



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

Revised: June 2000; May 2002

NURSING 3950

COURSE OUTLINE

Originally developed by Clinical Experience Development Committee of:

| | | |
|------------------------|-----------------------|-----------------------------|
| Caren Clouston, RDC | Barb Gibson, UofA | Pat McMullin, Keyano |
| Monique Sedgwick, GPRC | Ruth Stewart, MacEwan | Marina Vettergreen, MacEwan |

Revision April 2000 by the Clinical Experience Development Committee

Revision May 2002 by the Learning Experience Development Committee

Adapted for GPRC by Elizabeth Hood (September 2002)

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Approved: May 6, 2002

2002 - 03

NURSING 3950

Course Outline

CALENDAR STATEMENT:

Nursing 395 - Nursing Practice VI *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 across the lifespan who are experiencing more acute variances in health. Practice occurs in homes, acute care settings, or in community-based settings.
Prerequisites: NURS 150, 151, 291, 294, 295.

COURSE HOURS: Lecture /Seminar: 21 Lab/Clinical: 196 Field Placement

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|------------------|----------------------|----------|---------------------|
| Front load/Labs: | week 1, Mon Tues.Wed | (24 hrs) | 9:00-16:00 |
| Seminar: | Fridays | (21 hrs) | 13:00-15:50 |
| Clinical: | a)acute, | (68 hrs) | 6:45- 15:00 (19:00) |
| | b)community, | (80 hrs) | Varies |
| | c)detox | (24 hrs) | 7:45- 20:00 |

Midterm evaluation: 5S and Community (arranged individually)

Final Evaluation: (make individual appointment with instructor)

COURSE LEADER: Elizabeth Hood, RN, MSN
Office: H216
Phone: 539-2757
Home: 532-9497 (call anytime before 10 PM)
E-mail: hood@gprc.ab.ca

OFFICE HOURS: Wednesdays and by appointment

TUTOR:
Fall 2002 TBA
Winter 2003 Elizabeth Richard, RN, MN
Office: H215
Phone: 539-2754
E-mail: richard@gprc.ab.ca

COURSE DESCRIPTION:

This clinical course will provide students with the opportunity to assess community* as client. Nursing practice will include care of clients* experiencing more acute variances in health, including mental health issues. Students will continue to incorporate health promotion, and all levels of prevention in nursing practice with clients*, families*, groups* and/or aggregates*. Nursing practice over a continuous block of time will occur in various community based settings and may include some acute care experiences related to clients with mental illness.

*Refer to definitions in document "Working definitions for Core Concept Map", May 1, 1998. Lotus Notes: Academic Document of 4/9/98 in First Year CBL documents.

COURSE OBJECTIVES:

Upon completion of Nursing 395, the nursing student will be able to:

1. Analyze nursing knowledge as well as knowledge from other disciplines (research, models and theories) related to biological, psychological, sociological, cultural and spiritual factors in nursing practice with clients experiencing more acute variances in health.
2. Demonstrate application of legal and ethical standards in a variety of nursing practice settings:
 - support of colleagues
 - decision making
 - protecting 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. With guidance, assumes primary responsibility for attaining and maintaining competence in nursing practice.

5. Analyze concepts related to health promotion, primary, secondary and tertiary prevention, with clients* experiencing more acute variances in health:
 - demonstrate safe nursing care
 - coordinate client care using sound clinical judgment, critical thinking and innovation with increasing independence
 - effectively uses time management strategies
 - demonstrate competence in mobilizing power structures in community settings
 - demonstrate beginning competence in dealing with diversity and ambiguity
 - assist clients with decision making
 - practice according to policies and procedures of clinical agencies
6. Demonstrate competence in ability to interact with and develop collaborative partnerships with clients, community members, interdisciplinary members and registered nurses:
 - valuing
 - respect of autonomy
 - commitment to caring
7. Demonstrates competence in selected skills required for nursing care of clients experiencing acute and complex variances in health.

(Also see "Basic Expectations" Handout)

REQUIRED TEXTBOOK:

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

OR another current Psychiatric Mental Health Nursing text

OTHER RECOMMENDED REFERENCE TEXTS:

Arnold, E. & Boggs, K. (1999). *Interpersonal relationships Professional communication skills for nurses (3rd ed.)*. Philadelphia: W.B. Saunders Co.

