



**UNIVERSITY OF ALBERTA  
COLLABORATIVE BACCALAUREATE  
NURSING PROGRAM**  
Grande Prairie Regional College  
Grant MacEwan Community College  
Keyano College  
Red Deer College  
University of Alberta

**NURSING 3910**  
FALL 99  
**COURSE OUTLINE**

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## NURSING 3910 Course Outline

### NURS 3910 Nursing Practice V

\*7 (either term, 0-3s-28c in 7 weeks) Nursing practice will focus on restoration, rehabilitation and support ( including health promotion and disease prevention) of clients experiencing more acute variances in health across the life span. Practice will occur in primary and secondary level acute care settings.

Prerequisite NURS 2910, 2940, 2950.

#### Course Hours:

Lecture /Seminar: 21    Lab/Clinical: 196    Field Placement: Pediatrics (3South)  
Homecare & Community

#### Course Description:

Opportunities will be provided for students to develop advanced skills in health assessment, intervention and communication with clients across the life span. The focus of this clinical course will be the client and their families with more acute variances in health . Students will continue to incorporate health promotion, and all levels of prevention in nursing practice. Nursing practice over a continuous block of time will occur in various acute care settings

#### Course Objectives:

Upon completion of NURS 3910, the nursing student will be able to:

1. Analyse nursing knowledge as well as knowledge from other disciplines (research, models and theories) related to bio, psycho, socio, and spiritual factors in nursing practice with clients experiencing more acute variances in health.
2. Demonstrate application of legal and ethical standards in a variety of nursing practice settings by: support of colleagues, decision making, incorporating clients' values, beliefs, and rights within the social mandate and the role of the professional association.
3. Demonstrate professional behaviors in nursing practice (respect, communication, responsibility, self awareness).
4. Demonstrate primary responsibility for attaining competence in nursing practice.

5. Analyse concepts related to health promotion, primary and secondary prevention, with clients and families with increased complexity and more acute variances in health by:
  - demonstrating safe nursing practice
  - coordinating client care using clinical judgment, critical thinking and innovation with increasing independence
  - demonstrating competence in mobilizing power structures
  - demonstrating beginning competence in dealing with diversity and ambiguity
6. Demonstrate competence in ability to interact with and develop collaborative partnerships with clients, community members, nurses, and members of other disciplines, displaying valuing, respecting autonomy and commitment to caring.
7. Demonstrates competence in a variety of skills: communication and informatics, assessment (physical, psychological, family, community), psychomotor, and teaching.

### Required Learning Experiences:

**In order to pass NURS 391 , students must demonstrate safe ethical nursing practice, professional behavior , and complete the following experiences and assignments.**

#### 1. Nursing Practice

Nursing practice will be evaluated by means of the following:

- A. Learning Plan:** **Value 30%** (15% each placement)  
Students will develop learning plans to guide their nursing practice in NURS 3910.

The plan should contain at least **4 goals or objectives** developed at the beginning of the placement with **strategies as to how these will be achieved and evaluated - 6%** (3% each placement)

Learning plans enable students to combine learning objectives for the course with their own learning objectives and to consider their particular learning style.

A learning plan is the agreement between the student and the tutor specifying what the student intends to learn, how this will be accomplished, the time frame for meeting the objectives and the methods by which achievement of the objectives will be measured. The learning plan is a working document that is to be used by the student and the tutor to select learning opportunities that will assist the student to meet the objectives, and to contribute to both formative and summative evaluation. Use of the learning plan involves ongoing sharing of expectations between the student and the tutor.

The learning plan is intended to:

- provide the student with an opportunity to individualize learning within the framework of the objectives for the course;
- allow students to determine learning objectives in view of their own perception of their strengths and areas for improvement;
- identify strategies for meeting the objectives;
- identify evaluation strategies.

The student will provide evidence to support how the goals outlined in the learning plan have been met. The Reflective Journal and Field Notes may be used as part of the evidence supporting the learning plan. Field Notes provide a description of the students' **daily** clinical activities.

**B. Daily Preparation for Patient assignment, nursing treatments and needs - 12%**  
(6% each placement.)

It is expected that the student will prepare for each clinical day by researching expected conditions and/or activities appropriate to the placement.

Eg. Pediatrics -caring for a child with Croup in a Croup tent with I.V -must be able to provide instructor with material related to diagnosis and care

Eg. Emergency - will have reviewed physical assessment including respiratory and cardiac system and be prepared to participate in common procedures such as setting up for Oxygen therapy. **Note:** *These are examples only. Students need to determine appropriate preparation for the area.*

**C. Weekly Reflective Journal**

**12%** (6% each placement)

Components of this will include:

1. Reflection on the impact of clinical experience on personal and professional growth.
2. Analysis of the extent to which learning experiences have contributed to achievement of course and personal objectives.
3. 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.

**2. Direct Clinical Observation: Value 50% (25% each placement)**

This will be accomplished through observation of the student during nursing practice in the clinical setting. Observations will be made by the instructor and will be supplemented with input from peers, the staff of the clinical setting, and the client.

**A written summative evaluation will be completed by the student and the instructor at the end of each placement.**

**A. Essential:**

Over the seven weeks students will have a continuous experience in an acute care institutional setting with adult or child which will include:

*Students are expected to implement previously learned nursing skills*

1. Care for clients and families with increased complexity and more acute variances in health.
  - a) Assessing health status/illness, physical and mental, individual and family
  - b) Providing nursing care for clients utilizing a nursing model
  - c) Developing appropriate psychomotor skills e.g.
    - student will have completed labs for selected skills prior to performing skills in practice (see labs)
    - students will demonstrate competence with skills specific to their clinical environment as needed.
  - d) Participating in client education
  - e) Participate in assessment, discharge planning, referrals and coordination
    - explain the role of and where possible collaborate with the home care liaison person
    - complete a follow through experience with a client after discharge (may include a telephone follow up, home visit)
2. Collaborate with client, family, community, nurses and members of other disciplines.

