

**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**

**Grande Prairie Regional College  
Grant MacEwan Community College  
Keyano College  
Red Deer College**

**University of Alberta**

**NURSING 1910 - Nursing Practice 1**

**Course Outline - Fall 1999**

**Adapted for Grande Prairie Regional College**

**Department of Nursing Education**

**Nursing 1910- Nursing Practice I \*3(0-4s-21c) in 4 weeks.**

**Course Outline - Fall 1999**

**Beginning nursing practice with a focus on health promotion and interaction with clients across the lifespan in a variety of non-traditional settings. Pre-requisite: NURS 1900.**

**COURSE DESCRIPTION:**

This course will introduce students to beginning nursing practice in the community. The focus is on health promotion and on providing opportunities for students to develop communication skills and establish helping relationships. Nursing practice will include selected assessment of healthy individuals across the lifespan in the context of family within a community.

**COURSE HOURS:** 4 hours tutorial (seminar), 21 hours clinical practice/lab per week

<u>Section</u>	<u>Seminar</u>	<u>Tutors</u>	<u>Office</u>	<u>Phone</u>
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**COURSE OBJECTIVES:**

**Upon completion of Nursing 1910 the nursing student will be able to:**

1. Assess determinants of health of a well client.
2. Assess environment for personal safety.
3. Identify a specific client's pattern of dealing with ambiguity and diversity.
4. Demonstrates professional behaviors in nursing practice; respect, communication, responsibility, self awareness
5. Demonstrate beginning application of legal and ethical standards in selected nursing situations; maintains confidentiality, uses informed consent.
6. Demonstrate establishment of a helping relationship with clients;
  - demonstrate valuing and caring behaviour in the helping relationship.
7. Demonstrate personal responsibility for learning; identify strengths and limitations of self.
8. Recognize how use of model/theory could enhance the understanding of a specific health promotion/primary prevention activity.

9. With guidance, apply critical thinking strategies, including creative and reflective thinking, to examine health promotion and primary prevention activities.
10. Utilize knowledge about bio-psycho-socio-spiritual factors when interacting with healthy individuals and families across the lifespan.
11. Develop cooperative relationships with clients, colleagues, community members, and community agencies; consider uniqueness, worth, dignity, respect, participation, choice, and control.
12. Describe the organization structure of a selected agency.
13. Identify various types of employment opportunities in promoting health.
14. Identify factors influencing the outcomes in a specific health promotion activity.
15. Demonstrate beginning competence in selected skills: communication, assessment (physical, psychological, family, community), psychomotor skills, teaching.

### **DESCRIPTION OF THE CLINICAL EXPERIENCE**

During this four week clinical course students will:

- spend 16 hours per week in a community agency, working with agency staff.
- select a client and make home visits to interview the client and conduct a health history.
- create a poster that represents some aspect of health promotion for clients who use the agency or write a health promotion article that could be published, for example in a newsletter.
- be expected to write a specific learning plan for their clinical experience based on their learning needs.
- keep a reflective journal of their activities and learning.

Three labs are included in the course dealing with review of communication skills for home visits (managing information, confidentiality, reporting),

The focus of the evaluation of clinical experience will be on professional development, health promotion, communication skills, the helping relationship and client assessment. Scheduled seminars will provide opportunity to share experiences with your group and jointly problems solve issues related to the clinical experience should it be necessary.

## Nursing 1910 Course Schedule

Date	Monday	Tuesday	Wednesday	Thursday	Friday
November 22-26	0900-1200 Lab #1 Orientation to NS 1910 plus Learning to Write a Learning Plan	0830 Anatomy Exam 1300-1600 Lab#2 Preparation for home visits	Clinical Practice	Clinical Practice	1000 - 1250 Seminar Groups  Learning contract due
November 29- December 3	Clinical Practice 1300-1600 Lab #3 Pharmacology	Clinical Practice	Clinical Practice	Clinical Practice	1000 - 1250 Seminar
December 6 - 10	Clinical Practice	Clinical Practice	Clinical Practice	Clinical Practice	1000 - 1250 Seminar
December 13-17	Clinical Practice	Clinical Practice	Clinical Practice	Evaluations  1130---PY 1040 Final  Evaluations	1000 - 1250 Seminar  Evaluations

## LEARNING EXPERIENCES

### 1. Community Agency Experience

Students will spend 6-8 hours per day in the agency, participating in agency activities. Students will collaborate with staff and clients in the agency and develop interpersonal relationships with staff and clients in order to gain knowledge of the agency and its services. The agency experiences will be documented in the reflective journal and include:

- Apply knowledge of growth and development in assessing various clients.
- Assess health determinants of clients at the agency and identify strengths and/or areas of risk (refer to poster presentation assignment, p.6 )
- Describe roles and competencies of those assuming management and leadership functions.

