



**Professional Practice:**  
**Clients with Complex Health Challenges**  
**N4410a**  
**Fall 2017**

**Course Coordinators:**

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## **N4410 PROFESSIONAL PRACTICE: ACTING ON CRITICAL REFLECTION**

### **Calendar description**

This course will allow students to synthesize knowledge from multiple sources to engage with clients experiencing health/illness challenges.

### **Expanded description**

This professional practice experience will provide opportunities for learners to integrate and apply concepts learned throughout their program of study at an advanced level. Students are expected to analyze concepts and their use in nursing practice; practice settings will vary in degree of complexity. Students will be organized into small groups with a Clinical Instructor. As students care for clients they will have the opportunity to uncover and discover client and family strengths through use of their own presence, interpersonal skills of engagement and connection, and assessment tools (Gottlieb, 2013).

### **Course Goals**

1. Demonstrate synthesis of previously learned concepts and nursing practice competencies.
2. Enhance abilities in health assessment, oral and written communication, pattern recognition, critical thinking, clinical judgment, and self-direction.
3. Provide holistic, family-centered, strengths-based nursing care in complex health/illness situations
4. Incorporate Standards and Guidelines from the College of Nurses of Ontario in client care.
5. Integrate evidence-informed practice using Best Practice Guidelines (BPGs) developed by the Registered Nurses Association of Ontario (RNAO).
6. Demonstrate ability to work within an interprofessional collaborative team.
7. Enhance ability to prioritize and organize care for a caseload of clients
8. Reflect on one's practice and develop, implement and evaluate a learning plan to meet one's learning needs.
9. Enhance knowledge of safe client and student practices and apply it to the clinical experience.

### **Major Concepts in the course**

**Persons:** Clients, Diversity, Personal meaning, Ways of Knowing, Time/Transition, Context/culture, Growth & development, Wellness, Illness, Homeostasis

**Health & Healthcare:** Health, Health promotion/Disease prevention, Health and health care policy, Technology/informatics, Safety, Interprofessional collaborative practice, Healing, Health care system

**Nursing:** Client-centered care, Holistic care, Professionalism: accountability, self-regulation, Ethical practice, Assessment, Clinical judgment, Critical reflection, Teaching-learning, Advocacy, Health care system navigation, Evidence-informed practice, Health information literacy, Strengths-based nursing

**Environment:** Social determinants of health, physical determinants of health, adverse events

**Competencies for entry-level Registered Nurse practice (CNO, 2014) addressed in the course:**

1-100

**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. Interprofessional communication
2. Patient/Client/Family/Community-centred care
3. Role clarification
4. Team functioning
5. Collaborative leadership
6. Interprofessional conflict resolution

**How this course will contribute to your development as a professional nurse and interprofessional team member**

This course will provide students an opportunity to build on prior learning about the client's experience of health and healing. Theories, concepts and strengths-based nursing approaches will be applied in various health care settings. The companion theory courses will contribute to the knowledge base necessary to meet entry-to-practice competencies. This course will also

provide an opportunity for students to strengthen their understanding of the network of relationships and partnerships necessary for client centered care. Role clarity and an understanding of the responsibilities of all involved in the health care team will be advanced through the professional practice opportunities of this course.

### **How we will work together**

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

Faculty will provide guidance and feedback to students in the practice setting. In so doing, they will support students to develop the knowledge and skills necessary for professional nursing practice through critical inquiry, demonstrating professional practice where necessary, and facilitating discussions during praxis sessions and in both formal and informal feedback means. Students will be expected to develop their own leadership skills through the facilitation of collaborative, interprofessional practice.

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.

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

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 Undergraduate Programs Manual 2015-2016 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.

### **Identification/Professional Accountability**

You will be identified as Western-Fanshawe Collaborative or Compressed Time Frame 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, WFN4 (Western-Fanshawe Nursing Year 4) **or** CTF4 (Compressed Time Frame Level 4).

