



DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE - FALL 2013, Term 2 (Sections B2_BC1)

NS 3950 NURSING IN PRACTICE VI – 7 (0-3-28) UT 217 Hours 7 Weeks

Course Leader & Instructor:

Kelly Socha, RN, BScN, MN

Office: H133

Phone: 780-539-2028 (Office)
780-832-6989 (Cell)

Email: ksocha@gprc.ab.ca

Office Hours: As posted and by appointment

Course Instructor:

Laura Dunsdon, RN, BScN

Office: H217

Phone: 780-539-2048 (Office)
780-512-5181 (Cell)

Email: ldunsdon@gprc.ab.ca

Office Hours: As posted and by appointment

PREREQUISITE(S)/COREQUISITE:

NS2910, NS2940 and NS2950

REQUIRED TEXT/RESOURCE MATERIALS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

Austin, W., & Boyd, M.A. (2010). *Psychiatric and mental health nursing for Canadian practice*. (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

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

Diem, E., & Moyer, A. (2005). *Community health projects: Making a difference*. Philadelphia, PA: Lippincott, Williams & Wilkins. **[Note: only required for students assigned to the community project as their clinical placement; students will NOT have to purchase this text.]**

Karch, A. M. (2012). *Nursing drug guide*. Philadelphia: Lippincott, Williams & Wilkins **OR** Credible website i.e. eCPS or app. Med decks are not acceptable. Lippincott Williams & Wilkins (2011). Lippincott's

NCLEX-RN 10,000 Powered by Prep-U: 10,000 Ways To Pass The Test., Philadelphia, PA: Lippincott Williams & Wilkins

Pickar, G. A., Swart, B., Graham, H., & Swedish, M. (2012). *Dosage calculations* (2nd Canadian ed.). Toronto, ON: Nelson Education Ltd.

Working Definitions [Available on Moodle]

2012-2013 Graduate Competencies and Year-End Outcomes (Condensed Version) [Available on Moodle]

NS 3950: Evaluation of Nursing Practice (ENP) [Available on Moodle]

Canadian Nurses Association (CNA) *Code of Ethics* (2008) [Available on Moodle]

RECOMMENDED/OPTIONAL TEXT/RESOURCE MATERIALS:

Foley, M. (2010). *Lippincott's handbook for psychiatric nursing and care planning*. Philadelphia, PA: Lippincott.

Sylvestri, L. A., (2014). *Saunders Comprehensive Review for the NCLEX-RN Examination* (6th ed.) St. Louis, MO: Elsevier Saunders

Vollman, A.R., Anderson, E.T., & McFarlane, J. (2008). *Canadian community as partner: Theory and multidisciplinary practice*. (2nd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

CALENDAR DESCRIPTION:

Nursing practice will focus on restoration, rehabilitation and support (including health promotion and disease prevention) of clients across the life span experiencing more acute variances in health. Practice will occur in homes, acute care settings, or in community-based settings.

CREDIT/CONTACT HOURS:

LEC: 0 SEM: 21 LAB: 7 CLINICAL: 189

DELIVERY MODE(S):

This seven (7) week course will consist of a four (4) day orientation and three (3) hour seminars each week in addition to clinical hours. This course uses Moodle for the distribution of course materials and for the collection of assignments.

COURSE OBJECTIVES:

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.

Overarching Statement:

Students are responsible to familiarize themselves with the *2013-2014 Graduate Competencies and Year Outcomes (Condensed Version)* as this document serves as the basis for the evaluation of students' clinical practice. Attention must be given to the competencies that are identified in the Year 3 column relevant to NS 3950.

All students **must** practice in a manner that is consistent with:

- CARNA Nursing Practice Standards (2003) and all other CARNA standards.
 - The CNA Code of Ethics for Registered Nurses (2008).
1. Demonstrate, with minimal guidance, the processes of self-directed learning, critical thinking, and context-based learning in a variety of community and/or acute care settings.
 2. Demonstrate, with guidance, the ability to practice in accordance with Year 3 competencies, as described in the document entitled: *2013-2014 Graduate Competencies and Year-End Outcomes (Condensed Version)*.
 3. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing mental health issues, in a variety of community and/or acute care settings.
 4. Demonstrate, with minimal guidance, the ability to provide evidence-based, competent nursing care to clients experiencing more acute variances in health, in a variety of community and/or acute care settings.

