

**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College

Keyano College

Red Deer College

University of Alberta



**NURSING 2910
COURSE OUTLINE
Sections A2 & B2**

**Group 1: September 8-October 19th, 2011
Group 2: October 24th – December 9th, 2011**

**Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2006**

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Approved: May 2006

Department of Nursing Education and Health Studies COURSE OUTLINE

CLINICAL INSTRUCTORS:

Group 1

Teresa Evans MN, RN (course leader)

Clinical Area: 5 North/Medical Unit
Office: H201
Phone: 780-539-2805
Email: tevens@gprc.ab.ca
Office Hours: By appointment

Shelley Brown, CNCC(C), RN

Clinical Area: 4 North/Surgical Unit
Office: H226
Phone: 780-539-2794
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Group 2

Teresa Evans MN, RN (course leader)

Clinical Area: 5 North/Medical Unit
Office: H201
Phone: 780-539-2805
Email: tevens@gprc.ab.ca
Office Hours: By appointment

Karen Oostra BN, RN

Clinical Area: 4 North/Surgical Unit
Office: L223
Phone 780-539-2449
Email: koostra@gprc.ab.ca
Office Hours: By appointment

CALENDAR STATEMENT:

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 centers and continuing care agencies. Prerequisites: NURS 1900, 1910, 1940, 1950.

COURSE HOURS: LEC: 0 SEM: 21 LAB: Maximum of 21 CLINICAL: 175

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. Examples include medical/surgical units, day or short stay surgery, sub-acute units, continuing care or rehabilitation units.

IMPORTANT DATES FOR BLOCKS 1 & 2:

September 5 th	Labor Day – College Closed
September 22 nd	Last day to pay Fall Semester fees and opt out of the Student Health/Dental Plan
September 30 th	Last Day to Withdraw With Permission – Block 1 Group
October 10 th	Thanksgiving – College Closed
October 22 & 23 rd	Fall break
November 11 th	Remembrance Day and Fall Break – No Classes
November 21 st	Last Day to Withdraw With Permission – Block 2 Group

DELIVERY MODE(S)/ :

Students are involved in an acute care clinical experience with direct faculty supervision. Students complete approximately two twelve hour shifts per week as well as a lecture/group format for seminars which occur once a week for three hours. Moodle is also used by the tutor and students to post information and for discussion related to the course.

TRANSFERABILITY:

This course is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the fourth year of the Program and registration at the U of A will be contingent upon confirmation by the Faculty of Nursing that the first three years of the Program have been completed with satisfactory academic standing. For promotion to Year 4 at the U of A, a student is required to pass all previous courses and obtain a minimum cumulative GPA of 2.0 on a 4.0 point scale in the first three years of the program. If these conditions are met, the student will be granted a block transfer of work completed at GPRC to the U of A record.

REQUIRED RESOURCES

1. Working Definitions (On Moodle)
2. Graduate Competencies and Year End Outcomes (On Moodle)
3. Evaluation of Nursing Practice (ENP) – (on Moodle)
4. Orem Care Plan Worksheets (on Moodle)

RECOMMENDED RESOURCES

Ackley, B. J., & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis: Mosby.

Balzer-Riley, J. (2008). *Communications in nursing* (6th ed.). Toronto, ON: Mosby

Estes, M., & Buck, M. (2008). *Health assessment and physical examination* (1st Canadian edition.). Toronto: Thomson Nelson.

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins **OR** Credible website i.e. eCPS or app. Med decks are not acceptable.

Lewis, S.M., Heitkemper, M., Dirksen, S.R., Barry, M., Goldworthy, S., & Goodridge, D. (2010). *Medical-Surgical Nursing in Canada: Assessment and management of clinical problems* (2nd ed.). St. Louis: Mosby.

McCance, K. L., & Huether, S. E. (2010). *Pathophysiology: The biologic basis for disease in adults and children* (6th ed.). St. Louis: Mosby.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., & Wood, M.J. (2010). *Canadian fundamentals of nursing* (4th ed. revised print.). Toronto, ON: Elsevier Mosby.

