



Professional Practice: Clients with Health Challenges I N3911a Fall 2019

Course Coordinators:

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N3911a Professional Practice: Clients with Health Challenges I

Calendar description

Students will apply and integrate theory related to clients with health challenges into their nursing care of clients. Co-requisite: N3910a

Expanded description

Students will provide nursing care in hospital settings to clients and families experiencing acute illness. Through the provision of care and health promotion activities, students will refine the assessment and care skills gained in the first two years of the nursing program. Additionally, students will gain insights into clients' experiences, the nature of acute illness, the health care system, and the functioning of interprofessional health teams.

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 judgment will develop through planning, implementing, and evaluating nursing care.

Professional practice experiences are scheduled in hospital settings. There will be 12 hours of hospital-based professional practice per week for 12 weeks; every day on the hospital units is 12 hours. Professional practice days are Tuesdays OR Wednesdays.

Final course evaluations, between student and clinical instructor, do not occur on the hospital units during this professional practice time. Clinical instructor and student end-of-term evaluations occur the week of the last 12-hour shift and take place on campus, at the School of Nursing. Clinical instructors book rooms and schedule meeting times with each of their students.

Course Goals

The course goals are based on the revised CNO entry to practice competencies which are the foundation for nursing practice. The course goals will guide the assessment of students' knowledge, skill and judgment in preparing them to practice in a safe, competent and ethical manner.

1. **Professional:** Demonstrates an understanding of professional and ethical standards, competencies, and best practice guidelines that underpin nursing care
2. **Advocacy:** Identifies opportunities related to social justice and client safety at the individual, organizational, and professional levels
3. **Collaborator:** Develops and maintains effective interprofessional, intraprofessional, and intersectoral relationship with stakeholders to provide safe and effective health care
4. **Scholar:** Uses relevant theories and reflection to inform nursing practice
5. **Educator:** Responds to the needs of clients by providing educational interventions that optimize health outcomes and engages clients in managing their health

6. **Leader:** Develops an understanding of leadership in practice and takes responsibility for furthering nursing as a profession
7. **Clinician:** Incorporates a clinical judgement model when providing strengths-based care for clients and families. Applies principles of health promotion and justifies decisions using beginning research skill, evidence, ethical principles, and multiple ways of knowing.
8. **Communicator:** Develops therapeutic relationships with clients and the health care team using professional communication principles
9. **Coordinator:** Develops an understanding of the coordination of point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.

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

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 Communications Technologies (ICTs) in accordance with professional and regulatory standards and workplace policies.

Uses ICTs 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, in collaboration with the client, family, and health care team, while implementing evidence-informed practice. At the same time as developing an understanding of how hospital care is delivered, students will develop communication, leadership and advocacy skills, and develop their ability to contribute as members of the interprofessional team.

How we will work together

A tone of respect and support between and among students and faculty members, diligent preparation, and active participation will form the basis of professional practice. This approach will lead to an environment where student learning can flourish.

Students engage in learning activities in selected clinical settings to experience praxis (i.e., practicing an art or skill). 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:

- 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
- completing preparatory learning activities for the hospital setting
- reviewing pertinent knowledge from previous courses

Students will be required to complete all preparation activities for safe, ethical professional practice. All students are expected to share ideas to advance their own and others' learning, ask questions, and listen attentively. Attendance is necessary, as are respectful interactions and the avoidance of actions that will interfere with the learning of others.

Professional appearance and conduct are required in all learning experiences. Students are expected to present a professional appearance and attend agency clinical practice in their uniforms (see the appropriate section of the Undergraduate Programs Manual 2019-2020 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 and 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

College of Nurses of Ontario. (2018). *Standards and Guidelines*. Retrieved from <http://www.cno.org/en/learn-about-standards-guidelines/standards-and-guidelines/>

Karch, A. (2018). *Nursing 2019 Drug Handbook*. Ambler, PA: Lippincott, Williams & Wilkins.

Paul, P., Day, R. A., & Williams, B. (2016). *Brunner & Suddarth's Canadian textbook of medical-surgical nursing* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J., Astle, B.J. & Duggleby, W. (2014). *Canadian fundamentals of nursing* (5th ed.). Toronto, ON: Elsevier.