**B. Suggested:**

1. Participate with specific projects within the placement.

**3. Assignments: Value 20% (10% each placement)****HEMECARE:**

- A. A written assignment (2-3 pages) arising from the student's homecare experience will be completed.

Suggested topic;

Analysis of a Nursing Practice Issue from the clinical area

Do a literature review of current nursing research regarding an identified practice issue.

Critically analyze the literature, drawing conclusions relevant to nursing practice.

**OR**

- B. Compare and contrast a specific condition/illness from the Homecare experience. The student will present the assignment during the allotted seminar time.

**PEDIATRICS:**

A written assignment arising from the students Pediatric experience will be completed. The purpose of the assignment is to gain an understanding of a common Pediatric health problem. The student will act as a content resource for classmates and practice teaching skills.

**Format:**

1. Each student will select or be assigned a specific pediatric disorder such as Asthma/Bronchitis, Cerebral palsy, Convulsive disorders, Croup (Laryngo-tracheobronchitis), FTT (failure to thrive), Gastroenteritis, Meningitis, Otitis Media, T. & A.(Tonsillectomy & Adenoidectomy)
2. Conduct an investigation of this condition..
3. Create and present a fictitious (or real) scenario which illustrates some of the manifestations commonly associated with a person, family or community experiencing the effects of this disorder.
4. Develop a method or tool to assist your classmates to learn about your assigned problem. Components may include:
  - a) Pathophysiology of the disorder.
  - b) History of your real or fictitious patient
  - c) Common Nursing diagnoses used with the disorder
  - d) Common treatment modalities used for children with this condition.
  - e) Specific nursing care or interventions used to assist a patient with this condition.
5. Present findings (teach) to class during predetermined seminar time.

6. Contribute to on-going class/clinical discussion as a "class expert" representing the perspective of your assigned condition.

With the assistance of your peers, the instructor will evaluate the assignment considering the following factors: Comprehensiveness, conciseness, depth and breadth, how effectively communicated, Relevant, applicable and creative.

Mark:

- 10 Outstanding. Well developed in breadth and depth with a creative element that stands out.
- 9 Excellent. Work developed in breadth and depth
- 8 Very good. Work generally well developed with some areas that need more development.
- 7 Good. Work developed in general with a missing area and some areas that need more development.
- 6 Fair. Work developed in general without sufficient depth.
- 5 Pass. Work overall has been superficially addressed.
- 1-4 Fail. Requirements have not been completed.

**Summary of Evaluation:**

- 1. Learning Plan 15% Pediatrics  
15% Homecare
- 2. Direct Clinical Observation 25% Pediatrics  
25% Homecare
- 3. Assignment 10% Pediatrics  
10% Homecare

**LABS**

*Utilizing previously learned knowledge the student will make appropriate assessments for each psychomotor skill.*

**LAB 1 - Tracheostomy Care**

At the completion of this lab the student will

1. During discussion demonstrate knowledge of tracheostomy care including
  - a. purpose
  - b. assessment of client with tracheostomy
    - i. respiratory status
    - ii. type and consistency of secretions
    - iii. condition of tracheostomy site
    - iv. oxygenation, hypoxia
    - v. aspiration
    - vi. teaching
    - vii. client and family coping
  - c. potential for infection and other risks in clients
  - d. treatment of dislodgment
  - e. use of ventilator equipment
2. Demonstrate tracheostomy care including:
  - a. asepsis
  - b. instillation, irrigation
  - c. cleanses site
  - d. changes dressing
  - e. inflates and deflates cuff
  - f. suctioning technique: insertion, rotation, withdrawal

**LAB 2 - Comprehensive Chest Assessment, Chest Physio and Chest tubes**

At the completion of this lab the student will

1. Demonstrate comprehensive assessment of the thorax (lungs) using inspection, palpation, percussion and auscultation of the adult and the child
  - a. determine abnormal chest configuration



- b. identify abnormal respiratory patterns
  - c. detect abnormalities in thoracic expansion and tactile fremitus
  - d. detect abnormalities in diaphragmatic excursion
  - e. identify and differentiate abnormal breath sounds
  - f. analyse and document findings
2. Will discuss and demonstrate chest physio for more advanced situations.
    - a. precautions and special considerations
    - b. assessment and positioning of client
    - c. landmarking
    - d. technique of vibration, percussion, and postural drainage
    - e. documentation
  3. During discussion demonstrate knowledge of care of client with chest tubes and will demonstrate chest tube maintenance:
    - a. assessment
    - b. establish a chest drainage system
    - c. measure drainage
    - d. safe handling of equipment during client movement, transfer, and changing of collection container.
    - e. documentation

### LAB 3 - DISCHARGE PLANNING

Objectives: At the completion of the lab, the student will:

1. State the purpose of discharge planning
2. Identify client risk factors requiring discharge planning
3. Identify multidisciplinary team members involved in discharge planning
4. Discuss appropriate referral sources
  - a) home care
  - b) community agencies
5. Discuss the nurses' roles and responsibilities related to discharge planning. Consider the client, family and community using the nursing process.