5. With guidance, assess the mental health needs of the community as client.
6. Demonstrate the ability to integrate knowledge into clinical practice.

LABS:

Labs will be completed during orientation week. **See orientation week schedule posted on 3rd year bulletin board and on Moodle.**

SEMINARS:

Seminars are every **Friday**.

Kelly's group will be in **Room F309** from **1130-1420hrs**.

Laura's group will be in **Room B304** from **1130-1420hrs**.

Seminars are intended to be a "safe place" for students to discuss experiences from clinical practice. Please be prepared to discuss the meaning related to clinical experiences and how these relate to your professional practice. If weather does not allow travel, teleconferencing will be available. You are responsible to let your instructor know as soon as possible, preferably at least the day prior and provide a phone number so you can be called in. Make sure this is not a cell number, and the space is private in order to maintain confidentiality.

CLINICAL PRACTICE:

Clinical practice will take place in agencies dealing with mental health issues in the community, acute care psychiatric setting, and/or an addictions/detoxification setting. Some agencies may require students to do evening and/or weekend shifts to allow for students to have the necessary contact hours with clients to meet the objectives of the course. Clinical practice is considered to be **compulsory**. Absences will be dealt with according to guidelines for clinical/ lab absences, published in the Student Handbook. In the event of an **unavoidable absence**, students are **required to notify the clinical instructor AND clinical site as soon as possible**.

****AS SOON AS POSSIBLE BEFORE your mental health placement, ALL students are required to call the agency field guide you have been assigned and make specific arrangements regarding agency orientation and scheduling. Important aspects of the program and expectations for you as a student within that setting will be reviewed with your field guide. The agencies will have a copy of the course outline and the methods by which you will be evaluated. The clinical instructor is responsible for student final evaluation grade based in part on feedback from your field guides.**

*****For Students in Community Projects, you will contact Ali Al-Asadi to set up an appointment to discuss your questionnaire/survey. Mr. Al-Asadi is located in C402; phone number is: (780)539-2061 and email address is: aal-asadi@gprc.ab.ca.**

Detoxification Unit Nursing Guidelines:

1. Students will work directly with an RN as you learn and practice the art of providing nursing care to individuals detoxing from addictions to various substances. You will observe, take direction, and carry out nursing care under the supervision of the RN.
2. Students doing their practicum as their primary placement will be required to do 12-hour shifts (from 0800-2000hrs); however, those students going to Detox to gain experience in addition to their primary clinical placement will only be required to do 8-hour shifts (from 0800-1600hrs). Regardless, all students are required to arrive at Detox no later than 0745hr.
3. Identification must be worn at all times. Staff are identified by their first name only. Dress code is modest casual wear. Scrubs are permitted; however please do not wear purple scrubs. Blue jeans, tight pants, shorts, exposed midribs, and open-toed shoes are not permitted.

Community Mental Health (CMH) Nursing Guidelines:

1. As a student you will be expected to work somewhat independently and in consultation with your field guide to meet course objectives. However, you are not to lead process groups independently.
2. Identification must be worn at all times. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

Peace River Correctional Center/Grande Cache Correctional Center:

1. The student will work directly with an RN as you learn and practice the art of providing nursing care to individuals who are incarcerated.
2. You will be provided with a locker to secure your personal effects; you must bring your own lock. Meals can be purchased for a minimal cost or you can bring your own lunch.
3. Identification must be worn at all times. Staff are identified by first name only. Dress code is scrubs. Open-toed shoes are not permitted.