### 2. Nurse-Client Relationship

Students will select a client contacted through the agency and establish and maintain a helping relationship over the 4 weeks. The student will visit the client at least three times, interview the client and complete a health history, including assessment of vital signs. The health history will include an assessment of family structure and members roles within the family. The tutor will accompany the student on at least one home visit to the client.

### 3. Learning Contract

Students will write a learning contract based upon the course objectives and their individual learning needs. (See learning plan for clinical courses Appendix B). The learning contract will form part of the evaluation of clinical practice grade.

### 4. Reflective Journal

Students will document their plans, activities and experiences in a reflective journal. The journal should be handed in to the seminar tutor each Friday for review and comments

Components of the journal will include:

1. Written field notes from the agency experience and home visits.
2. Reflection on basic clinical experience (personal and professional growth).
3. Identification of issues arising in the clinical setting or group, and examination of that issue in terms of objective observations, feelings and values clarification.
4. Analysis of the extent to which learning experiences have contributed to achievement of course objectives.
5. Personal reflections to assist in the development, revision and support of the learning plan.

### **5. Preparation/Planning/Documentation**

1. Students are expected to plan for each clinical experience in keeping with course objectives. The plans are to be documented in the reflective journal.
2. Field notes are to be written for each clinical experience and may be shared in seminars.

#### **Attendance:**

- Attendance during clinical experience is required and students may be required to make up absences. The requirement to make up clinical experience hours will be based on the Tutor's ability to evaluate whether the student met clinical objectives satisfactorily.
- Students are expected to be punctual during their clinical experience in the agency.
- Student participation in all seminars and labs is expected.

#### **Absences:**

Students are asked to discuss the absence with the Tutor to determine the most appropriate way to make up missed tutorials and labs. If you must be absent from a scheduled activity in the clinical agency, the student is required to contact the agency directly and also inform the tutor.

**Assignments:**

Marks in Nursing 1910 will be assigned as presented below. In order to pass the course, students must demonstrate safe, ethical clinical nursing practice.

ASSIGNMENT	VALUE	DUE DATE
1. Nurse Client Relationship/Health History	25 % 17	December
2. Poster Presentation (see Appendix A) Or Health Promotion Article	15%	December 10
3. Nursing Practice		
(a) Learning Plan (see Appendix B)	30%	November 26
(b) Direct Clinical observation (see Appendix C)	20%	December 17
(c) Reflective Journal (see Appendix D)	10%	Each Friday

**Part #1: Nurse-Client Relationship/Health History Assignment****Value 25%**

The primary goal of this assignment is to assist students to focus on establishing the nurse-client relationship. Through this relationship the student will complete an assessment of health determinants, a health history and subsequently, document the findings. The format for the health history will be provided to students.

**Components of the Assignment:**

1. Entering the home.
2. Establishing and maintaining a helping relationship.
3. Assessing the client.
4. Assessing the family (structure and roles in the family).
5. Assessing cultural
6. Assess safety in the home environment.

Students will develop objectives for each component of the Assignment and hand in to the Tutor by November 23, 1999.

**Part #2:****1. Poster Presentation****Health Promotion on a Specific Health Determinant****Value 15%**

The primary goal of this assignment is to assess the health determinants of the clients in the assigned agency and identify strengths and/or areas of risk. Preparation is to include integration of a relevant model or theory from nursing or a support course discipline.

The second component of this assignment is presenting the poster to your peers or the staff in the agency. (See Poster Presentation Marking Guide, Appendix A)

**2. Health Promotion Article**

Write an article suitable for publication in a local newspaper or an organization newsletter related to a common health issue encountered in a specific setting.

The article will be 500-1000 words in length, depending upon the requirements of the publication you have chosen, the information contained therein will be based upon reliable and valid evidence, the writing style will conform with those required by the publication and the rules of grammar and good writing.

**Part #3: Nursing Practice****Value 60%**

Nursing practice will be evaluated by means of the following:

1. Learning Plan  
%

**Value 30**

Students will write a learning contract based upon the course objectives and their individual learning needs. Evidence will be provided to support how these goals have been met (see Learning Plans for Clinical Courses, Appendix B ) The Reflective Journal and field notes may be used as part of the evidence supporting the learning plan.

2. Direct Clinical Observation:

**Value 20%**

This will be accomplished through Tutor observation of the student during a home visit, during at least one Tutor visit to the student while practising in the agency, and input from the student, peers, the staff of the agency, and the client. (See Evaluation of Student Performance in Clinical Setting and Direct Clinical Observation Appendix C)

3. Reflective Journal:

**Value 10%**

Appendix D details strategies and requirements for Reflective Journal writing and use.



**LABS: (maximum of 9 hours)**

Three lab sessions are scheduled for this course. Labs are experiential in nature, therefore students are expected to come to lab prepared for hands-on learning. Lab content includes, nursing safety, universal/standard precautions, vital signs review, teaching and learning principles and communication skills.

**Lab #1: How to Develop an Individualized Learning Plan**

At the completion of lab #1, the student will be able to

1. Prepare an individualized, draft Learning Plan for Nursing 1910, including
  - i. individualized outcomes for the course
  - ii. individualized learning objectives
  - iii. strategies for meeting the outcomes and objectives
  - iv. strategies for evaluating the effectiveness of the outcomes, objectives, and strategies.

**Lab #2: Preparation for Home Visit**

At the completion of Lab #2, the student will be able to

1. Establish, maintain, and terminate a therapeutic relationship.
2. Initiate a home visit which will include:
  - i. Telephone contact
  - ii. Etiquette for entering home
  - iii. Introductions and conveying the purpose of the visit
  - iv. Developing rapport (considerations of distractions)
  - v. Establishing a supportive relationship
  - vi. Safety - emotional and physical
  - vii. Terminating the visit
  - viii. Documentation of field notes.
  - ix. Managing information - confidentiality: reporting

**Lab #3: Introduction to Pharmacology**

At the end of Lab #3, the student will be able to

1. Understand the concepts upon which the science of pharmacology is based
  - i. classification of drugs and relationship to the chemical composition
  - ii. action, therapeutic serum levels, half-life, excretion, and biodegradation of drugs
  - iii. principles of drug administration, safety issues, and precautions
  - iv. drug side effects and interactions
  - v. nursing responsibilities

## COMPETENCIES REQUIRED PRIOR TO COMMENCEMENT OF NURSING PRACTICE IN NURSING 1910

### Communication

- 1 Therapeutic communication:  
Skills: perception checking, paraphrasing, listening, questioning, interviewing
- 2 Relationship building:  
Skills: establish, maintain, and terminate relationships, develop rapport, supportive relationship, empathy
- 3 Group Process:  
Skills: leadership, conflict resolution, giving and receiving feedback, values clarification
- 4 Managing information:  
Skills: documenting (field notes), writing skills, speaking skills (presentation)

### Psychomotor Skills

- 1 Carry out medical asepsis in a variety of situations and settings:
  - i. handwashing
  - ii. universal/standard precautions
- 2 Uses strategies to maintain safety of the nurse:
  - i. practices good body mechanics
  - ii. assesses dangerous environment
  - iii. prevents, controls and reports incidents in the workplace related to chemical, physical, ergonomic, radiation and biological hazards.
- 3 Client safety:
  - i. fire prevention control procedure awareness
  - ii. assessment of risk (eg: physical environment).

### Assessment

1. Determinants of health:
  - 1.1 human biology.
    - genes, family history (ecomaps and genograms)
  - 1.2 lifestyle
    - beliefs, values, attitudes and behaviour
    - spirituality
    - culture
    - death and dying (attitudes and beliefs)
    - beliefs about control, efficacy, motivation
    - community, family, roles, gender
    - knowledge, life experience, education
    - nutrition, rest and sleep, physical exercises, managing stress

-the process of coping, support systems

- 1.3 environment(s):
  - work
  - social
  - political
  - physical
  - economic
- 1.4 health care organizations (formal and informal)
  - experiences with the health care system (access and outcomes)

## 2. Physical:

- 2.1 techniques of inspection, palpation, percussion and auscultation
- 2.2 assessment of respiratory system
- 2.3 beginning CNS eg. orientation, pupils, hand grips.

## 3. Screening tools:

- 3.1 vision
- 3.2 hearing
- 3.3 growth and development
- 3.4 health screening tools

## SELF-DIRECTED LEARNING

### 1. Attitudinal skills:

- 1.1 the ability to take initiative
- 1.2 the ability to assume responsibility for decisions
- 1.3 a positive concept for oneself as a self-directed learner, and the ability to deal with self-doubts when they arise.
- 1.4 an attitude of curiosity and a desire to know
- 1.5 the ability to deal with flagging motivation and cope with a dislike of necessary activities.

### 2. Cognitive skills:

- 2.1 the ability to think critically
- 2.2 the ability to collect and validate evidence of accomplishing learning objectives

### 3. Self-teaching skills:

- 3.1 the ability to diagnose one's own learning needs realistically and to decide what to learn
- 3.2 the ability to identify appropriate human and material resources and to use them.

4. Interpersonal skills
  - 4.1 the ability to relate to peers collaboratively.
  - 4.2 the ability to relate to teachers and experts as facilitators, using them as resources without giving away control of the learning process.

#### **PROFESSIONAL ATTITUDE AND DEVELOPMENT**

1. the ability to demonstrate respect for the dignity and worth of human beings.
2. the ability to demonstrate the caring aspects of the nurses' role.
3. the ability to assume responsibility and accountability in nursing practice.
4. the ability to take initiative for continuing personal and professional growth.
5. the ability to be open to new ideas and receptive to change.

#### **MANAGEMENT**

1. the ability to anticipate and solve problems