Laboratory Tests and Diagnostic Procedures Book

REQUIRED LEARNING EXPERIENCES:

In order to pass NS 2910, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences

Clinical:

1. During this course, students will have a continuous experience on a medical or surgical unit that includes nursing practice with adults experiencing chronic or less acute variances in health.
2. Coordinate safe care for a minimum of 2 clients by the end of the clinical experience.
3. Use the Orem nursing model to perform a client assessment appropriate to the clinical setting.
4. Participate in client education.
5. Collaborate with clients, family, nurses and members of other disciplines.

Seminar:

Seminars are every Friday 0830-1120, room A204, and will be combined with the other NS 2910 group. Seminar topics will be discussed and how they relate to clinical practice.

Lab:

Students will participate in the following labs which will be completed at the beginning during orientation:

- a. IV meds (continuous, intermittent).
- b. IV Saline Locks and Pumps and push meds
- c. IM/SC/ID injections; mixing insulin
- d. General Survey & Assessment of Clients on Medical Unit or Surgical Unit.
- e. Charting and Documentation

LEVELS OF INDEPENDENCE:

In evaluating objectives, the following levels of independence will be used:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: Clinical tutor tells the student what to do, about what steps to take.

Information: Clinical tutor tells the student specifics about a concept or topic.

Clarification: Clinical tutor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: Clinical tutor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Clinical tutor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides clinical tutor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: The clinical tutor provides input every now and then.

COURSE OBJECTIVES:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2011- 2012*. Attention must be given to the competencies that are identified as being relevant to NURS 291. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with the following documents (located on Moodle):

- CARNA Nursing Practice Standards (2003) and all other CARNA standards
 - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with minimal assistance, the processes of self-directed learning, critical thinking, and group process in utilizing context-based learning, in all learning activities.
 2. Demonstrate, with assistance or minimal assistance, the ability to practice in accordance with Year 2 competencies, as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2011- 2012*.
 3. Demonstrate, with assistance or minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients experiencing chronic or less acute variances in health across the life span in primary-level acute centres and continuing care agencies.
 4. Demonstrate, with minimal assistance, the ability to manage health promotion and prevention activities using advanced therapeutic/interpersonal communication skills, health counseling skills, and teaching and learning principles.
 5. Demonstrate, with minimal assistance the ability to perform intermediate health assessments skills with healthy individuals across the lifespan in the context of family within a community.
 6. Demonstrate, with minimal assistance, the ability to engage in evidence-based practice.
 7. Demonstrate the ability to integrate knowledge into clinical practice.

GPRC Specific Objectives:

8. With minimal assistance, demonstrate knowledge and ability to apply the nursing process to the care of one client using Orem.
9. With guidance, explain the importance of reflective practice and apply reflective practice concepts to completing reflective journals.

EVALUATION/ASSIGNMENTS NS 2910

In order to pass NS 2910, students must demonstrate safe, ethical nursing practice; professional behavior; complete every one of the below activities, and acquire a passing grade in the Evaluation of Nursing Practice.

SUMMARY OF EVALUATION:

Evaluation Strategy:	Value:	Due Dates:	
		Group 1:	Group 2:
1. Evaluation of Nursing Practice	80%	Midterm: Week of Sept 26 th -30 th Final: October 19 th , 2011	Midterm: Week of Nov. 14 th -18 th Final: December 9 th , 2011
2. Orem Nursing Care Plan	20%	Monday October 3 rd at 0800	November 25 th during seminar
3. Math Calculation Exam	Pass/ Fail	September 9 th 0900-1030 Room TBA	Orientation week

1. EVALUATION OF NURSING PRACTICE (ENP)

The Evaluation of Nursing Practice is a written evaluation of Nursing Practice that will be completed by the student and the instructor during the final evaluation. The student and tutor also meet at midterm to discuss the student's performance

Students MUST pass the ENP in order to pass the course. If a student receives a grade of "F" in **any** of the ENP criteria it constitutes a "clinical failure" on the ENP, as the student has shown unsafe, unprofessional, or unethical nursing practice. If a student does not pass the ENP they will obtain an overall grade of no greater than a D in the course.

Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.

Scanlan, J. M., Care, W. D., & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. *Nurse Educator*, 26 (11), 23-27.

The ENP will be written by the instructor and supplemented with input from the student's own self-evaluation, the student's peers, the staff of the agency, and the client.

As part of the ENP, tutors will be evaluating the student's reflective journals as well as through discussion during the clinical day, seminars and post conferences.

Midterm Evaluations (Form on Moodle):

Midterm evaluations will occur during the week of:

Group 1: September 26th - 30th, 2011

Group 2: November 14th – 18th, 2011

Final Evaluations (ENP Form on Moodle):

Final evaluations will occur on:

Group 1: October 19th, 2011

Group 2: December 9th, 2011

Please submit your completed ENP with written comments to instructor on the Monday prior to your final evaluation.

1.1 Reflective Writing Assignment:

Reflective practice is an essential component of becoming a competent nurse. The following activities will assist the student in working through the reflective process. The student's ability to reflect on a situation in a comprehensive succinct way will be evaluated and included in their overall ENP grade.

Students will complete **two** written reflection assignments that will be submitted to their instructor for feedback. Students are required to also answer any questions the tutor has written on the writing assignments or provide more information as required in order to enhance dialogue. Confidentiality must be considered when choosing to share written or verbal information i.e. initials of the patient only.

Due Dates for Reflective Writing Assignments:

<i>Group 1</i>	<i>Group 2</i>
Reflective Writing # 1 Due: September 23 rd , 2011 during seminar	Reflective Writing # 1 Due: November 14 th at 0830
Reflective Writing # 2 Due: October 14 th , 2011 during seminar	Reflective Writing # 2 Due: November 28 th at 0830

Guidelines for Reflective Writing:

- Describe a significant experience that you had during your week. Describe the experience in rich detail (example; what you or someone else did in intervention, communication, or other). Include thoughts, feelings, and perceptions. Also include what you perceive the other people could be feeling (patient, nurses etc.).
- Reflect on the experience. Describe why this experience was important to you, and what factors (such as assessments, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement in the other health care professionals involved? Explain why you think those were areas of strength or areas needing development. How is the client and/or family ultimately affected?

- Describe your significant learning. How does this impact your nursing practice? 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.

1.2 Facilitation of a Group Discussion Based on Reflective Writing Experiences:

Students will be required to facilitate a group discussion around a topic that came up through the process of their reflective writing assignments.

The Reflective Process Outline:

- a. What happened (story)
- b. What were you thinking and feeling?
- c. What were the thoughts and feelings of others involved?
- d. What actions did you take?
- e. What other options were open to you?
- f. What would you do if the situation arose again?

Adapted From: Wilding, P (2008) Reflective practice: a learning tool for student nurses. *British Journal of Nursing*, 17(11), 720-724.

Format:

1. You are to pick an experience that you reflected on from this clinical rotation. This can be from your written reflective assignments or, with your tutor's permission, another incident that occurred in your clinical experience. You will then discuss this incident using the reflective process outlined above to facilitate a discussion with your peers.
2. Identify the major theme of your story/incident (i.e. professionalism, communication, ethics, caring, etc.); identify how this relates to the course objectives/Graduate Competencies and Year End Outcomes.
3. Facilitate a discussion with guiding questions around this theme.

This is an informal discussion, in which your peers can interact with you, and exchange ideas about the situation; this will enhance your critical thinking, and may offer you some insight into your nursing practice.

2. OREM CARE PLAN:

Students will develop a nursing care plan that applies Dorothy Orem's Model of nursing care. Students will choose a client from the clinical setting and provide a detailed description of the nursing process and the plan that was implemented. A template for the care plan is located on Moodle.

