PROFESSIONAL PRACTICE: SUPPORTING HEALTH
N2231/NRSG 7061

2018 – 2019

Course Coordinators:
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**Professional Practice: Supporting Health**

**Calendar Description**

This course will provide students opportunity to apply and integrate concepts related to health promotion and caring with clients experiencing barriers to health and requiring support to maintain and improve health.

Prerequisite(s): Registration in year 2 of the Western-Fanshawe Collaborative BScN program. Average 8 hours/week of professional practice, 0.5 FCE

**Expanded Course Description**

This course will provide students with the opportunity to apply and integrate concepts learned to date in theory classes, the laboratory and/or other professional practice settings using a variety of learning activities. Students will continue to develop competency in technical nursing skills, the attitudes necessary for nursing and interprofessional practice, and thinking patterns of professional nurses. Development and implementation of holistic plans of care with clients experiencing barriers to health, and requiring support to improve and maintain health, will be explored. Students will work collaboratively with clients and the interprofessional health care team to engage in client-centred care from a health promotion perspective.

**Course Goals**

Students will:
1. engage in evidence-informed practice in a safe, caring, ethical manner according to professional standards.
2. identify priorities and consistently use caring, health promotion, and problem-solving approaches in practice.
3. consistently reflect on nursing practice and self as a practitioner.
4. be self-directed and accept responsibility for own learning.
5. begin to participate as a member of the interprofessional health care team.
6. use information literacy skills to seek evidence for nursing practice.
7. implement nursing approaches based on competencies and ethical guidelines of professional nursing organizations.

**Major concepts in the course:**

- caring
- client
- clinical judgment
- collaboration
- comfort
- critical reflection
- culture/context
- evidence-informed practice
- health assessment
- health promotion
- holistic care
- illness
- interprofessional collaborative practice
- personal meaning
- professionalism
- relational practice
- time/transition
- ways of knowing
Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:
Professional accountability and responsibility- 1-5, 7-11, 16-17, 23
Ethical Practice- 75-79, 84-86
Service to the public- 100

Canadian Patient Safety Institute (CPSI) Competencies (CPSI, 2009) addressed in the course:
Domain 1: Contribute to a culture of patient safety
Domain 2: Work in teams for patient safety
Domain 3: Communicate effectively for patient safety
Domain 4: Manage safety risks
Domain 5: Optimize human and environmental factors
Domain 6: Recognize, respond to disclose adverse events

Entry-to-Practice Mental Health and Addiction Competencies (CASN, 2015) addressed in the course:
Domain 1 Professional Responsibility and Accountability
The nurse provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or addiction

Nursing Informatics Competencies (CASN, 2012) addressed in the course:
Uses relevant information and knowledge to support the delivery of evidence-informed patient care
Uses 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:
1. Role Clarification. Learners are beginning to understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and achieve patient/client/family and community goals.
2. Patient/Client/Family/Community-Centred Care. Learners seek out, integrate and value, as a partner, the input and the engagement of the patient/client/family/community in designing and implementing care/services.
3. Team Functioning. Learners are beginning to understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.

How this course will contribute to your development as a professional nurse:
Building upon knowledge and skill acquired in Year 1, this course will provide students with the opportunity to use nursing skills and apply Tanner’s clinical judgment model (Tanner, 2006) in the provision of holistic nursing care. Students will learn how to engage in relational practice with clients and members of the interprofessional health care team. Students will develop competence to collaborate with others to develop and implement health care plans, engaging in evidence-informed practice. These fundamental skills are ones students will use throughout their nursing career, across all practice settings.
How this course will contribute to your development as a member of an interprofessional health team:
Through exposure to and interaction with various members of a simulated interprofessional team, students will further enhance their understanding of the roles and responsibilities of the individual members, including their role as the registered nurse. Students will develop an understanding of the importance of working together with clients, families, colleagues and other health professionals to promote the best possible health outcomes.

How we will work together:
A respectful, supportive learning environment among students and faculty members will be created. This will be done through diligent preparation, and active participation in all professional practice activities.

Faculty will support students in the continued development of knowledge and skills necessary for professional nursing practice by asking questions, providing demonstrations, overseeing client care, providing feedback, and leading discussions.

Students will be required to complete all the preparation activities for each professional practice session and to use their knowledge from their preparation to participate fully in professional practice activities. All students are expected to share their experiences and engage in reflective analysis of their professional practice in order to advance learning. Attendance at all professional practice sessions is mandatory, as are respectful interaction and the provision of nursing care based on College of Nurses (CNO) standards.

Texts and Resources

Carpenito, L. J. (2017). *Nursing care plans: Transitional patient & family centered care* (7th ed.). Philadelphia, PA. Lippincott Williams & Wilkins. *This is available free online through the library website at [http://alpha.lib.uwo.ca/record=b6298214](http://alpha.lib.uwo.ca/record=b6298214)* (Recommended, not required)


safeMedicate Online Learning package. This is to be purchased directly at [safeMedicate.net](http://safeMedicate.net). Please follow instructions online to purchase a one-year subscription.


Lab kits, which are purchased through the UWO Bookstore (Western site only)

Uniforms, a name tag, watch and stethoscope are required. Please refer to the Undergraduate BScN Programs Manual www/owl.uwo.ca or Fanshaweonline for information regarding the uniform policy.

*The Western-Fanshawe Collaborative BScN Program: Professional Practice: Supporting Health N2231/NSG 7061*
Professional Practice Evaluation

In order to receive a satisfactory grade in N2231/NRS 7061, students must be able to meet the competencies in all areas of professional practice (includes Lab, Simulation/Professional Practice). Failure to achieve a satisfactory grading in all of the professional practice components of this course will result in an unsatisfactory grade (failure) in the course.

