



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

Grande Prairie Regional College

MacEwan

Keyano College

Red Deer College

University of Alberta

**NURSING 3950**

**2006 – 2007 COURSE OUTLINE**

**Originally developed by the Clinical Experience Development Committee  
Revised by the Learning Experiences Development Committee, April 2006  
Adapted for GPRC by Linda Duval and Renette Boisclair, October 2006**

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Approved: May 2006

## Nursing 3950 Course Outline

### CALENDAR STATEMENT:

**NURS 3950 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 life-span who are experiencing more acute variances in health. Practice occurs in homes, acute care settings, or in community-based settings. Prerequisites: NURS 151, 291, 294, 295. Pre- or corequisite: NURS 390. **“In Year 1 only, prerequisites may be configured to meet site course requirements.”**

**Last day to withdraw with permission is November 17, 2006.**

**COURSE HOURS:** LEC: 0 SEM: 21 LAB: 6 CLINICAL: 190

Labs: October 30 to November 3, 2006 (Schedule of events posted)

Seminar: Mondays 0830-1130 (B304)

Clinical: Acute Care (5-South); AADAC (Detox); Community

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**OFFICE HOURS:** Mondays and by appointment

**MIDTERM AND FINAL EVALUATIOPNS TO BE ARRANGED INDIVIDUALLY.**

### COURSE DESCRIPTION:

This clinical course will provide students with the opportunity to assess community as client, and to work with client's experiencing 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 and/or acute care settings.

### 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 student what to do, about steps to take

**Information:** clinical tutor tells student specifics about a concept, 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. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

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

**Occasional:** indicates that input is provided by clinical tutor now and then

**In addition to maintaining competency with previous course objectives, upon completion of Nursing 3950, the nursing student will be able to:**

## **PROFESSIONAL RESPONSIBILITY AND ETHICAL PRACTICE**

**1. Practices within the legal and ethical standards established by the College and Association of Registered Nurses of Alberta and the Canadian Nurses Association, and according to legislated scope of practice, and provincial and federal legislation.**

**Independently:**

- demonstrates integrity
- demonstrates responsibility and accountability
- demonstrates respect for client's values, beliefs and rights

**With guidance:**

- demonstrates application of legal and ethical standards by:
  - practicing according to policies and procedures of host agencies and educational institution
  - using knowledge of scope of practice and professional legislation and Code of Ethics
  - confidentiality
  - using informed consent
  - preparing for clinical practice to provide safe, competent care
- takes action on questionable orders, decisions or interventions of other health team members
- demonstrates commitment to the values of nursing of the profession of nursing and support of professional development of colleagues
  - protects clients' values, beliefs and rights

## **2. Engages in strategies for social and political action at a beginning level**

### **With guidance:**

- differentiates own values/needs/rights/obligations from values/needs/rights/obligations of others
- discusses formal and informal power structures in the context of social / political action in nursing situations
  - recognizes vulnerable and/or marginalized clients/families
  - identifies issues of power that require investigation
- identifies nursing issues requiring social and political action
  - identifies programs which have arisen from social / political action
- discusses the role of the individual nurse in social / political action:
  - identifies role in existing programs
  - empowers clients
  - discusses client responsibilities
  - promotes client autonomy and collaboration
  - supports client in meeting their responsibilities
- discusses the role of professional nursing organizations in social and political action
  - protection of public
  - position statements
  - allocation of resources
  - identifies decision makers
  - identifies policy making individuals
- describes the planning process for engaging in social and political action
  - identifies information to be provided to client/family
  - identifies funding sources (re: existing programs)
  - identifies the funding process
  - discusses change theory
  - identifies existing programs that address client/family needs
  - identifies strategies and resources for social and political action
  - identifies role of existing government policy
  - identifies existing programs for transition
  - organizes activity

## **3. Demonstrates skills and attitudes necessary for life-long learning**

### **Independently:**

- demonstrates personal responsibility for learning
- demonstrates an attitude of inquiry to enhance own learning related to nursing practice

### **With guidance:**

- identifies strengths and limitations of own competence, seeking assistance when necessary
- demonstrates an openness and receptivity to change
  - seeks and is receptive to feedback
  - act on feedback
- assumes primary responsibility for attaining and maintaining competence using nursing practice standards.

