in collaboration with your assigned Preceptor and Clinical Advisor. An electronic copy is available on D2L. Please review the sample provided as you consider your learning needs. The learning plan is not intended to be skills based.</p> <ol style="list-style-type: none"> <li>I. By the end of your <u>second week</u> in your clinical placement, the first draft of your Clinical Learning Plan is to be submitted to your Preceptor and Faculty Advisor for review. Any necessary revisions are made before it is approved by your Preceptor and Faculty Advisor.</li> <li>II. <b>Your progress towards your learning objectives is to be reviewed by yourself, your Preceptor, and Faculty Advisor during your formal <u>midterm clinical evaluation</u>.</b> Documentation of progress toward the learning objectives is to be completed directly on the learning plan. You are responsible for scheduling this evaluation so that it can be held upon completion of 180hours of clinical practice. <b>If needed a supplementary Clinical Learning Plan may be initiated.</b></li> <li>III. By the end of your clinical practice experience, you must demonstrate attainment of the learning objectives in your Clinical Learning Plan to be deemed successful on this evaluative assignment. This is to be determined during your formal <u>final clinical evaluation</u>. You are responsible for scheduling this evaluation so that it can be held upon completing 200 hours of clinical practice with your Preceptor and Faculty Advisor in attendance.</li> <li>IV. Your completed Clinical Learning Plan is to be submitted to the Faculty Advisor at the end of the semester with the final journal.</li> </ol> <p>For students who are interested in self-evaluation of your skills there is a skills assessment booklet available in the D2L classroom. This is not intended to be the basis for your clinical learning plan.</p>	Learner, Preceptor, and Faculty Advisor
Clinical Practice	<p>Your clinical practice will be assessed using the <b>Year IV Clinical Evaluation Form</b> posted on D2L. This form was developed based upon the standards of practice identified by the College of Nurses of Ontario.</p> <p>A copy of the form is to be provided to your preceptor at the beginning of the clinical practice experience so that evaluative data can be collected by your preceptor and informally provided to you throughout the placement.</p> <ol style="list-style-type: none"> <li>I. During your formal <u>midterm clinical evaluation</u>, which you are responsible for scheduling; your clinical progress is to be reviewed. You and your Preceptor are to complete the <b>Year IV Clinical Evaluation Form</b>. It is recommended your Faculty</li> </ol>	Learner Preceptor, and Clinical Advisor

Evaluation	Description / Due Dates	Evaluated By
	<p>Advisor is to be in attendance at your midterm evaluation.</p> <p>II. By the end of the clinical practice experience, you must demonstrate a minimal rating of "3" on all areas identified on the <b>Year IV Clinical Evaluation Form</b> in order to be successful on this evaluative element in the course. This is to be determined during your formal <u>final clinical evaluation</u>. You are responsible for scheduling this evaluation so that it can be held upon completing on 200 hours of clinical practice with your Preceptor and Faculty Advisor in attendance</p> <p>III. Your completed Clinical Evaluation Form is to be submitted to the Course Professor at the end of the semester via the Faculty Advisor.</p>	
<p>Critical Appraisal of Nursing Practice Journals</p>	<p>A minimum of two critical appraisals of your nursing practice are submitted to your Faculty Advisor to demonstrate your professional growth and learning in your placement setting. At this time you are to utilize evidence to support the critical appraisal of your performance on one of the objectives identified in the approved Clinical Learning Plan. In addition, the journals provide you an opportunity to demonstrate self-directedness and critical thinking as it relates to your practice. Format: 6<sup>th</sup> Edition APA, minimum 700 words.</p> <p>Each journal is to include:</p> <ol style="list-style-type: none"> <li>I. An identification of the specific learning objective(s) from your Clinical Learning Plan to which this journal addresses</li> <li>II. A clear description of an actual clinical situation/experience that facilitated your growth toward successful achievement of the identified learning objective(s)</li> <li>III. A critical appraisal of your performance within the identified clinical situation/experience including identification of what could have been done differently and strategies for continued growth.</li> <li>IV. A summary of contemporary evidence-informed nursing literature that you accessed <b>following</b> the clinical situation/experience in order to support your on ongoing development of nursing competency</li> </ol> <p>Journal #1 is to be submitted to your Faculty Advisor (with a copy to your Preceptor) no later than Oct. 23<sup>rd</sup>.</p> <p>Journal #2 is to be submitted to your Faculty Advisor (with a copy to your Preceptor) no later than Dec. 4th</p> <p>If a supplementary Clinical Learning Plan is established, you will have an opportunity to submit a third Evidence-Informed Practice Journal to demonstrate success – see Course Outline for details.</p>	<p>Clinical Advisor</p>

The student will receive a pass or fail based upon satisfactory performance in both clinical and class assignments. **Neglecting to submit a satisfactory learning plan; attain success in the clinical area, submit journals, evaluations, postings or other required materials constitutes failure to meet the requirements** of the course and will result in a failure in BScN 4084.

