



Department of Nursing Education & Health Studies
COURSE OUTLINE – WINTER 2016
NS 3950: Nursing Practice VI – 7 (0-3-28) UT

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CLINICAL INSTRUCTORS:**SECTION A3**

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SECTION B3

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OFFICE HOURS:

Office hours vary according to the instructor. Please consult the individual instructor for details.

CALENDAR DESCRIPTION:

Practice focuses on health promotion and disease prevention, restoration, rehabilitation and support of clients across the life span who are experiencing acute and chronic mental health issues. Practice occurs in acute care and/or community settings.

PREREQUISITE/COREQUISITE:

Prerequisites: PZ 1510, NS 2910, 2940, 2950. Pre- or co-requisite: NS 3900

REQUIRED TEXT:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed., 3rd printing). Washington, DC: Author.

Any Canadian Drug Guide for Nurses **OR** Credible website i.e. eCPS or app. Med decks are not acceptable.

Austin, W., & Boyd, M.A. (2014). *Psychiatric and mental health nursing for Canadian practice*. (3rd ed). Philadelphia: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2012). *Communications in nursing* (7th ed.). Toronto, ON: Mosby.

Lippincott Williams & Wilkins (2014). *Lippincott's NCLEX-RN Pass Point Powered by Prep-U*. Philadelphia, PA: Lippincott Williams & Wilkins.

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2011). *Canadian community as partner: Theory and multidisciplinary practice* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Sylvestri, L. A., (2014). *Saunders comprehensive review for the NCLEX-RN examination* (6th ed.). St. Louis: MO: Elsevier Saunders.

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.

DELIVERY MODES:

The course work includes lectures, class discussions, individual and group work, in-class practice exercises and student presentations (both written and oral).

CONTACT HOURS:

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

Labs:

Labs will be completed prior to the commencement of clinical practice. Students are to refer to the 'NS 3950 Orientation Schedule' posted on the 3rd year Student Board and on the **NS 3950_A3_AC1_W17** Moodle prior to the commencement of the course.

Seminars:

Seminars will occur every **Friday** from **1130-1420h** in **room A308**. 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.

If weather/road conditions do not permit students to travel back to the Grande Prairie Regional College to attend seminar, teleconferencing will be made available. Students are **required to let the clinical instructor know as soon as possible** and to provide a phone number so the student can be called in. During teleconferencing, students are to ensure they are using a space is private in order to maintain confidentiality.

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.

*****Prior to beginning clinical practice, students are required to contact the agency field guide they have been assigned to make specific arrangements regarding agency orientation and scheduling. Important aspects of the program and expectations for students within that setting will be reviewed with the field guide. The agencies will have a copy of your course outline and the methods by which students will be evaluated. The clinical instructor is responsible for students' final evaluation grades based in part on feedback from agency field guides*****

Clinical Learning Unit (CLU): Acute Care Psychiatry and Addiction (Detox) Units –

A Clinical Learning Unit (CLU) is a model of learning intended to encourage increased independence and integration into the area of acute care psychiatric and addictions nursing practice. 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 outlined in the "CLU Fact Sheet" (posted on the [NS 3950_A3_AC1_W17](#) Moodle page).

1. The Clinical Placement Coordinator will provide students with a clinical schedule. Students will normally work 12-hour day shifts. Clinical hours may include evening and/or weekend shifts. Students are responsible to notify the clinical instructor of any changes to their clinical schedule.
2. Students will be expected to work semi-independently to meet course objectives. The clinical instructor will be available for consultation, if required.
3. Students are responsible for negotiating their patient assignment with the nurse in charge and are expected to familiarize themselves with their clients' demographic information, previous and present admissions, multidisciplinary assessments, diagnoses, treatment & plan of care.
4. Students daily activities are expected to include "normal unit" activities, such as case conference and groups, when appropriate.
5. 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, **no purple scrubs are to be worn**. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.
6. Only notebooks, care plans and drug guides are taken onto the unit. Coats, outdoor footwear, and food are to remain in a designated location. Lockers will be provided at the QE II Hospital.
7. A CLU binder will be placed in the nursing station/CCA Room containing documents, evaluation sheets, course outlines and other material pertinent to the placement. Students are advised to encourage staff to complete the evaluations sheets.

Correctional Centers (Grande Cache or Peace River) –

1. Federal security forms must be completed prior to clinical practice and students must meet the federal security requirements determined (Grande Cache). The Clinical Placement Coordinator will facilitate the process.
2. The Clinical Placement Coordinator will provide students with a clinical schedule. Students will normally work 12-hour day shifts. Students are responsible to notify the clinical instructor of any changes to their clinical schedule.
3. Student will work directly with nursing and/or psychological staff to learn the art and practice of providing care to individuals who are incarcerated. The clinical instructor will be available for consultation, if required.
4. Students are expected to review immunization information, drug withdrawal symptoms/treatment, psychotherapeutics.
5. Identification must be worn at all times. Professional staff is identified by first name only. Dress code is modest casual wear (Grande Cache Psychology) or scrubs (Peace River and Grande Cache Health Divisions). Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted. **No blue scrubs are to be worn.**