### **Textbooks and other resources**

College of Nurses of Ontario. (2014). *Competencies for entry-level Registered Nurse practice*. Toronto, ON: Author. Retrieved from [http://www.cno.org/Global/docs/reg/41037\\_EntryToPractic\\_final.pdf](http://www.cno.org/Global/docs/reg/41037_EntryToPractic_final.pdf)

College of Nurses of Ontario. (2009). *Professional standards* (Revised 2002). Toronto, ON: Author. Retrieved from [http://www.cno.org/Global/docs/prac/41006\\_ProfStds.pdf](http://www.cno.org/Global/docs/prac/41006_ProfStds.pdf)

Nursing Faculty. Online clinical skills lab learning modules. Available on Sakai at <http://owl.uwo.ca>

Registered Nurses Association of Ontario. (2008). *Nursing Best Practice Guidelines*. Retrieved from <http://rnao.ca/bpg/guidelines>

Recommended:

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

### **Weekly Schedule**

N4410 will operate between September 7th to December 1st, with professional practice occurring on Thursdays and Fridays. Thursday and Friday will be 12 hour days, and exact start/conclusion timing for the 12 hour shift will be dependent on the unit and Clinical Instructor. Praxis sessions will be coordinated and scheduled by each individual Clinical Instructor, an typically last an hour to an hour and a half.

## 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 N4410a. 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 to four* reflective practice reviews are required. **If the *first three* reviews are not written at a satisfactory level, a *fourth* written review will be required.** Students are encouraged to continue to systematically evaluate their practice on an ongoing basis, regardless of whether or not they are submitting written reviews. Similarly, as part of these RPR submissions, students are expected to incorporate a minimum of two scholarly references/publications per RPR to help evidence and support observations and analysis. *College of Nurses of Ontario documents and RNAO Best Practice Guidelines are superb 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. Students are encouraged to meet with the Course Coordinator if they are having any difficulty, or have questions about assignments or scholarly writing.

The purposes of this assignment are for you to:

- 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

### **Schedule and due dates:**

**RPRs are due 48 hours after completion of the shifts for weeks 2, 4 and 5.**

	Rotation 1	Rotation 2
RPR #1	September 24	October 1
RPR #2	October 29	November 5
RPR #3	November 12	November 19
RPR #4	As required by the clinical instructor	

### **Concept Map/Case Review (1 per student)**

#### **Due dates will be assigned by each Clinical Instructor.**

Students will facilitate a concept map/case review to the rest of her/his praxis group at a pre-assigned time slot during the semester. These presentations should be 10-15 minutes in length. The facilitating student will be expected to identify relevant issues for one of their assigned patients. Students are encouraged to discuss the suitability and relevancy of their concept map/case review with their Clinical Instructor *in advance* of their presentation. The delivery of the concept map/case review will resemble a patient case report between nurses, focusing on clinical interpretation, insights, and analysis regarding the patient's health and wellbeing. The generation of nursing intervention recommendations specific for the patient will also be sought. The rest of the students in the praxis group will be expected to provide thoughtful and informed feedback and suggest appropriate alternatives.

The purposes of this assignment are for you to:

- Identify and describe objective and subjective data and determine the most relevant and important health goals/interventions for the individual client
- Develop plans for appropriate interventions, using a strengths-based approach
- Communicate effectively and demonstrate your proficiency in the use of nursing approaches/interventions relevant in complex health situations

*Summary of Opportunities to Demonstrate Learning*

<b>OPPORTUNITIES TO DEMONSTRATE LEARNING</b>	<b>COURSE GOAL(S) ADDRESSED</b>	<b>VALUE</b>	<b>DUE DATE</b>
Reflective Practice Reviews Page 6,7	1-5, 8	Satisfactory/ Unsatisfactory	<b>RPR 1</b> – Due 48 hours <i>after</i> completion of the shift on week #2.  <b>RPR 2</b> – Due 48 hours <i>after</i> completion of the shift on week #4.  <b>RPR 3</b> – Due 48 hours <i>after</i> completion of the shift on week #5
Concept Map/Case Review Page 7	all	Satisfactory/ Unsatisfactory	Due date to be pre- assigned by Clinical Instructor
Professional Practice Collaborative Evaluation Page 6	all	Pass/Fail	Every week, 48 hours after Friday shift ends.

Students must achieve an evaluation of “satisfactory” in all aspects of their professional practice in order to pass the course.

### **Policies**

Students are required to read the BScN Programs Manual and be familiar with its contents. All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at [owl.uwo.ca](http://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.

Western site ONLY: Failure to submit the necessary documentation and 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, including praxis.

### **Scholarly Requirements**

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

### **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs 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 are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students cannot present their credited work as new scholarship. All papers must be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University and the College 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 Western University, Fanshawe College, and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)). For further information, please see the BScN Program Manual for the

policy on plagiarism. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

### **Assignments and Exams**

Please refer to the Undergraduate Programs Manual for information on penalties for late assignments or re-grading of assignments on the Undergraduate Programs site on OWL: [owl.uwo.ca](http://owl.uwo.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 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).

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.

### **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 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 [owl.uwo.ca](http://owl.uwo.ca).