Professional Practice:
Clients with Health Challenges II
N3921b
Winter 2017
Course Coordinators:
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N3921b Professional Practice: Clients with Health Challenges II 2017

Calendar description:

Students will apply and integrate theory related to clients with health challenges into their nursing care of clients.

Expanded description:

Students will provide nursing care in a variety of settings to clients and families experiencing a range of health challenges. Through the provision of care and health promotion activities, students will refine the assessment and care skills gained in the first two and a half years of the nursing program. Additionally, students will gain insights into clients’ and families’ experiences, the nature of illness, the health care system, the functioning of interprofessional health teams, and the variety of nursing roles and responsibilities.

Building on learning from all courses in the nursing curriculum, students will integrate and apply their knowledge in the provision of care and in interactions with interprofessional health team members. Clinical knowledge and nursing judgment will develop through noticing, interpreting, responding and reflecting in and on action.

Professional practice experiences are scheduled in a variety of settings. There will be 24 hours of agency-based professional practice alternating weeks over a 12-week period. Professional practice days are Thursdays and Fridays, 12-hour day shift.

Course Goals:

1. Incorporate Tanner’s Clinical Judgment Model and strengths-based care to nursing practice and justify decisions using beginning research skills, evidence-informed practice, ethical principles, multiple ways of knowing, and critical and creative thinking.
2. Implement reflective critical thinking strategies to enhance self-understanding, foster client knowing, and refine one’s nursing practice.
3. Practice as a member of an interprofessional team to provide culturally sensitive client-centered care in a variety of settings.
4. Critique own use of theory in the provision of health promotion and strengths-based nursing care of individuals and families with complex health challenges.
5. Analyze, organize, and reconstruct information to effectively communicate to others and inform practice.
6. Demonstrate ability to consistently pursue information from a variety of sources including the client, interprofessional team, health records (current and previous), and evidence-informed resources.
7. Demonstrate an understanding of professional standards, competencies and best practice guidelines that underpin nursing care.
8. Demonstrate competency as a reflective practitioner.
Major Concepts in the course:

- adverse events
- alterations in homeostasis
- caring
- circulation and tissue perfusion
- client centred care
- clients
- clinical judgment
- communication
- context/culture
- determinants of health
- endocrine balance
- evidence informed practice
- family
- fluid & electrolyte balance
- growth and development
- healing

- health
- health care system
- health promotion/ disease prevention
- holistic care
- illness
- immuno-cellular alterations
- interprofessional collaborative practice
- neuro-cognition
- personal meaning
- safety
- teaching-learning
- technology
- time and transition
- wellness

National Nursing Entry-to-Practice Competencies (CNO, 2014) addressed in the course:
Professional Responsibility & Accountability: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, 23
Knowledge-Based Practice: 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 50, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 67, 68, 70, 71, 72, 73, 74
Ethical Practice: 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86
Service to the Public: 88, 89(a), 90(d), 92
Self-regulation: 95, 97, 100 (a,b,c,d)

Nursing Informatics Competencies (CASN, 2012) addressed in the course:
Uses relevant information and knowledge to support the delivery of evidence-informed patient care.
Uses information and communication technologies (ICTs) in accordance with professional and regulatory standards and workplace policies.
Uses information and communication technologies in the delivery of patient/client care.

Interprofessional Competencies (CIHC, 2010) addressed in the course:
Interprofessional communication: 1, 2, 3, 4, 5, 6
Patient/client/family/community centred care: 7, 8, 9, 10
Role clarification: 11, 12, 13, 14, 15, 16
Team functioning: 19, 20, 21
Collaborative leadership: 22, 23, 27, 28
Interprofessional conflict resolution: 30, 31, 32, 33, 35
How this course will contribute to your development as a professional nurse and interprofessional team member:

Incorporating program concepts, students will have the opportunity to care for clients with complex acute and chronic health challenges. Students will develop their ability to apply relational practice, Tanner’s Clinical Judgment Model, and Strengths-Based Nursing within the hospital setting. Students will develop their ability to plan, implement and evaluate nursing care, while collaborating with the client, family, and health care team, while implementing evidenced-informed practice. While developing an understanding of how hospital care is delivered, students will develop communication, leadership and advocacy skills, and develop their ability to contribute as a member of the interprofessional team.

How we will work together:

Students engage in learning activities in selected clinical settings to experience praxis. Students work with individuals and families and the interprofessional team in providing care and promoting health and healing through the development of caring relationships. To maximize learning and to ensure safety of clients and self, students are expected to prepare for each professional practice session by:

- completing preparatory learning activities specific to the assigned hospital placement
- reading about the assigned client’s situation
- learning about medications and treatments prescribed for clients
- anticipating the theoretical concepts that will be relevant in the assigned client’s care
- reviewing pertinent knowledge from previous courses

Professional appearance and comportment are required in all learning experiences. Students are expected to present a professional appearance and attend agency clinical practice in their uniforms (see the appropriated section of the BScN Programs Manual 2016-2017 at http://OWL.uwo.ca), with a Western name pin and visible school photo identification, program crest on left sleeve, a watch and a stethoscope. In all cases, it is expected that students will be neat and clean in appearance and that good hygiene practices will be maintained.

Faculty (i.e., Clinical Instructors) will facilitate learning, guiding students in selecting resources and actively engaging in a collaborative learning dialogue. Additional information regarding student activities/expectations is posted on OWL-Sakai.