Clinical Learning Unit (CLU): Acute Care Psychiatric Nursing Guidelines:

A Clinical Learning Unit (CLU) is a model of learning intended to encourage increased independence and integration into the area of acute care psychiatric nursing practice. Students will be expected to work semi-independently. Students will be 'adopted' by unit staff providing an opportunity to work directly with several different staff members throughout the clinical rotation. The common goal is to provide a safe learning environment for the student; each member of the team shares roles & responsibilities toward achieving this goal. These are outlined in the CLU Fact Sheet (posted on Moodle).

1. As preparation for each clinical day, you are to familiarize yourself with the clients' demographic information, previous and present admissions, multidisciplinary assessments, diagnoses, treatment & plan of care.
2. Your daily activities are expected to include "normal unit" activities, such as case conference and groups when appropriate. You will work 12 hour shifts.
3. Identification must be worn at all times. Professional staff is identified by their first name only. Dress code is modest casual wear. Scrubs are permitted; however please do not wear purple scrubs. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.
4. Only notebooks, care plans and drug guides are taken onto the unit. Coats, outdoor footwear, and food are to remain in a designated location (i.e. locker room).

Community Project Guidelines:

Community projects are an element of community mental health nursing practice. Projects arise from an identified need or concern within an agency. Projects help in breaking down large, long-term initiatives into smaller components that can be evaluated (Diem, 2005). According to Diem, projects have three general purposes:

1. Programming and evaluation of short-term health promotion/illness prevention strategies.
2. Informing agencies about a process to address an identified need.
3. Developing knowledge about community mental health issues.

Community mental health projects are an opportunity to explore nursing practice from a different viewpoint. You will have an opportunity to interact with clients but the focus is on primary prevention rather than secondary or tertiary care.

Community mental health projects in NS 3950 are generally identified by the agency. Students assist the agency in meeting short-term goals related to the project and provide results in the form of a final presentation. Projects vary in topic and students will be expected to carry out a number of responsibilities identified in the contract with the agency. Supervision of the project is done

collaboratively with the agency and the instructor. It is an expectation that students will work on the project at the agency. Should students need to take any of the project home to work on, **ALL** client and/or agency identifying factors must be removed (i.e. – client names).

Students will work in pairs on projects. It is expected students will share responsibilities equally. A peer evaluation will be done at mid-term and at the end of the project. Peer feedback will be included in the determination of the assignment grade. The clinical agency contact will have input into the final evaluation of nursing practice (ENP).

ASSIGNMENTS:

Discussion Board:

All students are **required** to **respond** to the question(s) posted by the clinical instructors on the Discussion Board on Moodle by **November 4, 2013 @ 0830hrs.**

Field Notes: Due: November 7, 15, 22, and 29 and December 6, 2013 by 1630hr.

****For all students EXCEPT those assigned to the Community Project as their clinical placement.**

Field notes are to be posted on Moodle on a **weekly** basis.

Daily field notes are a point form overview of your experiences, and should include:

1. Number of clients along with their diagnosis/presenting problem.
2. Titles of videos, books, or other resources utilized.
3. Names of in-services, groups, or conferences attended.
4. Other daily routines or experiences.
5. Weekly learning goals.
6. Total weekly **and** cumulative clinical hours.

****A template will be posted on Moodle for students to use when completing their field notes.**

Project Weekly Summary: Due: November 7, 15, 22, and 29 and December 6, 2013 by 1630hr.

****Only for those students assigned to the Community Project as their clinical placement.**

A **weekly project summary** is to be posted on Moodle on a **weekly** basis.

1. Weekly Project Summaries are a point form overview of:
2. Purpose of weekly activities.
3. Activities and accomplishments completed during the week.
4. Comments and/or questions relating to weekly activities.
5. Further ideas and/or plans.
6. Evaluation/feedback received from the project peer.
7. Plan for the following week.
8. An individual assessment.

****A template will be posted on Moodle for students to use when completing their weekly project summary.**

Reflective Journals: Due: November 12 and 18 and December 2, 2013 by 0830hrs.

Journal assignments are to be posted on Moodle. A comprehensive journal entry includes:

1. Briefly describe a significant clinical experience or an event that triggered your curiosity about a topic.
2. Reflect on the impact this clinical experience or event has on your personal **and** professional growth.

