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**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 I

Course Outline - Fall 1998

Adapted for Grande Prairie Regional College

Nursing Program

Nursing 191 - Nursing Practice I *3(0-4s-21c) in 4 weeks.

Course Outline - Fall 1998

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 190.

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>
A2/AC1	M-F 10-12 A203	Sharon Peterson	H201	539-2784
B2/BC1	M-F 10-12 D213	Rose-Aline Begalke	H218	539-2758
C2/CC1	M-F 10-12 H223	Chris Beran	H228	539-2896

COURSE OBJECTIVES:

Upon completion of Nursing 191, 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:

1. spend 6-8 hours per week in a community agency, working with agency staff.
2. select a client and make home visits to interview the client and conduct a health history.
3. create a poster that represents some aspect of health promotion for clients who use the
4. be expected to write a specific learning plan for their clinical experience based on their learning needs and 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), nurse safety (personal, back care and a lab on fire safety and environmental safety(WHMIS)).

The focus of the evaluation of clinical experience will be on professional development, health promotion, communication skills, the helping relationship and client assessment. Two hour group tutorials will occur each Monday and Friday of the four week experience.

1910 Course Schedule

Date	Monday	Tuesday	Wednesday	Thursday	Friday
November 16-20	1000-1150 Orientation to NS 1910 A2 A203 B2 D213 C2 H223 1330 - 1630 Lab#1nurse safety H225	0900 - 1150 Lab#2 H225 Preparation for home visits 1300 - 1600 Lab#3 Fire safety and environmental safety PortableA	Clinical Practice	Clinical Practice	1000 - 1150 Seminar Groups A,B,C A2 A203 B2 D213 C2 H223 Learning contract due Exam #2 1300 -1600 Rr. A213
November 23-27	1000 - 1150 Seminar Groups A,B,C Same Rooms OSCEs #2 1300-1600 H225	Clinical Practice	Clinical Practice	Clinical Practice	1000 - 11500 Seminar Groups A,B,C
November 30 - December 4	1000 - 1150 Seminar Groups A,B,C	Clinical Practice	Clinical Practice	Clinical Practice	1000 - 1150 Seminar Groups A,B,C
December 7 -11	1000 - 1150 Seminar Groups A,B,C	Clinical Practice	Clinical Practice	Clinical Practice	1000 - 1150 Seminar Groups A,B,C

LEARNING EXPERIENCES

1. Community Agency Experience

Students will spend 6-8 hours 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 the agency in order to gain knowledge of the agency and its services. The agency experiences will be documented in the reflective journal and include:

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

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 twice, interview the client and complete a health history, including assessment of vital signs. The health history will include an assessment of family structure and 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 that have arisen 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 and participation is expected of all students in all tutorials (seminars) and labs. Students are expected to be punctual during their clinical experience in the agency

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 inform the tutor.

Assignments:

Marks in Nursing 191 will be assigned as presented below. In order to pass the course, students must demonstrate safe, ethical nursing practice.

1.	Health History (Nurse-client relationship assignment)	25%	due December 11.
2.	Poster Presentation (see Appendix A)	15%	due before December 11.
3.	Nursing Practice		
	(a) Learning Contract (see Appendix B)	40%	
	(b) Direct Clinical observation (see Appendix C)	20%	
	(c) Reflective Journal (see Appendix D)		handed in weekly on Fridays.

Part #1: Nurse-Client Relationship 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:

(prepare objectives for visit re: following)

1. Entry into the home.
2. Establishing and maintaining a helping relationship.
3. Assessment of the client.
4. Assessment of the family (structure and roles in the family).
5. Cultural assessment.
6. Assess safety in the home environment.

Part #2: 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)

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

Nursing practice will be evaluated by means of the following:

1. **Learning Plan:** **40%**
The student will write a learning contract based upon the course objectives and their individual learning needs and provide evidence to support how the goals outlined in the learning plan 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:** **20%**
This will be accomplished through observation of the student during a home visit and during practice in the agency. Observations will be made by the instructor and will be supplemented with 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)

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: Nurse Safety, Review Universal/Standard Precautions, Vital Signs Review

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

1. Use strategies to maintain the safety of the nurse:
 - i. Practices good body mechanics
 - ii. Assesses environment for potential dangers and hazards
 - iii. Prevents, controls, and reports incidents in the workplace

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: Environmental Precautions

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

1. Demonstrate fire prevention control procedures in various settings including:
 - i. Fire drills
 - ii. Fire extinguishers
 - iii. Evacuation procedures
2. Exhibit awareness of hazardous substance control procedures (WHMIS).
3. Demonstrate local emergency call procedures.

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