

I. COURSE DESCRIPTION:

This nursing practice experience is a continuation of Nursing Practice II, with a focus on increasingly complex health challenges. There will be opportunities for learners to refine their clinical judgment and decision-making and to explore and utilize the expertise of a variety of health team members. Clinical experience will occur in both the community and health care agency with a focus on complex health challenges.

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

The student will:

- Further develop an understanding of a variety of concepts of relevance to clients (individual and family) experiencing complex health challenges.
- Plan, implement and evaluate holistic, family centered nursing care
- Actively participate in developing knowledge through praxis
- Develop caring relationships with clients and their families in a variety of clinical settings
- Further develop documentation and independent nursing practice skills

Important notes:

- *It is crucial that students come to class, lab and clinical prepared to participate.*
- *Students must understand that although they may have seen or performed a skill in clinical that the theory in the readings is the process that will be tested. This theory is based on the best available, up-to-date evidence.*
- *Laboratory and class theory inform and enrich practice. Clinical practice experiences are meant to facilitate the development of all clinical skills necessary for professional nursing practice. Remember that your clients deserve 100% of your attention, preparation and professional care. Come to clinical prepared to care for your clients by being aware of the following:*
 1. *Client specific pathophysiology*
 2. *Client specific medications (what they are, why the client is on them, the safe dose, frequency, route, action, side effects and adverse reactions)*
 3. *How your day will be organized*
 4. *Client priorities (using some type of theory to guide this process)*
 5. *Priority client centered nursing diagnoses*

PROCESS:

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop nursing practice skills in the laboratory setting. Through case studies, discussion, role-playing, and clinical practice, learners will refine clinical judgment skills and explore safe professional nursing practice. The utilization of a framework for intervention will facilitate priority setting and decision-making and will help to highlight specific nursing roles when working with individuals and their families experiencing complex health challenges. Learning activities, journaling, and sharing by classmates of their experiences in hospital and community will provide learning opportunities.

III. TOPICS:*Course Schedule*

Week	Date	Class: concepts-cases	Laboratory
1	January 13	Introduction and course expectations. Critical thinking through cases Nursing process Group process	Teaching and learning theory applied to cases with specimen collection
2	January 20	Concepts 1-Health related quality of life, stress and adaptation, hardiness	Wound care--irrigation, drains, packing, dressings, staples and sutures
3	January 27	Case studies: Diabetes Mellitus-Types 1 and 2	DM tests; case study-teaching plan related to DM, role playing, foot care, self-monitoring blood glucose, self admin of insulin
4	February 3	Case studies: Cardiovascular-hypertension, CHF, CAD, MI Part 1	Surgical hand washing, stump dressings and wraps Introduce chest tubes
5	February 10	Midterm Test	TPN, Central lines Cases: nutritional deficiency, weight gain Diagnostic tests: for CV Blood products Trendelenberg, Positioning
6	February 17	CV cases Part 2 Case study: Asthma COPD	Trach care, airway suctioning, mouth care for unconscious patients

Course Schedule

Week	Date	Class: concepts-cases	Laboratory
7	February 24	Spring reading week	
8	March 3	Concepts #2 Loss, grief, pain and suffering	Non-pharmacologic pain relief measures, alternative therapies
9	March 10	Case studies: Trauma: burns and fractures	Diagnostic tests preparations and nursing considerations: Crutch walking, mobilizing with a cane, walker. Cases: back injuries, cast care, traction
10	March 17	Case studies: Arthritis	Video taping lab
11	March 24	Concepts 3: Death and Dying, Altered Emotional states; Pain Major assignment Due	Gastric decompression (NG tubes) Diagnostic tests: preparation and nursing considerations
12	March 31	Case studies: Breast Cancer	Oncology meds and diagnostic testing. Complimentary therapies
13	April 7	Exam review	Care of the dying client (family considerations), postmordem care, ethical issues related to organ retrieval

*Sequencing of topics/assignments subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Cox, H.C., Hinz, M.D., Lubno, M.A., Scott-Tilley, D., Newfield, S.A., McCarthy Slater, M. & Sridaromont, K.L. (2002) . *Clinical Application of Nursing Diagnosis: Adult, child, women's, psychiatric, gerontic, and home health considerations*, (4th ed.). Philadelphia: F.A. Davis.

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Fischbach, F. (2004). *Nurses' quick reference to common laboratory and diagnostic tests* (3rd ed.). Philadelphia: Lippincott.

Karch, A. (2005). *Lippincott's nursing drug guide*. Philadelphia: Lippincott.

Lehne, R.A. (2004). *Pharmacology for nursing care* (5th ed.). St. Louis: Saunders

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Lewis, S.M., Heitkemper, M. & Dirksen, S. (2004). *Medical surgical nursing: Assessment and management of clinical problems* (6th ed.). St. Louis: Mosby.