Balzer-Riley, J. (2000). *Communications in nursing (4th ed.)*. Toronto: Mosby.

Fortinash, K.M., & Holoday-Wortet, P.A. (1999). *Psychiatric nursing care plans (3rd ed.)*. Toronto: Mosby.

Taylor, E.J. (2001). *Spiritual care: Nursing theory, research & practice*. Upper Saddle River: Prentice Hall

PLEASE NOTE: the withdrawal date without academic penalty is November 21, 2002/April 2, 2003.

REQUIRED LEARNING EXPERIENCES:

In order to pass NURS 3950, students must demonstrate safe ethical nursing practice, professional behavior, and complete the following experiences and assignments.

CLINICAL PRACTICE:

Clinical Practice will take place in agencies dealing with mental health issues in the community, an acute care psychiatric setting, and an addictions detoxification setting. Students will develop an individualized Learning Plan in consultation with the instructor. Based on learning needs identified by the group, individual students will participate in a collaborative teaching/learning experience. A project that assesses a community aggregate based on the students' Community Mental Health experience will be required.

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.

In the rare instance that the student will need to "make up" missed clinical time, the student may be responsible for reimbursing the costs of a clinical tutor.

Acute Care Psychiatric Nursing Guidelines

1. As preparation for each clinical day, you are to familiarize yourself with the demographic information concerning the client, previous and present admissions, multidisciplinary assessments, diagnoses and treatment plans, plan of care outlined by the client's primary nurse, and the nurse assigned for your current shift.
2. As part of your preparation, write a flow outline for the day including medications, treatment sessions, etc. Incorporate into your plan at least one or two emerging patterns of health of your client, and activities related to these health patterns which you and the client will implement.
3. Your daily activities are expected to include normal "unit" activities, such as case conference and groups when appropriate.

4. Identification must be worn. Professional staff are identified by their first name only. Therefore, You may modify your College name tag by neatly placing white cloth tape over your surname. Dress code is modest casual ware, not including blue jeans, tight pants, shorts or open toed shoes.
5. Only notebook and care plans are taken onto the units. Coats, overshoes, books are to remain in the designated location.

Detoxification Unit Nursing Guidelines

1. Prior to your A.D.D.A.C. clinical experience you will be scheduled to meet with the Health Services Unit Supervisor to review important aspects of the program including factors related to confidentiality.
2. Each student will work directly with an R.N. as you learn and practice the art of providing nursing care to individuals experiencing various addictions. You will observe, take direction, and carry out nursing care under the supervision of the R.N.
3. You will work two 12-hour shifts (days or nights) and are to arrive at 7:45.
4. Identification and dress code are the same as for the acute care psychiatric setting.

Community Mental Health (CMH) Nursing Guidelines

1. You will be oriented to your particular CMH setting and the expectations for you as a student within that setting.
2. You may or may not have direct contact with clients depending on the particular setting - this will not prevent your meeting your objectives, the nature of your clinical experience will have been negotiated by your clinical instructor and the CMH contact person.
3. As a student you will be expected to work somewhat independently in meeting your objectives. However, you do not work independently leading groups nor are you to initiate therapy.

4. The agencies will have a copy of your course outline and the methods by which you have negotiated with your clinical tutor to be evaluated. The clinical tutor is responsible for student evaluation, though the agencies are encouraged to offer input.

In order to increase your knowledge of community mental health resources and the role of primary health care and prevention, you might be asked to do the following:

5. Identify the role your agency has in contributing to the mental health of a specific community. What are the mental health needs of this aggregate. What primary mental health care initiatives may be relevant and useful with in this community.
6. Identify (and when possible use) a theoretical nursing model with clients demonstrating a knowledge of how that model could be relevant to your particular client situation.
7. Describe the CMH resources (you are expected to share your learning in your journal and with your peers in seminar time):
 - a) What are the goals of the resource/agency?
 - b) How does it deal with specific psychosocial issues and/or clients at risk (interventions/strategies).
 - c) Where and/or how does it obtain funding?
 - d) What is the background of the staff/volunteers?
 - e) Identify obstacles or barriers for the agency in achieving its goals (financial, political, social).
 - f) Identify avenues, future plans, strategies this agency/resource has for meeting its goals.