



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**
Grande Prairie Regional College
Grant MacEwan College
Keyano College
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**NURSING 1950
COURSE OUTLINE
Winter 2003**

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Nursing 1950 - Nursing Practice II *6 (fl 12) (second term, 0-3s-24c in 7 weeks).

Practice includes health status assessment of clients and appropriate health promotion and disease prevention interventions. Practice occurs in settings where clients live or in community agencies (non-acute) where services to clients are offered. Pre-requisites: NURS 1900, NURS 1910.

COURSE HOURS: Lecture/Seminar: 14 Lab/Clinical: 175

COURSE DESCRIPTION:

This course will provide opportunities for students to participate in health promotion and primary (disease/injury) prevention activities with clients across the lifespan in selected community settings. Nursing practice will include selected assessment of individuals in the context of family and the assessment of their community, and opportunities to participate in activities of daily living with clients which will occur in various settings. Communication skills and establishing helping relationships will continue to be emphasized.

COURSE OBJECTIVES:

Upon completion of Nursing 1950, the nursing student will be able to:

1. Apply, at a beginning level, principles of primary health care.
2. Explore with the client their pattern of dealing with ambiguity and diversity.
3. Identify ambiguity and diversity in practice settings.
4. Demonstrate professional behavior in nursing practice:
 - respect
 - communication
 - responsibility
 - self-awareness
5. Demonstrate beginning application of legal and ethical standards in selected nursing situations:
 - prepare for clinical practice
 - maintain confidentiality
 - use informed consent
 - practice according to policies and procedures of clinical agencies

6. Demonstrate establishment of helping relationships with clients
 - respect
 - communication
 - sensitivity
 - caring
7. Demonstrate personal responsibility for learning:
 - identify strategies to address strengths and weaknesses
8. With guidance, examines research findings and describes the relevance of research to nursing practice.
9. With guidance, apply a selected model/theory in nursing practice.
10. With guidance, apply beginning critical thinking strategies to examine health promotion and primary prevention activities:
 - insight
 - creative thinking
 - reflective thinking
11. Utilize selected areas of knowledge related to biological, psychological, sociological, cultural and spiritual factors in interacting with healthy individuals and families across the lifespan.
12. Develop cooperative relationships with colleagues, clients, registered nurses, community members and community agencies:
 - valuing
13. Describe leadership and manager roles
14. Demonstrate beginning ability in performance appraisal of self.
15. Differentiate between formal and informal power structures within the practice setting.
16. Demonstrate competence in selected skills required for nursing care of clients experiencing stable variations health.

REQUIRED TEXTS:

- Boyd, M.D., Graham, B.A., Gleit, C.J., & Whitman, N.L. (1998). *Health teaching in nursing practice: A professional model* (3rd ed.). Stamford, CT: Appleton & Lange.
- Canadian Nurses Association. (1997). *Code of ethics for nurses*. Ottawa, ON: Author.
- Kerr, J.R. & Wood, M. (2001). *Canadian fundamentals of nursing* (2nd ed.) St. Louis, MO: Mosby.
- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2000). *Medical surgical nursing: Assessment and management of clinical problems* (3rd ed.). Philadelphia, PA: Lippincott.
- Pillitteri, A. (2003). *Maternal and child health nursing: Care of the childbearing and childrearing family* (4th ed.). Philadelphia, PA: Lippincott.
- Stewart, M.J. (2000). *Community nursing: Promoting Canadian's health* (2nd ed.). Toronto, ON: W.B. Saunders.
- Wilson, S.F. & Giddens, J.F. (2001). *Health assessment for nursing practice*, 2nd ed. St. Louis, MO: Mosby.
- Wright, L.M. and Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3rd ed.). Philadelphia, PA: F.A. Davis.

PROGRESSION CRITERIA:

- A. Students must complete theory and practice components of nursing courses to receive credit. **Students who have not received a pass in the clinical/laboratory portion of a nursing course are not given credit for the course and must repeat both the clinical and non-clinical portions of the course. The clinical component must be completed for credit to be granted.**
- B. A student who is absent more than two clinical days in one clinical nursing course may need to make up lost time before being allowed to continue in the program. Absences from the clinical site may result in the instructor's being unable to evaluate the student's clinical performance, resulting in a grade of F.
- C. Whenever a student's clinical performance is considered marginal in a nursing course, the student's total academic and clinical performance in the program is reviewed at the end of each term and considered in determining continuation in the program.

- D. An instructor, in consultation with the Chair, may immediately deny assignment of a student; withdraw a student from; or vary terms, conditions or a site of a practicum/clinical placement, if the instructor has reasonable grounds to believe that this is necessary in order to protect the Public Interest.