Recommended:

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

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. 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 and student, involving honest, open, and clear communication. 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. The End-of-Course Summary sheet is an overall summary of student performance. Students must receive a satisfactory final evaluation in order to pass N3911a.. Students must meet the goals of any existing CSPs to achieve ‘Satisfactory’ on their PPCE to complete the course. Students must be in the Developing (2) to Accomplished (3) levels in the majority of categories to be rated ‘Satisfactory’ by the end of the course.

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

“P” pass (satisfactory)

“F” fail (unsatisfactory)

Reflective Practice Reviews (RPRs)

Two (2) to three (3) RPRs will be completed over the term. *If the first two RPRs are written at a satisfactory level, the third RPR will not be required.*

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.* Students are to submit their RPRs through their course section site in OWL. Each RPR must also be submitted through **turnitin.com**.

The Reflective Writing Template posted on OWL-Sakai is to be used as a guide. 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.

Schedule and due dates:

RPRs are due 48 hours after completion of the shifts for weeks 3 and 7.

	Tuesday Placement	Wednesday Placement
RPR #1	Sept. 26	Sept. 27
RPR #2	Oct. 24	Oct. 25
RPR #3 (if required)	Nov. 21	Nov. 22

Preceptor Education Program (PEP) Modules**Understanding and Fostering Clinical Reasoning module**

Students will complete all activities in the module and submit the certificate of completion to the assignment tool in their OWL course site by Sept. 27 at 7:00 pm

<https://owl.uwo.ca/portal/site/4db9c459-633c-4feb-a9d5-95dde5eb8e91/tool/a7155d0f-5b7b-494c-adc2-fc5c2c6f8244>

The Evaluation Process module

Students will complete all activities in the module and submit the certificate of completion to the assignment tool in their OWL course site by Nov. 1 at 7:00 pm

<https://owl.uwo.ca/portal/site/4db9c459-633c-4feb-a9d5-95dde5eb8e91/tool/aadf160a-f806-4d91-99ff-11b1714f6558>

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
Reflective Practice Reviews	1-5, 8	Satisfactory/ Unsatisfactory	<p>RPR 1 – Due 48 hours <i>after</i> completion of the shift on week #3.</p> <p>RPR 2 – Due 48 hours <i>after</i> completion of the shift on week #7.</p> <p>RPR 3 (if required)– Due 48 hours <i>after</i></p>

			completion of the shift on week #11
Professional Practice Collaborative Evaluation	all	Pass/Fail	Every 2 consecutive shifts, 48 hours after second shift ends.
Understanding and Fostering Clinical Reasoning PEP module	All	Pass/Fail	Sept. 27 at 7:00 pm
The Evaluation Process PEP module	All	Pass/Fail	Nov. 1 at 7:00 pm

***Note: Fall Reading Week is November 4-10 and there will be no placements that week.**

Expectations related to student patient loads

In this first clinical placement for the students, by the end of the course, it is expected that students will be able to competently manage full care of 1 -2 patients within their scope of practice. The clinical instructor, in collaboration with students, will be responsible for determining when students are ready to increase patient loads as evidenced by the student's skill level, and will consider the many variables that may impact student readiness. This may include considerations such as complexity and/or acuity of patients, as well as the nature of the unit on which students are working (ie rehabilitation versus general surgery). These patient loads are guidelines only, and as always, are at the discretion of the clinical instructor.

Expectations related to medication administration by students

Medication safety is of utmost importance in the professional practice setting. As such, it is expected that students will be able to demonstrate their knowledge, skill and judgment about the medications they are administering. In this first acute care placement, students will only administer medications to assigned patient(s) under the supervision of their clinical instructor. The student and the instructor will negotiate a time to ensure all students in the group have had the opportunity to administer medications before additional opportunities are offered. Medication administration is completed in accordance with agency policies.

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. No student is permitted access to any professional practice placement without

completing and submitting the necessary documentation to the clearance partner by the deadline determined by the program.

In addition to pre-placement requirements, students may also be required to submit documentation for mandatory site-specific requirements, as requested, to our professional practice partners.

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.

Plagiarism

Student work is expected to be original. 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).

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_20

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 smart phone, texting your clinical instructor in the practice setting).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (CIs) 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.

NOTE: It is strictly forbidden that any audio/video/photographic images be taken, and/or posted to any social media platform, in any professional practice setting, including lab and simulation, for any reason.

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/>

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 on OWL-Sakai at owl.uwo.ca