



DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES

COURSE OUTLINE – NS 3950 SELF-STUDY

SPRING 2013 – TERM 3

INSTRUCTOR: Liz Richard MN, RN **PHONE:** 780-539-2438 (o) 780-933-6635 (c)

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OFFICE HOURS: Fridays 0900-1100

PREREQUISITE(S)/COREQUISITE: Prerequisites: PZ 1510 , NS 2910, 2940, 2950. Pre- or corequisite: NURS 3900.

REQUIRED TEXT/RESOURCE MATERIALS:

1. Working Definitions (available on Moodle)
2. Map of Theoretical Labs, Clinical Labs and Clinical Seminars (available on Moodle)
3. Graduate Competencies and Year-end Outcomes (Condensed) (available on Moodle)
4. Grade Descriptors (available on Moodle)
5. NS 3950: Evaluation of Nursing Practice (ENP) (available on Moodle)
6. Canadian Nurses Association (CNA) Code of Ethics (available on Moodle)

CALENDAR DESCRIPTION: NURS 3950 Nursing Practice VI. 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.

COURSE DESCRIPTION:

This clinical course will provide students with the opportunity to assess community as client, and to work with clients 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.

CREDIT/CONTACT HOURS: *7 (either term, 3-27c-1 in 7 weeks).

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

DELIVERY MODES:

LABS:

Labs will be completed during orientation week. (Advanced standing in these labs will be accepted)

SEMINARS:

Seminars are every **Friday from 0900-1100 in room L225**. 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.

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. 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.

*****AS SOON AS POSSIBLE BEFORE your mental health placement, you will 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 your 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*****

Clinical Learning Unit: Acute Care Psychiatric Nursing Guidelines

A Clinical Learning Unit 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 outline 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 8 or 12 hour shifts days.**
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).

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.

OBJECTIVES:

Overarching statements:

Students are responsible to familiarize themselves with *Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2012/2013*. Attention must be given to the competencies that are identified as being relevant to NURS 3950.

Students must regularly refer to the document entitled *Graduate Competencies and Year-End Outcomes 2012/2013*. Attention must be given to the Year 3 Column. This document serves as the basis for the evaluation of students' clinical practice.

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: *Graduate Competencies and Year-End Outcomes 2012/2013*.
3. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing mental health issues, in a 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 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.

TEXTBOOKS:

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

Austin, W., & Boyd, M.A. (2008 or 2010). *Psychiatric and mental health nursing for Canadian practice*. (2nd or 3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

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

*Or any interpersonal relationships text.

Diem, E., & Moyer, A. (2005). *Community health projects: Making a difference*. Philadelphia, PA: Lippincott, Williams & Wilkins. (Copies will be provided to project students)

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:

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE 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

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.**

EVALUATIONS:

REQUIRED LEARNING EXPERIENCES

In order to pass NURS 3950, students must demonstrate safe ethical nursing practice, professional behaviour, 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 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 tutor.

 - 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 evaluation will occur **May 21st, 2013**. The clinical instructor, in consultation with individual student 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 are not obligated to complete the ENP, but you are expected to review your progress according to the ENP in preparation for your mid-term evaluation.

FINAL EVALUATIONS:

Final evaluation feedback from field guides will occur **June 6th, 2013**. During this time, the clinical instructor, in consultation with individual students and/or field guides, will arrange a time to collect final feedback from field guides.

Students are required to complete and submit an ENP by June 3rd, 2013 at 1630. Final written evaluations will take place on **June 14th, 2013** at which time the final ENP grade will be assigned.

ASSIGNMENTS:

Field Notes: Due: May 10th, 17th, 24th, 31st and June 7th at 1000.

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

Field notes are a point form overview of your experiences including:

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. **Include your total weekly and cumulative clinical hours.**

Journal Assignments: Due: May 13th, 21st, 27th at 0830

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 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: June 3rd, 2013 at 1630

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 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 and **analyze each of the four interchanges** including the following information:
 - i) Student Response: includes verbal & non-verbal communication.
 - ii) Client Response: includes verbal & non-verbal communication.
 - iii) Student's thoughts and feelings during each interchange.
 - iv) Identify the communication technique used including analysis of its effectiveness along with rationale.
 - v) Analysis of each interchange including critical evaluation of the client's response as well as an appropriate alternative student response including rationale. Alternative student responses are to be provided for every interchange.
5. Use acceptable grammar, spelling, and APA formatting (i.e. title page; referencing).

COURSE EVALUATION:

Assignments	Weighing
Process Recording	30%
Evaluation of Nursing Practice (ENP): <ul style="list-style-type: none"> • Field Notes or Weekly Evaluation of Project • Journals 	70%
Project plus ENP: OR Process Recording plus ENP:	Total: 100%

STUDENT RESPONSIBILITIES:

LATE ASSIGNMENT POLICY:

GUIDELINES

In the absence of any other agreement between the student and the instructor:

1. All completed assignments contribute to a student's ability to pass a nursing course.
2. All assignments are expected to be passed in at the date, time, and place they are due as specified by the individual instructor.
3. If a student submits an assignment electronically, it is their responsibility to ensure it is received in its entirety by the instructor.
4. Extensions may be granted with a date and time specified for late submission.
5. A penalty of one alpha grade for each calendar day (24 hours) that an assignment is submitted after the due date and time will be deducted from the final mark. Every subsequent 24-hours elapsed will result in the deduction of an additional alpha grade. For example:

- a. A late assignment due on Friday at 0830hrs must be received no later than Saturday at 0830hrs to have only one alpha grade deducted.
- b. An assignment graded at (B+) would receive an adjusted grade of (B) if handed in one calendar day late.

STATEMENT ON PLAGIARISM AND CHEATING:

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 http://www.gprc.ab.ca/downloads/documents/GPRC_20122013_Calendar.pdf p. 48.

****Note:** all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

The Clinical Placement Coordinator will provide you with a detailed schedule of your clinical practice.

Orientation: A short session with the clinical instructor prior to the start of clinical as other orientation material has already received advanced standing.

Last Day to Withdraw with Permission: May 20th, 2013

*** Originally developed by the Clinical Experience Development Committee
Revised by the Learning Experiences Development Committee, April 2010**

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