



Faculty of Nursing University of Calgary

NURSING 406

**NURSING CONSOLIDATION
PRACTICUM II**

COURSE OUTLINE
(Bachelor of Nursing Regular Track)

Spring 2010

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***Date – May 17 - June 12, 2010**

Section	Instructor	Location	Section	Instructor	Location
10	Connie Abrey	ACH ER	16	Sandeep Heer	PLC 38/39
11	Darla Dickson	Canmore	17	Deb Orsted	PLC 42
12	Suzanne Sapinsky	High River	18	Twyla Ens	PLC 53
13	Michelle Durant	PLC ER	19	Amera Taylor	RVH 81
14	Elaine Proch-Schierman	FMC 36	20	Krista Aktug	RVH 93
15	Monique Hinse	FMC 36	21	Robyn Stewart	RVH 94

*Refer to Clinical Instructor and lab schedules (in Syllabus) for times; day and evening shifts are part of this clinical session.

PREREQUISITES:

Completion of all Nursing courses (with the exception of Nursing 307/309/405 and senior Nursing options) and CPR Basic Cardiac Life Support

CALENDER DESCRIPTION:

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

COURSE DESCRIPTION:

Nursing 406, Consolidation Practicum II (4 weeks; Monday to Friday; 168 hours) 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:

The student will demonstrate professional practice by:

- 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 CARNA 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.

EVALUATION CRITERIA:

Clinical Practice	Credit/Fail
Seminar Presentation	Credit/Fail
Intravenous Initiation Lab (Exam and Return Demonstration)	85%/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

COURSE COMPONENTS:

Clinical Practice

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

The student will spend five 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 during 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 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. (2003). *The initiation of intravenous therapy* (6th Ed.). Edmonton, AB. (Available in the Nursing Commons Learning Centre or for purchase at the Bookstore)

Springhouse Corporation (Producer). (2001). *Administering peripheral intravenous: Expert nurse video series*. (Available in the Nursing Commons Learning Centre, #66A)

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 though the student's personal Blackboard page.

FACULTY OF NURSING, UNIVERSITY OF CALGARY, AND GOVERNMENT POLICIES

Please refer to the University of Calgary Calendar (2009-2010) or <http://www.ucalgary.ca/pubs/calendar/> for policies, including:

Absence

Students are required to attend all clinical experiences, labs and seminars. If a student misses a clinical/lab/seminar day, a physician's note may be requested. The safety of patients depends on the student's accumulation of knowledge and skills (see *University of Calgary Calendar 2009/2010*). If the student misses clinical days, the Course Coordinator, in consultation with the Clinical Instructor, may ask the student to complete a 'makeup' day on June 13th, 2010.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. 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 no later than fourteen (14) days after the start of this course.

Appeals and Appraisals

For information on appeals and reappraisals please refer to the *University of Calgary 2009-2010 Calendar*. Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate Dean, Undergraduate Programs.

Confidentiality

Confidentiality of information in and out of the clinical area must be observed at all times. This is a reminder that you have signed a legally binding confidentiality form.

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 Karen Chance, Student Advisor at 220-2766.

Scholarly Conduct

For information on student conduct and integrity (plagiarism, cheating, as well as academic and non-academic misconduct), refer to the *University of Calgary 2009-2010 Calendar*.

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 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.			
Behaviour	Evidence		
<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. 			

<p>3. Using a framework, assesses, analyzes data, sets goals, plans, implements, and evaluates nursing care in an individualized planned approach</p> <p>4. Analyzes relevant biological, psychological, social, cultural, developmental and spiritual data</p> <p>5. Considers issues and problems both known and potential</p> <p>6. Generates a problem solving approach indicative of independent thinking</p> <p>7. Distinguishes between nursing</p>			
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<p>interventions by analyzing the merits and deficits of different courses of action and the potential outcomes</p> <p>8. Prioritizes individual client needs for the provision of care within the context of caring for 3-4 clients</p> <p>9. Avoids drawing conclusions beyond the information and evidence available</p> <p>10. Performs simple & complex psychomotor skills competently and efficiently</p>			
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<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>			
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II. Demonstrating ethical practice			
Behaviours	Evidence		
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			

<p>participation in all aspects of care fostering an environment that encourages questions, exchange of information and a creative approach to care</p>			
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III. Demonstrating professional behaviour			
Behaviour	Evidence		
<ol style="list-style-type: none"> 1. Collaborates respectfully 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) 			

<p>4. Presents a positive and professional image of nursing (e.g follows dress code regulations)</p> <p>5. Evaluates own level of competency relevant to all aspects of professional nursing practice.</p> <p>6. Accepts responsibility for own decisions made and actions taken</p> <p>7. Recognizes, acknowledges and reports adverse incidents (errors, accidents).</p> <p>8. Identifies own learning needs and seeks new knowledge and skills to enhance student practice</p> <p>9. Demonstrates accountability in all clinically related activities</p>			
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10. Seeks feedback and is receptive to feedback about performance, reflects on it and acts on it to enhance learning			
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Date:

Student:

Instructor: