



NURSING 406 (Lab 01, 02)

***NURSING CONSOLIDATION
PRACTICUM II***

**BACHELOR OF NURSING
REGULAR TRACK PROGRAM**

COURSE OUTLINE

Fall Session 2009

Class Day(s)/Time: Wednesday/Thursday/Friday (Days/Evenings)

Dates: September 9 to October 23, 2009

Classroom: FMC

Course Instructor(s):

Diana Mansell RN, PhD
Course Coordinator
Office: PF 2241
Phone: (403) 220-8060
Email: djmansel@ucalgary.ca

Shannon Parker, RN, BN
Simulation Clinician
Office: PF 1216
Phone: (403) 220-8854
Email: cslc@ucalgary.ca

Office Hours: By Appointment

Section	Date *	Instructor	Location
1	Sept 9– Oct 23	Darla Dickson	FMC - 36
2	Sept 9 – Oct 23	Brigitte Killian	FMC – 47/57

CALENDAR DESCRIPTION

A consolidation experience which includes theory and practice opportunities, and prepares students for the final year and selected area of focus.

DETAILED COURSE DESCRIPTION

Welcome to Nursing 406, Consolidation Practicum II (7weeks; Wednesday to Friday; 168 hours) which is an instructor guided clinical practicum designed to promote the integration, synthesis and application of nursing knowledge, skills and attitudes derived from all prerequisite courses.

The primary focus is on the acute, chronic, rehabilitative, and/or palliative nursing care of adults (clients) experiencing complex alterations in health within the context of medical/surgical acute care settings. This concentrated experience is aimed at assisting students to gain further confidence and competence planning and providing care to populations of adults with specific health alterations, applying complex nursing skills and practices, refining critical thinking to support clinical decision-making and abilities to self-critique, demonstrating teamwork in the context of peers and the multi-disciplinary health care team, and developing professional leadership attributes.

COURSE OBJECTIVES

Students in Nursing 406 will be provided with opportunities to:

- Continuing to acquire, integrate and extend knowledge and skills in the provision of competent, evidence-based nursing care addressing increasingly complex client (individuals/ families) needs.
- Developing organizational skills in the provision of safe and competent care to client aggregates.
- Applying the CARN Nursing Practice Standards in the practice setting
- Complying with the CNA (2002) Code of Ethics for Registered Nurses
- Maintaining professional responsibility, relationships and boundaries in relation to the client, health care team members, instructor, and peers.
- Developing leadership skills facilitating group content and process with peers in the clinical and seminar settings
- Recognizing the implications of ethical, legal, social, cultural and political dimensions related to client care, the institutional practice setting, society and the discipline of nursing.

COURSE REQUIREMENTS

In order to be successful in Nursing 406, students will complete the following requirements: completion of all Nursing courses (with the exception of Nursing 307/309/405 and senior Nursing options) and CPR Basic Cardiac Life Support

Clinical Practice

Seminar Presentation
Intravenous Initiation Lab (Exam and Return Demonstration)

Credit/Fail

Credit/Fail
Credit/Fail

***A failure in clinical practice constitutes a failure in the course**

****A passing grade (Credit) is required for satisfactory completion of Nursing 406.**

A **Fail** grade will be given when:

- One or more intents is/are not satisfactorily met (excluding IV examination)
- An Unsatisfactory evaluation, with respect to a learning intent, will be assigned when there is evidence of:
 - Failure to demonstrate the behaviour or inconsistent demonstration of the behaviour
 - Failure to demonstrate progression of learning
- Failure to meet the requirement of mandatory Clinical attendance
- Failure to come prepared for all anticipated clinical learning experiences

Credit/Fail final grade will be determined through both a Formative and Summative Evaluation

FACULTY OF NURSING UNDERGRADUATE GRADING SCALE

WITHDRAWAL DEADLINE

The last date for withdrawal from this course without penalty is December 8, 2009

CLINICAL ABSENCES

Within the Nursing Practice Standards established by CARNA (2005) it states that a nurse must ensure their 'fitness to practice' (pg. 5). This means that the nursing student must be able to perform essential functions of the nursing role expected for the lab or clinical practice that they have been assigned to without any mental or physical disabilities/illnesses. Therefore, it is your professional accountability to maintain your state of health and recognize the impact of ill- health may have on patients and colleagues.

To fulfill course requirements, attendance at all scheduled lab and/or clinical practice is required. If you are ill or experience an unforeseen circumstance, you must inform your Clinical Instructor and Course Coordinator as soon as possible. If you miss one or more lab/clinical days due to illness or unforeseen circumstance, you may be at risk for not successfully completing the course. You may be asked to withdraw from the course and complete the course requirements at a later date, or you will be required to make-up the missed hours. Your situation will be reviewed by the Course Coordinator and Associate Dean, Undergraduate Program.

Requests for absences related to nursing scholarship and service learning will be considered.

Please note that travel/social/recreational activities will not be accepted as reasons for absence.

A medical note may be requested.

STUDENT MISCONDUCT

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

EXAMINATION AND TESTS

For detailed information regarding Examinations and Tests, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests: www.ucalgary.ca/pubs/calendar/

1. Final examinations are scheduled by the Registrar's Office, University of Calgary.

The exam period is posted in the University of Calgary Calendar. A final exam can be scheduled anytime during this time period. Students must be available for examinations up to the last day of the examination period. [NOTE: This policy may not apply to some BNAT block courses which finish mid-semester.]

2. Deferred Examinations

A student who becomes ill prior to the examination and is unable to write the examination at the scheduled time will notify the course instructor. Please call the course instructor (voice mail) and leave a message stating the date and time you called, reason for missing the scheduled examination and a phone number where you can be reached so that arrangements can be made for you to write a deferred examination. You may be expected to submit a doctor's certification prior to writing the deferred examination. For further information regarding Deferral of Final Examinations Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests, G.6 Deferral of Final Examinations: www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation, you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

CPR

Students must provide their instructor with proof of current CPR Basic Rescuer on the first orientation day of clinical (see *University of Calgary Calendar, 2009/2010*).

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Information (such as a phone number, address, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for Practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Debbie Murphy, Student Advisor at 220-2766.

COURSE COMPONENTS:

Clinical Practice

Note: A failure in clinical practice constitutes a failure in the course

The student will spend three days per week (day and/or evening shifts) in the clinical environment. The Clinical Practice is a critical component in the completion of all objectives. In addition to observation and evaluation of your day to day practice, a formative evaluation will be given at midterm and a summative evaluation will be given at the end of term.

A reflective writing that demonstrates reflection, synthesis and insight into the student clinical learning is required at intervals throughout this clinical rotation.

Refer to the Nursing 406 Blackboard site for the Course Syllabus regarding the evaluation process, tools and reflective writing components.

Seminar Presentation

A mark of Credit/Fail is allocated to the seminar presentation. The mark is based on a 10-minute presentation and a facilitated 15-minute group discussion of a complex client issue determined from the student's current clinical practice situation. Seminar presentations will be held in designated rooms at acute care sites as a component of post conferences.

Refer to the Nursing 406 Blackboard site for the Course Syllabus regarding the seminar presentation criteria and the evaluation process.

Advanced Skills Lab - Intravenous Initiation Lab

Intravenous initiation is considered an advanced core competency and mandatory skill component of this clinical practice. This 1-day lab offers the student an introduction to the principles and practice associated with the skill. The student will learn about the initiation of intravenous therapy via pre lab reading of the learning module identified in the required reading section of the course outline. A Credit/Fail mark is allocated to the Intravenous Initiation Lab component. Lab evaluation includes a multiple choice exam and a student return skill demonstration before an evaluator. Successful completion of this course component involves achievement of **85%** or higher on the multiple choice exam and the satisfactory return demonstration of the skill.

Refer to the Nursing 406 Blackboard site for announcements and the Course Syllabus which includes the lab guide, evaluation tools, room schedules, integrative simulation and intravenous therapy information.

REQUIRED READING/VIEWING/PURCHASE:

Nursing 406 Course Syllabus (available on Blackboard).

Calgary Health Region policy titled: Intravenous therapy: Initiation/Monitoring/Discontinuation. (available in the Nursing Commons Learning Centre)

Health and Community Studies, Grant MacEwan Community College. (2007). *The initiation of intravenous therapy* (6th Ed.). Edmonton, AB. (Available in the Nursing Commons Learning Centre or for purchase at the Bookstore)

Thomson/Delmar Learning (Producer). (2004). *IV Therapy Skills*. (Available in the Nursing Commons Learning Centre, CD #50)

It is expected that the student will draw upon the textbooks, articles, and professional documentation that he/she has accumulated to date in the nursing program. The following are texts and documents required for previous courses and deemed useful for this course.

College and Registered Nurses Association of Alberta (CARNA). (1999). *Nursing practice standards*. Edmonton, AB, Canada: Author.

Canadian Nurses Association. (2002). *Code of ethics for registered nurses*. Ottawa, ON, Canada: Author.

Fischbach, F. (2003). *A manual of laboratory & diagnostic tests* (7th ed.). Philadelphia: Lippincott.

Jarvis, C. (2004). *Physical examination and health assessment* (4th ed.). Toronto: Saunders.

Osis, M.(2003). *Dosage calculations in SI units* (4th ed.). Toronto, ON, Canada: Elsevier Science Canada.

Porth, C.M. (2002). *Pathophysiology: Concepts of altered health states* (6th ed.). New York: Lippincott.

Pugh, M. et.al. (2000). *Stedman's medical dictionary* (27th ed.). Philadelphia: Lippincott.

Ross-Kerr, J., & Wood, M. (Eds.). (2001). *Potter & Perry's Canadian fundamentals of nursing*. (2nd ed.). St. Louis: Mosby.

Smeltzer, S., & Bare, B. (Eds.). (2004). *Brunner & Suddarth's textbook of medical-surgical nursing* (10th ed.). Philadelphia: Lippincott.

Wright, L.M., & Leahey, M. (2000). *Nurses and families: A guide to family assessment and intervention* (3rd Ed). Philadelphia: F.A. Davis.

Web Site – To support the student's learning and to facilitate communication with peers, clinical instructor and faculty members, a web site has been established for this course. It is suggested that the student monitor the site on a regular basis. It will include lab schedules, evaluation tools, learning resources etc. The site can be accessed through the student's personal Blackboard page.

UNIFORM POLICY

1. Uniforms:

Students must appear professional at all times and follow the Faculty of Nursing policy. Clothing is to have a uniform appearance and be used exclusively for clinical practice. Colours are acceptable. Lab jackets may be worn. Undergarments are not to be visible through the uniform. Students are advised to give careful consideration to uniform purchases and the image they wish to communicate. Many agencies have developed unit specific dress policies. These policies may be more restrictive. Students are advised to discuss this with individual clinical instructors prior to entering a new clinical setting.

2. Shoes:

White duty shoes with regular heels are acceptable. White athletic shoes without coloured trim and with pale coloured trim are acceptable. Open toe, soft tennis or canvas running shoes are not acceptable.

3. Stockings/Socks:

Light weight white socks may be worn under pantsuits. Sport socks and coloured hose are NOT acceptable.

4. Jewelry:

Rings – plain wedding band may be worn.

Body piercing – only small studs may be worn.

Other – a Medic-alert bracelet is the only bracelet acceptable.

These regulations are to ensure both personal and patient/client safety.

5. Watch:

A watch with a capacity to calculate time in seconds is essential.

6. Personal Hygiene:

Nails must be short and clean. Clear or white nail polish in good condition is acceptable. Hair must be worn in a controlled fashion so as not to interfere with patient care. Beards and mustaches must be neat and able to be contained within a mask.

7. Fragrances:

Students should refrain from using fragrances while in uniform, as it is frequently distressing to the ill person.

8. Identification Tag:

Both the University of Calgary Nursing Program Photo Identification tag and the University of Calgary Nursing Program name tag are part of the uniform and should be worn at all times.

9. Stethoscope:

The student's own stethoscope is essential to the clinical experience. It should be identified with the student name or some marking for differentiation.

WITHDRAWAL

For information on withdrawals refer to the *University of Calgary 2009-2010 Calendar* pertaining to withdrawals and fee refund policy. Normally the student will not be permitted to withdraw from a clinical course in order to avoid failure in that course.

**Nursing 406
Summative Clinical Practice Evaluation**

Student: _____ **ID Number:** _____
Section: _____ **Session:** _____
Clinical Placement/Agency: _____
Type of Placement (e.g., Adult Medical Respiratory)
Instructor: _____
Final Grade: _____ **[Credit/Fail]** _____ **Days Absent:** _____

Acknowledgement:

The Entry-to-Practice Competencies document published by the College and Association of Registered Nurses of Alberta (CARNA) (2000, September) was used to develop the criteria identified in this evaluation tool.