McCance, K.I. & Heuther, S. E. (2002). *Pathophysiology: The biological basis for diseases in adults and children* (4th ed.). St. Louis: Mosby.

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

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

Selected **readings and articles as outlined in each learning activity for each concept** (on reserve) in the library.

You will need to seek out additional library resources such as journals, and internet sources such as CINAHL and Proquest and the Cochrane Library for your weekly case studies

V. ATTENDANCE POLICY

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 student handbook).

Class

The learning activities provided with the course syllabus and the specific case studies will outline the preparatory material for each class. It is very important that students come to class prepared and bring along necessary tests and resources needed to function as a group member.

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified.

Labs

Laboratory experiences are three (3) hours in length and will take place in two sections. Attendance at lab is mandatory. As in other years, you are not allowed to move between sections, **YOU MUST ASK**. Students are expected to come to lab prepared.

In consultation with your lab instructor, you will choose a skill which you will videotape in lab. Your tape will be given to another student and critiqued. The critique will be graded by the lab teacher and submitted as part of your grade in NURS 2094.

Practice lab

A Practice Lab is available for students to further develop their clinical skills (for access see the Sault College Bachelor of Science Degree in Nursing Student Manual – Student Services). If a student has problems with the performance of skills in the clinical area any needed remedial work must be discussed with their clinical instructor. **Clinical teachers may send students home from the clinical setting if their expected skills are lacking.** Regular attendance is encouraged and should be documented in a lab passport.

Clinical practice

The clinical experience in NURS 2094 includes 110 hours of hospital placement in a variety of clinical areas and 22 hours of community practice. Students are expected to prepare for each clinical day as instructed by their professor and to complete journals and post-clinical activities as assigned.

"Nursing students enter a new clinical area as novices; they have little understanding of the contextual meaning of the recently learned textbook terms. But students are not the only novices; any nurse entering a clinical setting where he/she has no experience with the patient population may be limited to the novice level of performance if the goals and tools of patient care are unfamiliar." (Benner, 1984, p. 21)

The community practice component will be discussed in the first class. The community practice component must be completed prior to the Spring Reading Week.

Clinical practice is mandatory. Students who miss ANY clinical time must contact both course professor and your clinical instructor within 24 hours of missed time. **The only valid reason for any missed clinical time is illness.** If time is missed during the clinical experience, a medical note documenting illness is NECESSARY. If a student is inadequately prepared for clinical, the clinical teacher may send the student to the practice lab, or home. This will be documented on the Clinical evaluation form and in the student's academic file. You must arrange a meeting with your clinical instructor to explore options to meet the required clinical hours.

* **Note:** Clinical experiences include hospital and community. The learner must demonstrate "SATISFACTORY" performance on the Clinical Evaluation for hospital placement, including a rating of three on all of the indicators of clinical performance and have completed the assigned community hours in order to obtain a passing grade in NURS 2094.

VI. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for this and all nursing courses. In order to facilitate your problem solving skills by utilizing the nursing process, the Major assignment will be joint. The assignment requires that the learner pull information and learning from both nursing courses (Nurs 2007 and Nurs 2094). The grade for NURS 2094 will be derived from the following four (4) methods of evaluation.

Evaluation**1. Mid term test 15%**

The format for this test will be a combination of multiple choice questions and short answer. Case studies may be utilized.

2. Major Assignment 30%

This is a joint assignment with NURS 2007. The focus in 2094 will be on the planning, implementation and evaluation of Nursing Care. The assignment will be available on web CT in week 3. Guidelines for written assignments apply. Please see course schedule for the due date.

3. Community Assignment 10%

Students will participate in a health fair. The due date will be negotiated. Topics will be discussed during the first class.

4. Laboratory skill testing 10%

As mentioned previously, students, in collaboration with their laboratory instructor, will choose a second year level skill and videotape this skill during lab time. You will critique a colleagues tape. The critique will constitute 10 % of your final grade in NURS 2094. Criteria for critiquing will be placed on Web CT .

5. Final examination 35%

This examination will be a combination of multiple choice and short answer questions. It will include class and laboratory content. To be scheduled by the Registrar.

Failure to achieve a grade of "60" in the class component or satisfactory in the lab and clinical areas **constitutes a failure** in NURS 2094. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing practice courses. **Therefore, a failure in ANY component (class, lab or clinical) will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

Evaluation policy:

Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.. Students must contact the course professors for alternate arrangements. Medical notes must be provided in the event of illness. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations could be graded “0” unless alternate arrangements are made with the professor prior to the scheduled times.

Guidelines for Written Assignment

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. A second copy should be emailed to the course professor by 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.

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.

We look forward to working with you this term.

The North Eastern Ontario Collaborative Nursing Program Student Manual is to be consulted for guidance and is considered part of this course outline.

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%	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:

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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.