## **KNOWLEDGE BASED PRACTICE**

### **4. Applies a critical thinking approach to nursing**

#### **With guidance:**

- applies critical thinking strategies in developing sound clinical judgment in relation to acute variances in health
- applies creative thinking, reflective thinking and insight in relation to acute variances in health for developing sound clinical judgment

### **5. Applies nursing knowledge, including knowledge from the arts, humanities, medical sciences, and social sciences into nursing practice.**

#### **With guidance:**

- utilizes selected areas of nursing knowledge as well as knowledge from the arts, humanities, medical sciences and social sciences in response to acute variances in health
- uses selected areas of knowledge related to scope of practice and professional legislation in nursing practice

### **6. Demonstrates evidence based practice.**

#### **With guidance:**

- utilizes credible resources (research studies, experts, and others)
- examines research findings related to nursing situations
- describe the significance of research to practice (research studies, experts, and others)
- identifies nursing practice problems that require investigation.

### **7. Applies nursing and other relevant models/theories in the professional practice of nursing.**

#### **With guidance:**

- explains the use of nursing models / theories / metaparadigms
- explores models / theories from other disciplines and their application into nursing
- explores the application of selected nursing models / theories into nursing practice.

### **8. Demonstrates competence in health care informatics.**

#### **With guidance:**

- uses a variety of selected information technology and other technology to support all scholarly activities and clinical practice.

## **PROVISION OF SERVICE TO PUBLIC**

### **9. Applies concepts and principles of primary health care (accessibility of health services, use of appropriate technology, individual and community participation, increased health promotion and disease prevention, intersectoral collaboration).**

#### **With guidance:**

- applies principles and concepts of primary health care with clients and families experiencing acute variations in health
- applies knowledge of health determinants in client situations
- applies selected health promotion activities with individuals, families and groups
  - develops professional skills needed for taking action (eg. teaching/learning)
  - creates supportive environments

#### **With minimal assistance:**

- applies selected strategies with aggregates

- participates in existing programs

**10. Demonstrates caring relationships in professional situations.**

**With guidance:**

- recognizes how caring behaviors can influence health and healing
- demonstrates commitment to the ideal of caring
- recognizes the uniqueness, worth and dignity of self and others
- demonstrates awareness and concern for individuals in the health care setting
- demonstrates caring behaviors in interpersonal activities with clients, peers and others in the health care setting
- demonstrates ability to engage in caring relationships with clients and colleagues in nursing practice
  - initiates, maintains and terminates professional relationships in a supportive manner
  - social vs. therapeutic
  - recognizes situations requiring client advocacy

**11. Collaborates with clients, community agencies, community members, and members of other disciplines in a variety of settings.**

**With guidance:**

- promotes client participation, choice and control
- promotes colleague participation, choice and control
- develops partnerships with colleagues, community members, community agencies and members of other disciplines
- interacts with clients experiencing acute variations in health
- engages in inter-professional interaction

**12. Demonstrates beginning leadership, management and administrative skills.**

**With guidance:**

- uses effective time management strategies in coordinating client care
- describes leadership and management roles and competencies
- uses decision-making processes
- effectively leads a small group
- performs an accurate appraisal of self and others
- effectively follows quality and risk management processes to enhance nursing practice

**With assistance:**

- applies principles of delegation (right: task, circumstance, person, direction, supervision).

**13. Demonstrates the ability to deal with ambiguity and diversity.**

**With guidance:**

- anticipates the need of clients
- identifies effects of ambiguity and diversity in all learning environments
- identifies ambiguity and diversity in selected nursing situations
- identifies own pattern of dealing with the effects of ambiguity and diversity
- provides support to clients experiencing effects of ambiguity and diversity in times of transition
- assists clients in decision making related to the effects of ambiguity and diversity in selected nursing situations

- selects appropriate strategies for dealing with the effects of ambiguity and diversity in selected nursing situations

**14. Demonstrates competence in clinical reasoning in relation to verbal and written communication, psychomotor skills, nursing process, priority setting, client education, in the promotion, restoration, rehabilitation and maintenance of health.**

**With guidance:**

- applies nursing process
- uses appropriate verbal communication skills
  - using appropriate lines of communication
  - communicating and reporting relevant information in a timely manner
- uses appropriate written communication skills
  - documenting relevant information accurately and in a timely manner
- provides effective client education by applying:
  - principles of teaching and learning
  - identifies needed referrals
- prioritizes nursing activities

**Independently:**

- performs selected psychomotor skills in a competent manner – lab setting

**With guidance:**

- performs selected assessment skills in a competent manner
- performs selected psychomotor skills in a competent manner – clinical setting

