



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**
Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

**NURSING 2910
COURSE OUTLINE
Fall, 2001**

Originally developed by Clinical Experience Development Committee of

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Revision April 2000 by the Clinical Experience Development Committee

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Nursing 2910 Course Outline

NURS 2910- Nursing Practice III *7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centres and continuing care agencies. Prerequisites: NURS 1940, 1950.

COURSE HOURS:

Lecture/Seminar: 21 Lab/Clinical: 196

SEMINARS:

Seminars will be held jointly between the two clinical groups on Fridays 1200-1450 in H225.

LABS:

Monday, October 29, 2001
0900-1600

INSTRUCTORS:

Liz Richard
H 215
539-2754 (O) 538-2181 (H)
Office hours are flexible

Teresa Bilou
H 226
539-2805 (O) 513-5115 (H)
Office hours are flexible

WITHDRAW DEADLINES:

The last day to withdraw from this course with permission is **Friday, November 23, 2001.**

COURSE DESCRIPTION:

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support. Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. e.g. med/surg units, day or short stay surgery, subacute units, continuing care or rehabilitation units.

COURSE OBJECTIVES:

Upon completion of Nursing 2910, the nursing student will be able to:

1. Apply nursing knowledge as well as knowledge from other disciplines (research, models and theories) related to bio-psycho-socio-cultural-spiritual factors to nursing practice with clients experiencing chronic and less acute variances in health.
2. Demonstrate application of legal and ethical standards in nursing practice settings by: support of colleagues, decision making, respecting clients' values, beliefs, and rights within the mandate and the role of the professional association.
3. Demonstrate professional behaviors in nursing practice (respect, communication, integrity, responsibility, accountability, self-awareness, self-performance appraisal.)
4. Demonstrates openness and receptivity to change and an attitude of inquiry in nursing practice.
5. Apply concepts related to health promotion, primary prevention, support, restoration, rehabilitation, and death in selected practice settings with clients by:
 - demonstrating safe nursing practice
 - collects and records client data using appropriate technology
 - coordinating client care using clinical judgment, critical thinking, and innovation
 - at a beginning level, applies principles of change theory in nursing situations
 - understanding of diversity and ambiguity, supports clients in transition
 - identifies power structures in nursing situations.
6. Demonstrate beginning ability to interact with and develop collaborative partnerships with clients, nurses, and members of other disciplines, displaying valuing, caring, compassion and respecting autonomy.
7. Demonstrates competence in selected skills required for nursing care of clients experiencing chronic and less acute variances in health.

LEARNING EXPERIENCES AND EVALUATION:

In order to pass NURS 2910, students must demonstrate safe, ethical nursing practice, professional behavior, acquire a passing grade in the Direct Clinical Observation and complete the following experiences:

Nursing Practice

Nursing practice will be evaluated by means of the following:

- | | |
|--------------------------|-----------------|
| 1. Learning Plan: | Value 5% |
|--------------------------|-----------------|

Learning plans enable students to combine selected learning objectives for the course with their own learning objectives and consideration of their own particular learning style and areas of interest. **The intent of the learning plan is to explore a personal learning objective. Learning opportunities which students can reasonably expect may happen during the course of the clinical experience would not become part of the learning plan.**

A learning plan is the agreement between the student and the tutor specifying what the student intends to learn, how this will be accomplished, the time frame for meeting the objectives and the methods by which achievement of the objectives will be measured.

The learning plan is intended to enable the student to work through the steps of assessing, planning, implementing, and evaluating the learning process. The steps of the process are :

- provide the student with an opportunity to make an individual learning goal within the framework of the objectives for the course. **The learning plan does not repeat the course objectives;**
- allow students to determine learning objectives in view of their own perception of their strengths and areas for improvement;
- identify strategies for meeting the objectives;
- identify evaluation strategies.

The student will provide evidence to support how the goals outlined in the learning plan have been met through the use of student identified methods of evaluation.

******* Only one learning objective is to be developed *******

Due: Submission of the learning plan is due Week 2 of clinical and final submissions will be expected at the end of Week 3.

2. Critical Incident Journal

Value: 15%

Each entry should be approximately 5 pages in length written or typed. Attach references at end. Confidentiality must be considered when choosing to share written or verbal information.

Guidelines for writing the Critical Incident Journal

1. Describe a significant event/incident. Write a number of paragraphs describing the incident (example; what you or someone else did in intervention, communication, or other). Be as specific (detailed) and objective as possible. Include thoughts, feelings, and perceptions. Also include what you perceive the other people could be feeling (patient, nurses etc.).
2. Reflect on the event/incident. Describe why this event/incident was important to you, and what factors influenced yours/someone else's decisions/actions/feelings (such as assessments, previously learned experiences, values, beliefs, stereotypes or biases.).
3. Evaluate your strengths and areas needing improvement in this situation. Explain why you think those were areas of strength or areas needing development.
4. Describe your significant learning. Describe what you would do differently/investigate/maintain if a similar incident should occur. Describe what you would teach someone else (example; a peer) about this incident in order to improve your nursing practice. Provide evidence from nursing literature/valid resources that support your conclusions.

Patton, J., & Woods, S. (1997). Enhancing the clinical practicum experience through journal writing. *Journal of Nursing Education*, 36 (5), 238-240.

Due Dates For Critical Incident Journals:

#1: November 16, 2001 after seminar

#2: November 30, 2001 after seminar

#3: December 13, 2001 at 1200

Missing or late journal submissions will be subject to a 2% penalty . For example, one late entry means that the maximum mark could only be 13%.

2. Direct Clinical Observation Value: 50%

A formative and written summative evaluation of Nursing Practice will be completed by the student and the instructor.

This will be accomplished through observation assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with input from peers, the staff of an agency, and the client. The evaluation tool is attached to the end of this document.

A. Essential:

Over the 7 weeks students will have a continuous experience in an institutional setting which will include:

1. Use of a nursing model to guide nursing practice with adults or children experiencing chronic or less acute variances in health.
2. Collaborate with clients, families, nurses and members of other disciplines.

Experiences that could be incorporated to assist in meeting course requirements include:

1. Participating in the client experience during pre and post medical or surgical procedure (e.g. follow through).
2. Participating in discharge planning/referral from institutional setting:
 - liaise with home care nurse where possible
 - follow-up visit with client at home (assessment, client education). May include a telephone follow-up or home visit.

Students are expected to implement previously learned nursing skills.

3. Assignment: Value 30%

**a) Application of a Nursing theory/model
in a Nursing Care Plan**

Develop a nursing care plan applying a nursing theory/model for a client with chronic or less acute variances in health. This includes plans for care while the client is in the institution as well as the follow up visit to the client's home where assessment and client education occurs.

Summary of Evaluation:

	Value
1- Learning Plan	5%
2- Critical Incident Journal	15%
3- Direct Clinical Observation	50%
4- Nursing Care Plan	<u>30%</u>
	100%