PROFESSIONAL DRESS:

Students are expected to abide by the dress code of the particular agency where their clinical experience is taking place. It is expected all students will wear a Grande Prairie Regional College name tag.

LATE ASSIGNMENTS:

- All assignments and course evaluation strategies are required to be completed by the time and date specified in the course outline.
- Extensions of the time specified for submission may be granted in case of illness or extenuating circumstances. Extensions **must** be negotiated with the instructor **prior to** the required submission time and date.
- **A penalty will be imposed for all late assignments and course evaluation strategies. Five percent (5%) per class day will be deducted from the total value of the assignment for each class day the assignment is late.** For example, a scholarly paper, valued at 25% of the final grade, and handed in one class day late, will be valued at 23.75% of the final grade. Therefore, the instructor will assign the paper mark out of 23.75 and a perfect paper would attain a mark of 23.75 only.

CLINICAL HOURS:

- Total clinical hours for this course is 175 hours plus 14 hours of seminar. Each clinical site has a somewhat different allocation of hours to total of 175. Your clinical tutor will provide an outline of the clinical hours required by each clinical site during the orientation to the course.
- The time, place of the seminar hours will vary with the clinical site and will be negotiated with the instructor during orientation.

REQUIRED LEARNING EXPERIENCES AND EVALUATION:

In order to pass NURS 1950 students must demonstrate safe, ethical nursing practice, professional behavior and complete the following experiences.

NURSING PRACTICE:

Nursing practice will take place in three types of settings, public health agencies, non-traditional community sites, and long-term care facilities. Over the course of Nursing 1910 (taken in the fall semester) and Nursing 1950 each student will have a nursing practice experience in each of these areas. Nursing practice experience in each area, accompanied by the appropriate laboratory learning experiences will total approximately 87.5 hours.

Nursing practice will be evaluated by means of the following:

- 1. Learning Plan:** **Value:** **Varies: See Table**
 - All students will develop a learning plan to explore personal learning objectives compatible with the experiences of this course to guide their nursing practice in NS 1950.
 - Criteria for the learning plan are outlined in Appendix A. These were previously circulated in NS1910.

- 2. Reflective Journal/Field Notes:** **Value:** **Varies: See Table**
 - Students in Public Health and Non-Traditional community placements will complete a Reflective Journal each week wherein they reflect upon their clinical experience and how it is effecting their efforts to address their learning goals.
 - Reflective Journals must indicate critical thinking and problem solving related to critical incidents encountered during clinical practice.
 - Field Notes are a **brief** description of the clinical practice activities engaged in each day.
 - Criteria for the Reflective Journal/Field Notes are outlined in Appendix B. These criteria were previously used in NS 1910.

- 3. Family Home Visiting and Assessment:** **Value: Varies, see Table**
 - Part of Non-Traditional clinical practice includes the opportunity to visit a family in their home. Criteria for the visits and the assessment of the family will be provided at the beginning of the non-traditional placement.

4. Direct Clinical Observation: Value: Varies: See Table

A written summative evaluation of Nursing Practice will be completed by the student and the instructor at the end of each practice experience.

This will be accomplished through observation, assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and will be supplemented with input from peers, the staff of an agency, and the client.

The DCO form and the evaluation criteria are included in Appendix C.

5. Other Site Specific Assignments: Value: Varies (See Table)

- **Public Health:** Students will complete a **Community Assessment** using the Windshield Survey technique. There will be a Learning Lab related to this assignment. Criteria for this assignment are attached in Appendix D.
- **Non-Traditional Community Placement:** Students will complete a **Health Promotion Project**. There is a Learning Lab related to this assignment. Criteria will be provided during the Lab.

VALUES FOR REQUIRED LEARNING EXPERIENCES AND ASSIGNMENTS

NOTE: Each Clinical Experience is worth 50% of overall Grade for NS 1950.

AGENCY	LEARNING EXPERIENCE	VALUE
Non-traditional Community Agency	Health Promotion Project	10%
Non-traditional Community Agency	Reflective Journal/Learning Plan	15%
Non-traditional Community Agency	Direct Clinical Observation	15%
Non-traditional Community Agency	Family Visiting & Assessment	10%
Public Health Unit	Community Assessment	10%
Public Health Unit	Reflective Journal/Learning Plan	15%
Public Health Unit	Direct Clinical Observation	20%
Long Term Care Facility	Learning Plan	25%
Long Term Facility	Direct Clinical Observation	25%