3. Conduct a values and beliefs clarification related to the experience, including development of emerging values and beliefs.
4. Integrate theoretical learning into practice by including relevant research and resources.
5. Acceptable grammar, spelling, and APA formatting (i.e. title page; referencing).

Process Recording Assignment: Due: November 25, 2013 by 0830hrs

****For ALL students except those assigned to the Community Project as their clinical placement.**

The purpose of the process recording is to systematically analyze a therapeutic interaction with a client.

Process:

The student will obtain consent to record a therapeutic interaction. The conversation will be audio taped. The process recording will include **four consecutive** interchanges between the client and the nursing student **starting with the student response**. Only transcribe the four interchanges you have chosen to analyze. **Audiotape, transcription, and written assignment are to be submitted in hardcopy.** Please **ensure the client's anonymity** is maintained **by using initials** in the written assignment. Following marking, audiotapes are to be erased by the student to ensure client confidentiality. Recording devices are available from your instructor.

Written Components of the Process Recording: (Grade Descriptor posted on Moodle)

1. Provide a concise history of the client including information relevant to your interview/session.
2. Critically describe the setting where the conversation occurred, including necessary suggestions for change.
3. Identify the goal(s), including rationale, for the interaction.
4. Chronologically and line-by-line document the **four interchanges** including the following information:
 - i) Student Response: both verbal & non-verbal communication, including analysis, for each interchange.
 - ii) Client Response: both verbal & non-verbal communication, including analysis, for each interchange.
 - iii) Student's thoughts and feelings during each interchange, including analysis, for each interchange.
 - iv) Identification of the verbal and/or non-verbal communication technique(s) used, rationale for using the select communication technique(s), and analysis of its effectiveness for each interchange.
 - v) An appropriate alternative student response, including rationale, for each interchange.
 - vi) Analysis and critical evaluation of the client's response for each interchange.
5. Use acceptable grammar, spelling, and APA referencing and formatting, including a title page.

Community Project Assignment: Due Dates:

Initiation Phase: TBA

Working Phase: TBA

Synthesis Phase: TBA

Presentation: Last week of the clinical course (Exact date, time and room to be announced)

****Only for students assigned to the Community Projects as their clinical placement.**

The purpose of the project assignment is to systematically assess and analyze results of an aggregate population. Some agencies will require flexibility in your time schedule in order to be able

to make direct contact with the target population. The following components will be included in the project **(Grade Descriptor posted on Moodle)**:

1. A timeline for completion of goals and responsibilities.
2. Weekly evaluation of project goals.
3. Weekly peer evaluations.
4. Summary of how agency mandate fits with the community projects and the roles and responsibilities of agency staff.
5. Summary of a review of the literature, including an annotated bibliography.
6. Development of consent to participate in the community project form.
7. Development of a relevant assessment tool and interview questions.
8. Data collection.
9. Data analysis.
10. Summary of the community project.
11. Final presentation of project results to the agency, key informants, identified relevant community agencies/service providers, instructor, and peers.
12. Use acceptable grammar, spelling, and APA formatting (i.e. title page; referencing).
13. Please submit all assessment data/notes, and survey questionnaires completed during interviews with clients and key informants. Please **ensure the client's anonymity** is maintained **by using initials** in the written assignments.

EXAMINATIONS:

Students are required to pass a Medication Math Exam with a 90% mark. Should a student fail the exam, there will be 2 more opportunities to pass a supplemental exam. Failure to pass the 3rd exam will require the student to withdraw from the clinical course. No grade percentage is attached to this exam

COURSE EVALUATION:

Assignments	Weighing
Community Project Assignment (Applies only to students assigned to the Community Project as their clinical placement)	30%
Process Recording Assignment (Applies to all students, except those assigned to the Community Project as their clinical placement)	30%
Evaluation of Nursing Practice (ENP): <ul style="list-style-type: none"> • Discussion Board Posting • Field Notes or Weekly Evaluation of Project • Reflective Journals • Seminars 	70%
Project, plus ENP: OR Process Recording, plus ENP:	Total: 100%

LATE ASSIGNMENT POLICY:

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 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. Late assignments are due by 4:00 p.m. and **must be verified (stamped with date and time) by nursing office personnel**. If the paper is passed in after a weekend the weekend will count as one working day. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Please speak with your clinical instructor to clarify assignment submission requirements.