Other Community Mental Health Placements –

1. The Clinical Placement Coordinator may or may not provide students with a clinical schedule. Students who are not provided with a clinical schedule from the Clinical Placement Coordinator, are responsible for negotiating a clinical schedule with the field guide(s) and for providing a copy to the clinical instructor. Students will normally work 8-hour day shifts. Students are responsible to notify the clinical instructor of any changes to their clinical schedule.
2. Students will be expected to work with a field guide(s) to meet course objectives. The clinical instructor will be available for consultation, as required.
3. Students are not to lead groups independently, but may lead part of a group or session as directed by the field guide and when appropriate.
4. Identification must be worn at all times. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

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.

Overarching Statements:

Students are responsible to familiarize themselves with and regularly refer to the *2014-15 Graduate Competencies and Year Outcomes (with Cross Reference to courses)*. This document serves as the basis for the evaluation of students' clinical practice, and is posted on the **NS 3950_A3_AC1_W17** Moodle page.

All students must practice in a manner that is consistent with:

- College and Association of Registered Nurses of Alberta (CARNA) Entry-to-Practice Competencies for the Registered Nurses Profession (May 2013)
- The Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses (2008).

Objectives:

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 *2014-15 Graduate Competencies and Year-End Outcomes*.
3. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing mental health issues, 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 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.

TRANSFERABILITY:

NS 3950 is part of the block transfer agreement with the University of Alberta in the Collaborative BScN Program. Admission to the 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 at the U of A, 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.

Students are to refer to the Alberta Transfer Guide for more information at (<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineresearch.html?SearchMode=S&step=2>).

EVALUATION:

Student evaluation will consist of one assignment and an evaluation of the student's nursing practice. In addition to the student's clinical performance, the evaluation of nursing practice (ENP) will also incorporate aspects the quality of students' weekly field notes, discussion board postings, reflective journal assignments, contributions during weekly seminars, and student's final self-evaluations.

Evaluation	Due Date	Weighting
Process Recording	Due: February 6 by 0830h	30%
Evaluation of Nursing Practice (ENP): <ul style="list-style-type: none"> • Discussion Board Posting • Weekly Field Notes • Reflective Journals Assignments • Seminars • Clinical Practice 	Weekly Field Notes: Due: Every Friday by 1630h Discussion Board Posting: Due: January 16 by 0830h Reflective Journal Assignments: Due: January 23 by 0830h February 13 by 0830h Midterm Self-evaluation: Due: January 27 by 1630h Final Self-evaluation: Due: February 17 by 1630h	70%
		100%

Evaluations of student's clinical performance will be accomplished through indirect and/or direct observation assessment and evaluation of the student during nursing practice. Midterm and final evaluations will occur in consultation with individual students and/or the student's field guide(s). A formative and written ENP will be completed by the clinical instructor and provided to the student and the end of the course.

GRADING CRITERIA:

GRADING CONVERSION CHART			
ALPHA GRADE	PERCENTAGE CONVERSION (%)	4-POINT EQUIVALENT	DESCRIPTOR
A+	90 – 100	4.0	Excellent
A	85 – 89.9	4.0	
A-	80 – 84.9	3.7	Very Good First Class Standing
B+	77 – 79.9	3.3	
B	73 – 76.9	3.0	Good
B-	70 – 72.9	2.7	
C+	67 – 69.9	2.3	Satisfactory
C	63 – 66.9	2.0	
C-	60 – 62.9	1.7	
D+	55 – 59.9	1.3	Minimal Pass
D	50 – 54.9	1.0	
F	0 – 49.9	0.0	Failure
WF	0	0.0	Fail Withdrawal after the deadline

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.

STUDENT RESPONSIBILITIES AND IMPORTANT POLICIES:**Important Dates:**

Students are to refer to the 2016-2017 *Grande Prairie Regional College Academic Calendar* at <http://www.gprc.ab.ca/programs/calendar/> regarding important dates.

Nursing Program Policies:

Students are to refer to the 2016-2017 *Grande Prairie Regional College Academic Calendar* and the *University of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook* for specific nursing program policies that may pertain to NS 3950.

Assignment Policy:

Students are expected to submit assignments on or before the due date and time. Assignments submitted to the Main Nursing Office must be verified (stamped with date and time) by Nursing Office Personnel. Extensions on assignments may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Extensions will not be granted the day the assignment is due.

A penalty of one letter grade per day will be deducted from the final grade of a late assignment. For example, an assignment graded at a C would receive an adjusted graded of C- if handed in one day late.

It is the responsibility of the student to ensure electronically submitted papers and assignments are delivered and retrievable to the instructor (i.e. emailing assignments). If the instructor is unable to open documents or if documents are sent in error via electronically, the assignment will be considered late and the student will have one letter grade deducted from the final grade. It is highly recommended that students ensure their assignments have been retrieved by the instructor prior to the due date and time.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, 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 www.gprc.ab.ca/about/administration/policies/**

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