Identification/Professional Accountability

You will be identified as Western-Fanshawe Collaborative BScN Program nursing students by the program name pin worn on the breast of your uniform, by your visible school photo identification, and by the nursing program crest sewn on the left sleeve of your uniforms. Documentation in client charts must be followed with the following signature format: initial, surname, WFN3 (Western-Fanshawe Nursing Year 3).
**Textbooks and other resources:**


**Recommended:**


**Opportunities to Demonstrate Learning**

**Professional Practice Collaborative Evaluation (PPCE)**

Evaluation is an on-going process intended to provide feedback to improve one’s performance. Students are active partners in the evaluation process. Weekly reflection on practice is to be completed electronically using the Professional Practice Collaborative Evaluation (PPCE) form. This form is available on OWL-Sakai. The process will be interactive and collaborative between Clinical Instructor (CI) and student, involving honest, open, and clear communication. Students are responsible for initiating the PPCE process by assessing their level of performance and then completing the narrative portion of the assessment. Formative evaluation (occurring day-to-day, moment-to-moment) allows for learning and improvement. As the Clinical Instructor provides feedback, the student reflects on her/his experience, and incorporates feedback into practice so that course goals can be met. The student and Clinical Instructor will review the course learning goals midway through the practice rotation and document goal progress. Entries into the PPCE for the student and the Clinical Instructor will contain evidence of student progress in an incremental manner. Weekly PPCEs are to be submitted to the Clinical Instructor through OWL within 48 hours of the end of the shift each week.
The End-of-Term Summary sheet is an overall summary of student performance. Students must receive a satisfactory final evaluation in order to pass N3921b. Details about the process of evaluation and level of achievement necessary to pass the course are on the Professional Practice Collaborative Evaluation form.

The grade for this professional practice course is “P” or “F”.

“P” pass (satisfactory)
“F” fail (unsatisfactory)

Reflective Practice Reviews (RPRs)

Three (3) to four (4) RPRs will be completed over the term. If the first three RPRs are written at a satisfactory level, the fourth RPR will not be required. The dates of submission will be 48 hours after the completion of the shifts for week 2, 4 and 5 as follows:

<table>
<thead>
<tr>
<th>RPR #1</th>
<th>Rotation 1</th>
<th>Rotation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPR #1</td>
<td>January 22</td>
<td>January 29</td>
</tr>
<tr>
<td>RPR #2</td>
<td>February 19</td>
<td>March 5</td>
</tr>
<tr>
<td>RPR #3</td>
<td>March 12</td>
<td>March 19</td>
</tr>
<tr>
<td>RPR #4</td>
<td>As required by the clinical instructor</td>
<td></td>
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</tbody>
</table>

The purposes of this assignment are as follows:

- evaluate and analyze your clinical performance, evaluating choices and alternatives, strengths, and areas for improvement
- incorporate scholarship and critical reflection into your practice
- demonstrate commitment to ongoing improvement in your practice

Students are expected to systematically evaluate their practice on an ongoing basis, regardless of whether or not they are submitting an RPR that week. RPRs are to be a minimum of two (2) and a maximum of three (3) pages in length, excluding the title page and references, typed and double-spaced. APA 6th edition format is to be followed and citations are to be included for all references to professional nursing literature. Students are expected to incorporate a minimum of two scholarly references/publications per RPR to provide evidence and support observations and analysis. *College of Nurses of Ontario documents and RNAO Best Practice Guidelines are excellent complementary references, but will not be counted as part of the two scholarly publications required in this assignment.*

The Reflective Writing Template posted on OWL-Sakai is to be used. It is expected that students will use references outside of/in addition to what they are reading in their theory courses. Successful completion at a level of a year three student is required to pass the course. Students are encouraged to meet with the Course Coordinator if they are having any difficulty, or have questions about assignments or scholarly writing.
Policies

Students are required to read the BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on OWL in Undergraduate Student Information (https://owl.uwo.ca).

Professional Practice Pre-placement Requirements

Students must meet pre-placement requirements before beginning all professional practice placements. Students will not be permitted access to any professional practice placements without completing and submitting the necessary requirements, by the specified deadline, at their own expense. Students submit their pre-placement requirements to the School’s clearance partner and must be cleared before starting their professional practice placement.

In addition to pre-placement requirements, students may also be required to submit site-specific requirements, as requested, to some of our practice partners.

Western site ONLY: Failure to submit the necessary documentation and to be cleared by the mandatory prerequisite deadline will result in: a hold on your academic record; an administrative fine of $50; and de-registration from the course resulting in loss of the academic term.

More information regarding requirements is available on the Western School of Nursing website (http://www.uwo.ca/fhs/nursing/practice/requirements.html) and the Fanshawe College website (http://www.fanshawec.ca/preplacement).

Attendance

Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty. Therefore, students are expected to attend all professional practice days. In the event of an infectious disease outbreak, students will follow the School’s direction regarding their attendance in the professional practice setting (Appendix C, BScN Programs Manual).

Plagiarism:

Student work is expected to be original. Failure to cite another author’s work is unethical and is plagiarism. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar). www.westerncalendar.uwo.ca/2014/pg7.html
Electronic Devices:
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency in regards to use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smartphone).
It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors are communicating via electronic devices, client information must not be included. Students and CIs are accountable for responsible use of electronic communication, this includes: using professional language, setting device to silent/vibrate mode in the practice setting, and refraining from personal communications when at their practice placement.

Mental Health:
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help. MentalHealth@Western [http://www.uwo.ca/uwocom/mentalhealth/](http://www.uwo.ca/uwocom/mentalhealth/)

Student Safety:
Please refer to the BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site on OWL-Sakai at owl.uwo.ca.