To achieve a satisfactory grade in this course students will:

- attend and interact at all professional practice sessions;
- demonstrate safety and competence in professional practice;
- complete all professional practice assignments;
- complete “Developing learning objectives” PEP module
- complete all assigned modules and practice tests in the safeMedicate online learning program;
- attain a cumulative average of 95% on the mid-term and final medication administration tests;
- attain minimum of 80% on the Medication Administration Practical Exam;
- attain minimum of 80% on the Aseptic Technique Practical Exam.

Title: Preceptor Education Program Module

Due Date: Week 2

The module, “Developing Learning Objectives”, will help in the creation of learning goals, which are part of the clinical evaluation process that will guide your preparation and learning.

Title: Medication Administration Practice Quizzes

Due Date: Weeks 3-11

The purposes of the medication administration practice quizzes are for students to:

- demonstrate competency with dosage calculations.

Full Description

Students are required to complete a series of online medication administration practice quizzes via the safeMedicate online learning program at https://www.safemedicate.net. The purpose of the quizzes is to provide ongoing feedback to students regarding their proficiency in dosage calculation and reinforce this knowledge through multiple practice opportunities. All quizzes must be completed by the due date in order to receive a satisfactory grade in the course.

Title: Medication Administration Mid-term and Final Tests

Due Date: Weeks 8 & 12 or 13
The purposes of the medication administration tests are for students to:
- demonstrate accuracy with dosage calculations;
- demonstrate knowledge of CNO practice standards;
- demonstrate clinical judgment related to medication administration.

Full Description

A 95% cumulative average on the mid-term and final tests is required to pass the course. There are no opportunities for rewrites. Calculators may be used, in keeping with the NCLEX examination taken upon graduation. The timing and weighting of the quizzes are summarized as follows:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Medication Administration Dosage Calculation Test</td>
<td>October 30 or Nov 1</td>
<td>50%</td>
</tr>
<tr>
<td>Final Medication Administration Dosage Calculation Test</td>
<td>November 29 or December 4</td>
<td>50%</td>
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</tbody>
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Title: Medication Administration Practical Exam

Due: Week 8 (Lab 14 & 15)

The purposes of this evaluation are for students to demonstrate the ability to:
- engage with a client in a safe, caring, professional, and ethical manner;
- identify relevant assessments prior to administration of medications;
- prepare and administer oral medication;
- verification of client identity and calculation of medication dosage (critical elements);
- document in accordance with CNO standards.

Full Description

Students will be given a client scenario and a medication administration record (MAR). Students will be asked to identify relevant assessments based on the medications due for that scenario, identify appropriate medications for the client, and prepare and administer the medications to a client following CNO standards. Students will wear uniforms to the Practical Exam. Students must attain a minimum grade of 80% in order to achieve a satisfactory grading in the course.

The grade for the Medication Administration Exam will be based on:
- engagement with the client in a caring, professional, and ethical manner;
- demonstration of methods to ensure safety for both the client and nurse, including infection control measures;
- identification of relevant assessments prior to administration of medications;
- demonstration of correct procedure when administering medications;
- proper documentation on the MAR;
- critical reflection on ability to administer medication.

**Title:** Aseptic Technique Practical Exam

**Due:** Week 12 (Labs 23 & 24)

The purposes of this evaluation are for students to demonstrate ability to:
- engage with a client in a safe, caring, professional, and ethical manner;
- integrate concepts and skills related to aseptic technique;
- document care in accordance with CNO standards.

**Full Description**

Students will be given a client scenario. Students will perform the appropriate wound assessments, perform a simple sterile dressing change, and document the procedure, including assessment findings. Students will wear uniforms to the evaluation. *Students must attain a minimum grade of 80% in order to achieve a satisfactory grading in the course.*

The grade for the Synthesis Evaluation will be based on:
- engagement with the client in a caring, professional, and ethical manner;
- demonstration of methods to ensure safety for both the client and nurse, including infection control measures;
- performance of relevant assessments;
- demonstration of correct procedure(s) for a sterile dressing change;
- proper documentation.

**Foundational Concepts**

Foundational concepts may be found in the Program Manual on OWL at owl.uwo.ca or Fanshawe Online at www.fanshaweonline.ca

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the *Publication manual of the American Psychological Association* (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

**Policies**

All policies related to assignments are in the Undergraduate BScN Programs Manual on the UWO Web site at www.owl.uwo.ca or Fanshawe Online at www.fanshaweonline.ca.

Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.
Students who post information on social media related to their clients and/or simulated experiences will be reported to the Associate Dean as this demonstrates a breach of client privacy and confidentiality and violates the Student Code of Conduct. Such behavior may compromise a student’s standing in the program.

**Plagiarism**
Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario, Fanshawe College, and Turnitin.com (http://www.turnitin.com).

**Assignments and Exams**
Please refer to the Undergraduate BScN Programs Manual for UWO academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. The Undergraduate BScN Programs Manual is found at www.owl.uwo.ca and Fanshawe College at www.fanshaweonline.ca.

**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 with regard to the 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 (CIs) are communicating via instant messaging, identifying client information cannot be included. Students and CIs are accountable for responsible use of instant messaging, this includes using professional language, setting device to silent/vibrate mode and refraining from personal messaging in the practice setting.

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

Fanshawe College iCopeU [http://icopeu.com/fanshawe/home.html](http://icopeu.com/fanshawe/home.html)

**Student Safety**
Please refer to the Undergraduate 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 at [www.owl.uwo.ca](http://www.owl.uwo.ca) or Fanshawe College at [fanshaweonline.ca](http://fanshaweonline.ca)