#### **CLINICAL LEARNING INVOLVES THE FOLLOWING COMPONENTS:**

**Clinical Schedule:** Your schedule must be submitted electronically to your faculty advisor *in the first week of starting your experience. Any change to the schedule must be reported to your advisor in advance of working the shift. Illness must also be reported the day it occurs. You can use email to do this.*

**Clinical Learning Plan:** see Evaluation table for details.

**Clinical Evaluation Form.** The student must demonstrate attainment of their goals and meet a minimum of "3" on all areas identified on the **final** formal evaluation document. The formal evaluation document for NURS 4094 is based upon the standards of practice identified by the College of Nurses of Ontario. Copies of the document will be provided in the first class.

### **3. Midterm & Final Clinical Evaluations (Pass / Fail)**

A formal **midterm evaluation** meeting is to be arranged by the learner after completion of approximately **100 hours** of nursing practice. In addition to the learner and his/her preceptor, the faculty advisor should also be in attendance at this midterm evaluation meeting. At this time, a determination is made as to whether or not the learner is satisfactorily meeting all practice placement learning objectives. Learner strengths and weaknesses, as identified during the midterm evaluation, should form the basis for further planning during the remainder of the practice experience.

A formal **final evaluation** between the learner and preceptor is to be arranged by the learner once all **200 hours** of clinical practice have been completed. The faculty advisor must also attend the final evaluation. During the final clinical evaluation meeting, a determination will be made as to whether or not all clinical expectations and learning objectives have been achieved by the learner.

Once the final evaluation is complete, the faculty advisor will collect all signed copies of the completed midterm and final evaluation forms (student copy **and** preceptor copy). Completed forms must then be submitted to the course professor by the faculty advisor for final review. It is the responsibility of the course professor to determine the learner's final **pass/fail grade** for the clinical component of BScN 4084. All written evaluation forms are then stored in the learner's permanent academic file.

**PLEASE NOTE:** For more detailed information relating to midterm and final clinical evaluations, learners are advised to review the 4<sup>th</sup> Year Consolidation Manual.

#### 4. Hesi Experience

Elsevier (HESI-RN Exit Exam) will be administered this semester. This exam is currently being used by many Schools of Nursing in Ontario as a way of testing students' readiness for the NCLEX-RN exam. Results of the HESI can later be used by the learner to identify individual strengths and weaknesses, and any potential areas requiring remediation. Research has shown that success on the HESI Exit Exam is usually an accurate predictor (up to 98%) of success on the NCLEX-RN exam.

Further information regarding the HESI exit exam can be obtained by visiting the following websites:

Take Control with HESI: <https://evolve.elsevier.com/studentlife/hesi.html>.

HESI Exam Guide: <http://www.hesi-exam.com/hesi-exit-exam/>

Details regarding the BScN 4084 midterm (i.e., Elsevier HESI Exit Exam) date, time, location and purchase of the required access code will be available to learners at the beginning of the semester.

#### 5. Exams

The BScN 4084 tests and final exam will be a hardcopy paper exam comprised of multiple choice questions and some alternate-format questions (i.e., multiple-response, ordered-response, fill-in-the-blank, hot spot, and exhibit items). In preparation for the final exam, learners are encouraged to use their **NCLEX review** book as their study guide. The date, time, and location for the final exam will be announced at a later date.

The following semester grades will be assigned to students:

##### Laurentian Grading Scheme

Percentile Numerical	Letter Grade	Value	Definition
90% - 100%	A+	10	Exceptional
85% - 89%	A	9	Outstanding
80% - 84%	A-	8	Excellent
75% - 79%	B+	7	Very Good
70% - 74%	B	6	Good
65% - 69%	C+	5	Satisfactory
60% - 64%	C	4	Adequate
55% - 59%	D+	3	Passable
50% - 54%	D	2	Marginal
40% - 49%	E	1	Failure
0% - 39%	F	0	Failure

**VI. SPECIAL NOTES:**

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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 (please refer to Sault College BScN Student Handbook).**

Refer to the BScN 4084 Course Syllabus for further information.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.