PLAGIARISM AND CHEATING:

Students need to be familiar with College policies as well as their Rights and Responsibilities related to Student Conduct. Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/

**Note: all Academic and Administrative policies are available on the same page. The instructor reserves the right to use electronic plagiarism detection services.

GRADING SYSTEM:

Assignments will be given an alpha grade according to the grading criteria for each assignment. Grades for each assignment will be translated into a 4-point equivalent; this number will be multiplied by the weighting of the assignment to determine a score. The scores for each assignment will be added together for a total score in the course. This score will be used to determine the final alpha grade for the course (A+ -- >F). **Students MUST pass the ENP in order to pass the course. If a student receives an "F" in any of the ENP criteria it constitutes a clinical failure on the ENP. Students may receive a grade of D or D+ in an assignment, but must have an overall grade of C- to achieve a passing grade in a nursing course.**

GRADING CONVERSION CHART			
Alpha Grade	Percentage of conversion (%)	4-Point Equivalent	Descriptor
A+	95 – 100	4.0	Excellent
A	90 – 94.9	4.0	
A-	85 – 89.9	3.7	Very Good First Class Standing
B+	80 – 84.9	3.3	
B	75 – 79.9	3.0	Good
B-	70 – 74.9	2.7	
C+	66 – 69.9	2.3	Satisfactory
C	63 – 65.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Poor
D	50 – 54.9	1.0	Minimal Pass
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

TRANSFERABILITY:

This course is part of a block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to 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, 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.

GRADING CRITERIA:

In order to pass NURS 3950, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences. Students are expected to implement previously learned nursing skills.

1. During this course, students will have a continuous experience in community and/or acute care settings which will include nursing care of clients, families, groups and/or aggregates experiencing more acute variances in mental health.
2. Participate in site-selected activities.
3. Participate in therapeutic conversations with clients with mental health issues.
4. Using a primary care focus, examine mental health needs of a community group.
5. Participate in health promotion, and/or harm reduction, and/or illness prevention programs with clients, families, groups and/or aggregates experiencing more acute variances in mental health.
6. Collaborate with client, family, community, nurses and members of other disciplines.

ENP REQUIRED EVALUATION:

Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.

1. ENP plus 1 other assignment:
 - To encourage the development of self-reflective practice, it is recommended client preparation, reflective practice, nursing care, and learning plans be evaluated through discussion during the clinical day and post conference.
2. Evaluation of student's clinical performance:
A formative and written summative Evaluation of Nursing Practice will be completed by the student and the clinical instructor.
 - This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client. Tutors are directed to refer to the current Evaluation of Nursing Practice document from the Evaluation Strategies Committee.

MIDTERM EVALUATIONS:

Midterm evaluations will occur approximately half way through the clinical course. The clinical instructor, in consultation with individual students and/or field guides, will arrange a date and time to come to the clinical placement to meet with both the student and the field guide together. **For your midterm evaluation, please be prepared to discuss both your strengths and areas for improvement.** You *may* be required to complete a self-evaluation using the Evaluation of Nursing Practice (ENP) in preparation to discuss your midterm evaluation.

FINAL EVALUATIONS:

Final evaluations with field guides generally occur during the final week of the clinical course. The clinical instructor, in consultation with individual students and/or field guides, will arrange a time to collect final feedback from field guides.

All students will be required to complete a self-evaluation using the ENP. All completed ENP's will need to be submitted to individual clinical instructors prior to **December 9, 2013 by 0830hrs.** Final written evaluations will be scheduled by individual clinical instructors, at which time the final ENP grade will be assigned.