

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	LAB	DATE	THEORY
1			Jan. 6	Introduction, Nursing Process, Critical Thinking
2	Jan. 9	Vascular Access Devices	Jan. 13	Concepts # 1
3	Jan. 16	Wound Care – irrigation, drains, packing, dressings, staples, sutures	Jan. 20	Diabetes Mellitus: Types 1 and 2 (Sim Lab)
4	Jan. 23	Diabetes Mellitus – teaching, foot care, self monitoring blood glucose, self administration of insulin, diagnostic tests	Jan. 27	Cardiovascular: CHF, CAD, MI (Sim Lab)
5	Jan. 30	Surgical handwashing, Stump dressings, specimen collection, chest tubes	Feb. 3	Cardiovascular: HTN, CVA (Sim Lab)
6	Feb. 6	TPN, Case studies on nutritional deficiency and weight gain, cardiac diagnostic tests, blood products, trendelenburg positioning	Feb. 10	Midterm
7	Feb. 13	Respiratory: trach care, airway suctioning, mouth care for an unconscious patient	Feb. 17	Respiratory: Asthma, COPD (Sim Lab)
8	Feb. 20 to Feb. 24	Study Week		
9	Feb. 27	Pain: PCA, epidural analgesia, nonpharmacologic pain relief measures	Mar. 3	Health Fair
10	Mar. 6	Peri-operative Care- Gastric decompression and nasogastric tubes, teaching	Mar. 10	Renal Failure (Sim Lab)
11	Mar. 13	Laboratory Skill Testing.	Mar. 17	Concepts # 2

12	Mar. 20	Trauma, Burns, Fractures- Diagnostic tests, crutch walking, mobilizing with a cane, and walker. Case studies: back injuries, cast care, traction. Possible renal tour and talk at Sault Area Hospitals TBA.	Mar. 24	Arthritis and Fractures
13	Mar. 27	Hope, Death, & Dying: Care of the dying client, post mortem care, ethical issues related to organ retrieval, Guest speakers. Both sections to meet. Time and place to be announced.	Mar. 31	Concepts # 3 Major Assignment Due
14	April 3	Oncology medications and diagnostic testing. Complimentary and alternative therapy. Guest speaker: Dr. Kevin Caruso (N.D.). Time and place to be announced.	April. 7	Cancer (Breast), Anxiety, Depression, Palliative Pain

*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 applications 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. (2004). *Lippincott's nursing drug guide*. Philadelphia: Lippincott.

Lehne, R.A. (2001). *Pharmacology for nursing care* (4th 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. (2006). *Pathophysiology: The biological basis for diseases in adults and children* (5th ed.). St. Louis: Mosby.

Stuart, G.W., & Laraia, M.T. (2001). *Principles and practice of psychiatric nursing* (7th ed.). St. Louis: Mosby

Wilkinson, J.M. (2001). *Nursing process and critical thinking* (3rd ed.). 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.

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.

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 may include a combination of multiple choice questions, short answer questions, and or a case study.

2. Major Assignment 25%

This is part of the major assignment from NURS 2007. The section of the assignment credited to NURS 2094 will focus on the planning, implementation, and evaluation of the nursing process related to a case study of a patient who has suffered burns. A detailed handout will be provided at a later date. APA format will be required. Please refer to the NEOCNP handbook for policies related to the submission of assignments.

3. Community Assignment 10%

Students will participate in a health fair. Topics will be discussed during the first class.

4. Laboratory skill testing 15%

Each week in the laboratory, students will be learning new clinical skills. Students will be expected to prepare and practice the skill until they develop expertise and confidence. This will involve practicing outside of scheduled laboratory time.

Laboratory skill testing will constitute 15% of your final grade in NURS 2094. During weeks 12 and 13, each student will be assigned a 10 minute time period to demonstrate praxis of a skill and the theory associated with this skill. On the day of the laboratory skill test, the student will randomly draw a scenario which incorporates a skill which was covered during the first 11 weeks of the laboratory course.

Should the student's performance of a skill be, in the opinion of the lab instructor unsatisfactory or unsafe (i.e. if the student places the client at risk), the student will be required to practice the skill in the practice lab and demonstrate the skill to the appropriate lab instructor prior to the last class. If no progress is demonstrated, the student may be unsuccessful in the lab component of NURS 2094 (Note that this will constitute a failure in NURS 2094).

5. Final examination 35%

This examination will be a combination of multiple choice and short answer questions. It will include class and laboratory content.

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.

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%	3.75
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:

All students please note the following:

- 1) 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 can be emailed via email (lori.matthews@saultcollege.ca) or web ct. All assignments are due at the beginning of class unless otherwise directed.
- 2) 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.
- 3) See Course Syllabus for additional information.
- 4) Group Work: If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment with the course professor as soon as possible. Please note, the course professor will have the final discretion of potentially assigning different marks for members of a group based on the group members' contribution.

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 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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the 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.

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 Associate Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.