

I. COURSE DESCRIPTION:

Learners choose an area of clinical focus. Learning experiences build upon and balance previous learning. Total of 360 clinical hrs. PREREQ: NURS 4057; 4084; & 4206 plus NURS 4056 (may be taken concurrently). Cr 9

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**ENDS-IN-VIEW**

On successful completion of this course, learners will:

- 1) Be prepared to meet the Canadian Nurses Association and College of Nurses of Ontario's entry to practice competencies and standards;
- 2) Practice nursing with a professional and ethical caring perspective;
- 3) Practice in accordance with the values of social justice and equity and the principles of health promotion;
- 4) Be prepared to practice nursing at an entry level integrating cultural competence and cultural safety;
- 5) Engage in self-directed professional practice;
- 6) Make professional decisions guided by evidence informed nursing knowledge using multiple ways of thinking including clinical reasoning and critical thinking;
- 7) Work collaboratively with the client and others to address and respond to emerging health care needs.

PROCESS

Learners will have the opportunity demonstrate their critical thinking, application of nursing knowledge, and evolving nursing praxis through active participation in the on-line class discussion boards, during on-line praxis presentations and throughout their clinical placements. The clinical placement experience will occur over a minimum of 360 hours of direct nursing practice within an assigned clinical setting in partnership with an assigned preceptor and clinical advisor. Please refer to the companion document posted on D2L entitled *BScN Consolidation Manual* for detailed information regarding this experience. Completion of readings on selected topics and active participation in on-line class discussion boards should be allocated a minimum of 3 hours per week.

III. CONCEPTS:

The main concepts reflected within this course include:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Rubinfeld, M. G., & Scheffer, B. K. (2015). Critical thinking tactics for nurses: Achieving the IOM competencies (3rd ed). Jones & Bartlett ISBN:978-1-284-04138-5

It is **strongly recommended** you access your textbooks from previous courses as required, such as: Medical Surgical Nursing, Mental Health Nursing, Maternal-Child Nursing, Community Nursing, Pharmacology, Physical Examination & Health Assessment, Teaching and Learning, and Research. The text below used in NURS4084 is an excellent source for review and clinical preparation:

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

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, and Ebsco.

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

Recommended websites include:

- Canadian Nurses Association: <http://www.cna-nurses.ca>
- College of Nurses of Ontario: <http://www.cno.org>
- Registered Nurses Association of Ontario- <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>

V. EVALUATION PROCESS/GRADING SYSTEM:**EVALUATION**

In order to receive a passing grade of (S), Satisfactory, students must complete all of the following elements.

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"> 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. II. <i>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>.</i> 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. If needed a supplementary Clinical Learning Plan may be initiated. 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 360 hours of clinical practice with your Preceptor and Faculty Advisor in attendance. IV. Your completed Clinical Learning Plan is to be submitted to the Faculty Advisor at the end of the semester with the final journal. <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 <i>Collaborative BScN Year IV Clinical Evaluation Form</i> posted on D2L. This form was developed based upon the standards of practice identified by the College of Nurses of Ontario.</p> <ol style="list-style-type: none"> I. 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. II. 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 separate <i>Year IV Clinical Evaluation Forms</i>. It is recommended your Clinical Advisor is to be in attendance at your midterm evaluation. 	Learner Preceptor, and Faculty Advisor

Evaluation	Description / Due Dates	Evaluated By
	<p>III. By the end of the clinical practice experience, you must demonstrate a minimal rating of "3" on all areas identified on the <i>Year IV Clinical Evaluation Form</i> 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 360 hours of clinical practice with your Preceptor and Clinical Advisor in attendance</p> <p>IV. Your completed Clinical Evaluation Forms are to be submitted to the Course Professor at the end of the semester via the Clinical 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: 6th Edition APA, minimum 700 words.</p> <p>Each journal is to include:</p> <ol style="list-style-type: none"> I. An identification of the specific learning objective(s) from your Clinical Learning Plan to which this journal addresses II. A clear description of an actual clinical situation/experience (during your <u>current</u> placement) that facilitated your growth toward successful achievement of the identified learning objective(s) 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. IV. A summary of contemporary evidence-informed nursing literature that you accessed following the clinical situation/experience in order to support your on ongoing development of nursing competency <p>Journal #1. To be submitted to your Clinical Advisor (with a copy to your Preceptor) no later than February 13th, 2015.</p> <p>Journal #2. To be submitted to your Clinical Advisor (with a copy to your Preceptor) no later than March 13th, 2015.</p> <p>Journal #3. In addition, if you are unable to meet the expectations of this assignment with your first two submissions, or if a supplementary Clinical Learning Plan is established, you will have an opportunity to submit a third Evidence-Informed Practice Journal to demonstrate success. To be submitted to your Clinical Advisor no later than April 2nd, 2015.</p>	<p>Faculty Advisor</p>

Evaluation	Description / Due Dates	Evaluated By
Discussion Board Postings	<p>A minimum of five evidence-informed and clinically-situated postings are to be submitted on the D2L Discussion Board on a selection of topics – see Syllabus for full description. In addition to meeting the over-all ends-in-view of the course, the purpose of this course component is to provide a forum for the discussion of nursing issues of relevance to the practice environment in which the learners are completing their clinical placements. Format: 6th Edition APA, minimum 500 words maximum 700 words.</p> <p>In order to promote anonymity you are to avoid posting specific information that could identify a client or individual within a learning or clinical situation. All discussions are to address the selected topic; demonstrate critical thinking; and integrate relevant supporting contemporary nursing literature. Additionally, through the presentation of new knowledge & ideas, it is anticipated that peer responses will be stimulated. All discussions that take place as part of this course are to be kept confidential and not discussed outside of the course learning environment.</p> <ol style="list-style-type: none"> I. Discussion Board Posting #1 to be posted no later than January 30st 2015 II. Discussion Board Posting #2 to be posted no later than February 23rd 2015 III. Discussion Board Posting #3 to be posted no later than March 6th 2015 IV. Discussion Board Posting #4 to be posted no later than March 20th 2015 V. Discussion Board Posting #5 to be posted no later than March 30th 2015 	Course Professor
On-Line Praxis Presentations	<p>Students will be assigned to on-line groups and will complete a PowerPoint Presentation regarding the application of evidence in nursing practice relative to their placement. Groups will engage in dialogue related to each submission. More details and instructions are in the syllabus. Students will submit their power point presentation to the drop box by March 15th at midnight for marking. It will be graded and returned to you then posted on the discussion board by March 22nd for discussion by the group with responses completed by April 1st.</p>	Course Professor

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	

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.	

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.

VII. COURSE OUTLINE ADDENDUM:

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