OREM Care Plans Due:

- Group 1:** Monday October 3rd at 0800 hrs.
Group 2: Friday November 25th during seminar

3. MATH CALCULATION EXAM

Students are required to maintain competence in math calculations and therefore must pass a written math calculation exam early in the course. The passing grade is 90%. Students will be allowed 2 opportunities to rewrite if they are not successful in the first exam. Failure to achieve a passing grade on the math calculation exam or either of the two rewrites will result in the student being asked to withdraw from the course. The student will not be allowed to complete the clinical course. The math calculation exam is cumulative of all chapters but with more of a focus on recently learned chapters.

Required:

Review Chapters 1-7 from 1st year and complete chapters 8-12.

Math Calculation Textbook:

Pickar, G., Graham, H., Swart, B., Swedish, M., (2009). Dosage Calculations, First Canadian Edition.

Math Calculation Exam:

- Group 1: Friday, September 9th, 2011 1000-1130 B208
Group 2: During Week of October 24th-28th, 2011; Room TBA

GRADING CRITERIA FOR NURSING COURSES:

Alpha Grade	4 Point Equivalent	Descriptor
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First Class Standing*
B+	3.3	First Class Standing*
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory

Passing Grades in Nursing Courses

Alpha Grade	4 Point Equivalent	Descriptor
D+	1.3	Poor/Minimal Pass
D	1.0	Poor/Minimal Pass
F	0.0	Failure

Failing Grades in Nursing Courses

* Very Good/Above Average is an alternate descriptor for First Class Standing.

Students may receive a grade of D or D+ in a written assignment or component of this course, but must have an overall grade of C- to achieve a passing grade in a nursing course.

**Note: Refer to the 2011- 2012 College Calendar, for further details regarding the grading policy and Progression Criteria in the Bachelor of Science in Nursing program. The College Calendar now online on the GPRC website.

POLICIES RELATED TO NS 2910

All GPRC Policies can be located at the following Website:

<http://www.gprc.ab.ca/about/administration/policies.html>

GPRC Admission and Program Guides <http://www.gprc.ab.ca/programs/calendar/>

STUDENT RESPONSIBILITIES:

The College expects students; conduct to be in accordance with the basic rights and responsibilities

<http://www.gprc.ab.ca/downloads/documents/StudentRightsandResponsibilities.pdf>

LATE POLICY FOR ASSIGNMENTS:

All assignments are to be passed in at the time and place they are due. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. A penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade. For example, a paper scored at B+ would receive an adjusted grade of B if handed in one day late.

Please see Student Handbook for further policies related to late assignments.

PROGRESSION IN A CLINICAL COURSE:

Please see **Clinical Progression Criteria** found in the 2011- 2012 Student Handbook.

Refer to GPRC Calendar and the Nursing Department Student Handbook for any additional policies.

CLINICAL ABSENCES POLICY:

Students are expected to attend labs, seminars and clinical experiences according to the dates published in the academic calendar. Students are expected to be available for final evaluations during exam week.

Absence from any part of the clinical experience including labs, orientation, clinical, and seminars will jeopardize overall clinical performance. Absences from clinical may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F. Such absences also compromise other students' learning experiences.

Orientation is an essential component to ensure students are prepared to provide safe, competent care to clients and their families in the clinical setting. Students will not be permitted to start clinical rotations without orientation to the specific unit(s) to which they have been assigned.

See the 2011- 2012 Student Handbook for more information related to clinical absences.

If you are ill, or unable to attend clinical, you must notify your instructor prior to the shift.

If you are to be on the unit that day, you can call and leave a message with someone from the floor. If you are sick on your off-unit days, please call the unit and then leave a message on your tutor's voice mail at work to advise them of the situation.

5 North	780-538-7650
4 North	780-538-7220
Outpatients' Department	780-538-7480
OR and Recovery	780-538-5387;ask for OR or Recovery

PREPARATION FOR CLINICAL:

It is expected that you will prepare for each clinical day by researching procedures, medical conditions, medications, etc. Required psychomotor skills may also need to be reviewed prior to the clinical experience. Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, medication profiles, any client teaching plan) with the instructor during clinical time. If a student is not adequately prepared for clinical, the instructor may request the student leave the clinical agency. This would be a decision made after considering client safety.