**CONTEXT BASED LEARNING**

**15. Demonstrates competence with context based learning.**

**Independently:**

- describe the components of context based learning
  - self directed learning
  - group process
  - CBL process
- use the nursing process to plan nursing care for selected clients
  - selected assessment skills
  - problem identification
  - outcomes
  - interventions
  - evaluation
- effectively use group process to facilitate learning of the group
  - respect for the values and beliefs of others
  - responsibility and accountability for the learning of the group
  - group roles
  - caring behaviors
  - self directed learning
  - influencing factors
- effectively use critical thinking in the group
  - brainstorming
  - exploring (creativity, depth, breadth and relevancy)
  - sources of information

- use communication skills to enhance the context based learning processes
  - sharing personal information
  - articulation
  - clarity
  - conciseness
  - relevancy
  - seeking and providing opinions, information and direction
  - receiving and giving feedback
- use writing skills to enhance the context based learning processes
  - legibility
  - appropriateness
  - clarity
  - conciseness
  - relevancy

### **REQUIRED RESOURCES**

1. Working Definitions (posted on Blackboard)
2. Graduate Competencies and Year End Outcomes (posted on Blackboard)
3. Grade Descriptors (posted on Blackboard)
4. Map of Theoretical Labs, Clinical Labs and Clinical Seminars
5. Psychiatric Mental Health Nursing Text:  
Fortinash, K.M. & Holoday Worret, P.A. (2004). *Psychiatric mental health nursing* (3<sup>rd</sup> ed.).  
Toronto: Mosby.

### **RECOMMENDED RESOURCES:**

- Austin, W. & Boyd, M.A. (2008). *Psychiatric nursing for Canadian practice*. Philadelphia: Lippincott, Williams & Wilkins.
- Arnold, E. & Boggs, K. (2003). *Interpersonal relationships: Professional communication skills for nurses* (4th ed.). Philadelphia: W.B. Saunders Co.
- Balzer-Riley, J. (2004). *Communications in nursing* (5th ed.). Toronto: Mosby.
- Schultz J. M. & Videbeck, S. L. (2005). *Lippincott's manual of psychiatric nursing care plans* (7<sup>th</sup> ed.). Philadelphia: Lippincott.
- Taylor, E.J. (2001). *Spiritual care: Nursing theory, research & practice*. Upper Saddle River: Prentice Hall.
- Vollman, A.R., Anderson, E, & McFarlane, J. (2004). *Canadian community as partner*, New York: Lippincott.

### **REQUIRED LEARNING EXPERIENCES**

**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 lab activities (see Map of Theoretical Labs, Clinical Labs and Clinical Seminars).

3. Participate in therapeutic conversations with clients with mental health issues.
4. Using a community assessment model, analyze mental health needs of a community group.
5. Participate in health promotion 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.

### **SUGGESTED OPTIONAL LEARNING EXPERIENCES**

1. Gain awareness of other community resources (ex. Wapiti Dorm, Willow Place, Friendship Centre, Canadian Mental Health, Sunrise House, etc.)
2. Participate in programs for children with complex mental health issues.
3. Observe Electroconvulsive Therapy.
4. Observe and/or participate in therapy groups.
5. Observe and/or participate in a family conference.

### **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. Based on learning needs identified by the group, individual students will participate in a collaborative teaching/learning experience.

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 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 Guideline**

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, and the nurse assigned for your current shift.
2. Your daily activities are expected to include "normal unit" activities, such as case conference and groups when appropriate. You will work 8 hour (0700-1515) shifts. You are to arrive on the unit no later than 0645.
3. Identification must be worn at all times. Professional staff are identified by their first name only. Dress code is modest casual wear. Scrubs are permitted, however please do not wear purple. 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, overshoes, books and food are to remain in the designated location (ie. locker room)
5. Identify and demonstrate knowledge of how a theoretical nursing model is relevant to a particular client situation.

### **Detoxification Unit Nursing Guidelines**

1. Prior to your A.A.D.A.C. Detox clinical experience you will meet the Unit Supervisor to review important aspects of the program.

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 or three 12-hour shifts (0800-2000) and are to arrive at 0745.
4. Dress code same as acute care setting.