1. Acquiring and Integrating Knowledge and Skills to Provide Competent, Evidence-Based Nursing Practice

2. Demonstrates Ethical Practice

3. Demonstrates Professional Behaviour

Student Comments:

Instructor's Signature

Student's Signature

Date

Copyright Faculty of Nursing, University of Calgary

Nursing 406 Formative Clinical Practice Evaluation Performance Criteria

The ability to critically appraise one's performance is an integral skill of the reflective practitioner of Nursing. During N406, both instructor and student will chronicle clinical progress on an ongoing basis by completing this form. The criteria related to each intent provide a basis for determining progress in the course, but do not represent an exhaustive list. Other skills/attributes/attitudes may be included at the discretion of the clinical instructor and student. The final decision regarding the course grade is the responsibility of the instructor. A summative evaluation will be provided at the end of the course.

I. Acquiring and integrating knowledge and skills to provide competent, evidence-based nursing practice	Evidence	
Behaviour	S	U
<ol style="list-style-type: none"> 1. Acquires, analyzes and integrates knowledge from a variety of sources (client, family, literature, multidisciplinary professionals and through own experience) necessary to the understanding of health/illness experiences of clients. 2. Using the skills of inquiry acquires knowledge reflecting the empirical, personal, esthetic and ethical domains in order to comprehensively understand the client situation. 3. Using a framework, assesses, analyzes data, sets goals, plans, implements, and evaluates nursing care in an individualized planned approach 		

I. Acquiring and integrating knowledge and skills to provide competent, evidence-based nursing practice		S	U
Behaviour	Evidence		
4. Analyzes relevant biological, psychological, social, cultural, developmental and spiritual data			
5. Considers issues and problems both known and potential			
6. Generates a problem solving approach indicative of independent thinking			
7. Distinguishes between nursing interventions by analyzing the merits and deficits of different courses of action and the potential outcomes			
8. Prioritizes individual client needs for the provision of care within the context of caring for 3-4 clients			
9. Avoids drawing conclusions beyond the information and evidence available			
10. Performs simple & complex psychomotor skills competently and efficiently			

I. Acquiring and integrating knowledge and skills to provide competent, evidence-based nursing practice		S	U
Behaviour	Evidence		
<p>11. Organizes, performs and analyzes safe and effective care for individuals and groups of clients (3-4) in a reasonable length of time based on clients' needs (e.g. incorporates principles and strategies related to client teaching and learning)</p> <p>12. Communicates to facilitate a caring and supportive therapeutic client relationship</p> <p>13. Reflects and evaluates care based on client outcomes (change in condition, satisfaction etc)</p> <p>14. Revises plan of care considering the effectiveness of other interventions</p>			

II. Demonstrating ethical practice		S	U
Behaviours	Evidence		
<ol style="list-style-type: none"> 1. Demonstrates reflective practice analyzing own beliefs, behaviours, attitudes, values and assumptions considering how they influence interactions and decisions involving clients and others. 2. Demonstrates sensitivity, respect, and a commitment to dignity preservation of each client regardless of health problem and circumstance. 3. Respects client choice and values that are different from the students 4. Supports the rights of clients to have their own philosophies, moral codes and lifestyles 5. Makes decisions based on ethical and moral principles 6. Advocates and incorporates client participation in all aspects of care fostering an environment that encourages questions, exchange of information and a creative approach to care 			

III. Demonstrating professional behaviour		S	U
Behaviour	Evidence		
<ol style="list-style-type: none"> 1. Collaborates respectively with health team members, and applies principles of effective group process 2. Records pertinent information on relevant documents within a reasonable time frame 3. Maintains effective communication with the health care team by communicating pertinent information to relevant people within a reasonable time frame (e.g. keeps primary nurse/instructor well informed) 4. Presents a positive and professional image of nursing (e.g. follows dress code regulations) 5. Evaluates own level of competency relevant to all aspects of professional nursing practice. 6. Accepts responsibility for own decisions made and actions taken 7. Recognizes, acknowledges and reports adverse incidents (errors, accidents). 8. Identifies own learning needs and seeks new knowledge and skills to enhance student practice 			

III. Demonstrating professional behaviour		
Behaviour	Evidence	S U
<p>9. Demonstrates accountability in all clinically related activities</p> <p>10. Seeks feedback and is receptive to feedback about performance, reflects on it and acts on it to enhance learning</p>		

Date: _____

Student: _____

Instructor: _____