IMMUNIZATIONS, CPR AND WHMIS CERTIFICATION:

You are responsible for ensuring that all immunization, CPR-HCP and WHMIS requirements are met and remain current throughout your nursing program. Students who do not comply with these policies may be barred from taking clinical courses. Please see the Student Handbook which has been posted on Moodle related to policies regarding immunizations, CPR-HCP and WHMIS certification.

Lost Photo ID cards should be promptly reported to the Nursing Office (H206). There will be a cost to replace lost cards.

PROFESSIONAL DRESS

It is expected that all students will follow the dress code of the clinical agency they attend. It is expected all students will wear a GPRC nametag. Absolutely no blue jeans are to be worn. For safety reasons, the only jewellery that may be worn is one pair of small stud earrings, a serviceable watch, and a plain wedding band. You will be required to remove obvious body piercing jewellery for safety reasons. Hair should be neat and off the face, with shoulder length or longer hair tied back. No nail polish may be worn. Makeup should be minimal and perfume is not to be worn. The use of perfumed lotions, deodorants and powders is discouraged. Shoes are white and soft soled with an enclosed foot, heel and toe.

Uniform scrub jackets and cardigans are acceptable when needed. A locker will be available at the hospital for your belongings.

Good personal hygiene and grooming are part of a nurse's professional decorum. The faculty reserve the right to suggest the appropriateness of student appearance in the clinical setting.

PLAGIARISM AND CHEATING:

Please refer to the GPRC policy on plagiarism and cheating as guidelines for NS 2910.

<http://www.gprc.ab.ca/about/administration/policies.html>

We expect honesty from our students. This means submitting work that is your own.

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require special accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Services: <http://www.gprc.ab.ca/students/disabilities/index.html>.

**DEPARTMENT OF NURSING EDUCATION
GRANDE PRAIRIE REGIONAL COLLEGE &
ALBERTA HEALTH SERVICES
EXPECTATIONS FOR STUDENT CLINICAL EXPERIENCES**

The input of the nurse in the Clinical Agency is valued and welcome. GPRC and PCH can benefit when the nurse:

1. Role models professional nursing behaviours including attitudes, techniques, awareness and adherence to agency policies.
2. Maintains an interest and openness to teaching and learning with faculty and students.
3. Alerts faculty and students to additional learning experiences.
4. Promotes learning opportunities for students as observers in addition to hands on practice.
5. Assists students when faculty is not available if appropriate for level of student and if responsibilities permit.
6. Gives constructive feedback about performance of faculty and student when asked. Receives constructive feedback about self.
7. Shares in open dialogue with faculty, concerns or difficulties related to student assignments.

As a Faculty Member in the Clinical Agency, the Nursing Instructors are expected to:

1. Role model professional nursing behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and students.
3. Clearly indicate the skills the students are allowed to practice. Ideally supervise students doing any skills or procedures for the first time.
4. Share in open dialogue with nursing staff, concerns and difficulties in the management of student assignments.
5. Assume responsibility for student evaluation and delegate supervision of students appropriately, after consultation with staff.
6. When asked by the unit manager, give constructive feedback about performance of staff. Receive constructive feedback about self.
7. Discuss student individual learning needs and assignments with nursing staff as appropriate.

Students in the Clinical Agency are expected to:

1. Demonstrate professional behaviour including attitudes, techniques and adherence to agency policies.
2. Maintain an interest and openness to teaching and learning with staff and faculty.
3. Prepare for clinical assignment.
4. Complete assignment in collaboration with instructor, assigned nurse and other health care professionals.
5. Document in a timely manner.
6. Communicate with instructor and assigned nurse regarding status of the client(s) and include a concise verbal or taped report when leaving.
7. When requested, provide constructive feedback about performance of faculty and staff. Receive constructive feedback about self.
8. Demonstrate an appropriate level of independence.