### **Community Mental Health (CMH) Nursing Guidelines**

1. A **WEEK BEFORE** your community placement, you will call the agency contact person you have been assigned to by the Clinical Placement Coordinator and make specific arrangements regarding orientation and schedule. Important aspects of the program and expectations for you as a student within that setting will be reviewed with your field guide.
2. You may or may not have direct contact with clients depending on the particular setting. This will not prevent 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 will be evaluated. The clinical tutor is responsible for student evaluation based in part on feedback from your field guides.

### **Peace River Correctional Center**

1. 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.
2. Identification must be worn at all times. Professional staff is identified by their first name only. Dress code is modest casual wear or scrubs. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted. Lab coats are optional.

### **REQUIRED EVALUATION**

#### **Assignments:**

**Each assignment will be allotted a percentage portion of the marks for the whole course. The final grade for your course will be given using the alpha scale (A+ -- >F)**

#### **Assignment policy (GPRC Department of Nursing Education Policy):**

**It is expected that ALL assignments are completed in order to pass a course. 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 mark. Please refer to student handbook.**

ENP plus 1 other assignment (exceptions at discretion of Dean/Chair).

To encourage the development of self reflective practice, it is recommended that client preparation, reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.

### **1. EVALUATION OF STUDENT'S CLINICAL PERFORMANCE:**

**A formative and written summative evaluation of Nursing Practice will be completed by the student and the tutor. Nursing practice must be evaluated using the Evaluation of Nursing Practice (ENP) tool.**

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.

#### **a. Journal & Field Notes**

Journals & Field Notes are to include daily entries and are to be submitted on a weekly basis via Blackboard. They are to be entered no later than 0830 every Monday. Field Notes are to be completed only by students in the community; these include a short, point form summary of experiences.

#### **Components of your journal will include:**

1. Reflection on the impact of clinical experience on personal and professional growth.
2. Evidence of integration of practical and theoretical learning.
3. Analysis of the extent to which learning experiences have contributed to achievement of course objectives.
4. Identification of an issue that has arisen in the clinical setting or group, and examination of that issue in terms of objective observations, feelings and values clarification.

#### **b. Use of discussion Board**

Discussion Board is to be used for meaningful discussion of clinical experiences and sharing of new learning with your peers.

### **2. COMMUNITY AS CLIENT PRESENTATION:**

**Presentations will be no longer than 15 minutes each and will be scheduled during seminar time on December 3<sup>rd</sup> and December 14<sup>th</sup>. Students are to work and present in pairs. Evaluation for this assignment will primarily be instructor evaluation; peer evaluations will also be taken into account.**

This is a creative project to assist students in uncovering meaning and integrate knowledge in mental health and community as client concepts using the Asset-Based Community Assessment Model. Students are encouraged to engage in unique & memorable learning experiences in valuing community as client with a focus on mental health. Communities may or may not be chosen from your direct community placements. Please advise your instructors of your community before conducting your assessment. This is intended to alleviate two groups from assessing the same community, and perhaps to assist you in gaining some potential relevant community contacts.

**Components of your project will include:**

1. Choose & describe your chosen community as client. Conduct a thorough assessment regarding their mental health using the Asset-based Community Assessment Model.
2. Use any creative medium to present the main themes that emerge from your assessment.

**SUMMARY OF EVALUATIONS:**

<b>Evaluation of Nursing Practice (ENP)</b>	<b>70%</b>
-Journal & Field Notes	
-Use of Discussion Board	
<b>Community as Client Presentation</b>	<b>30%</b>

## **LAB I - MENTAL STATUS ASSESSMENT & NURSING CARE PLANNING FOR AN INDIVIDUAL EXPERIENCING MENTAL ILLNESS**

At the completion of this lab the student will be able to:

1. Demonstrate a full mental status assessment for a client with a mental illness.
2. Utilize the collected assessment data to develop a nursing care plan.
3. Practice patient documentation.
4. Demonstrate a crisis assessment (e.g. aggressive behavior toward others, suicidal), and outline immediate nursing interventions.
5. Develop an awareness of the challenges that clients with mental illness and their families face when living with a mental illness.

**Resources:**    **Mental Status Assessment and Nursing Care Planning.**  
                  **Therapeutic Communication Techniques (Stuart & Laraia, 2001, p.34-35)**  
                  **Barriers to Therapeutic Communication (Haber et al., 1997, p. 136-140)**  
                  **Phases of Helping Relationship (Gazda et al., 1982 (2<sup>nd</sup> year lab handout);**  
                  **Haber et al., 1997, p.147-159; Staurt & Laraia, 2001, Chapter 2)**

