

**UNIVERSITY OF LETHBRIDGE  
 FACULTY OF HEALTH SCIENCES**

**NURS 2255 –Children and Families Course Outline  
 SUMMER II/III, 2016**

**PRACTICE COURSES COORDINATOR**

Penni Wilson	Office:	M3011
	Telephone:	403.332.4031
	E-mail:	<a href="mailto:penni.wilson@uleth.ca">penni.wilson@uleth.ca</a>

**PRACTICE INSTRUCTORS**

Liz Cernigoy (Co-Course Lead – Theory/Practice)	Office:	TBD
	Cell:	403.393.5783
	E-mail:	<a href="mailto:liz.cernigoy@uleth.ca">liz.cernigoy@uleth.ca</a>

Gwen Vienneau (Co-Course Lead-Theory/Practice)	Office:	TBD
	Cell:	403.795.3492
	E-mail:	<a href="mailto:gwen.tanis@uleth.ca">gwen.tanis@uleth.ca</a>

Carrie Foster	Office:	TBD
	Cell:	403.382.8428
	E-mail:	<a href="mailto:comtca@uleth.ca">comtca@uleth.ca</a>

Jessica Davenport	Office:	TBD
	Cell:	403.915.7651
	Email:	<a href="mailto:Jessica.Davenport@albertahealthservices.ca">Jessica.Davenport@albertahealthservices.ca</a>

Jodie Nieboer	Office:	TBD
	Telephone:	403.329.2699 (MSG)
	Email:	<a href="mailto:jodie.nieboer@uleth.ca">jodie.nieboer@uleth.ca</a>

**SIMULATION HEALTH CENTRE INSTRUCTORS**

Sharon Dersch	Office:	M3112
	Telephone:	403.332.4092
	E-mail:	<a href="mailto:sharon.dersch@uleth.ca">sharon.dersch@uleth.ca</a>

Danielle Aitkens	Office:	M3015
	Telephone:	403.329.2278
	Email:	<a href="mailto:danielle.aitkens@uleth.ca">danielle.aitkens@uleth.ca</a>

Joanne Williams (Skills Lab Technician)	Office:	M2017
	Telephone:	403.332.4622
	Email:	<a href="mailto:joanne.williams2@uleth.ca">joanne.williams2@uleth.ca</a>

**COURSE DESCRIPTION**

This practice course introduces students to maternal and pediatric families in acute and care settings, and offers students the opportunity to provide nursing care for child-bearing and child-rearing families. Students will practice increasingly complex nursing skills and the provision of basic nursing care for child-bearing and child-rearing families. Students will work as part of interprofessional, intersectoral, and multicultural teams to promote healthy family choices and build upon family strengths and partnerships within the community.

*Pre-requisite:* Completion of NURS 2150 (NSG 2263 at Lethbridge College)

*Co-requisite:* NURS 2125 Children and Families Theory

## COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Practice according to the CARNA Practice Standards, CNA Code of Ethics and NESABN Programs Student Handbook.
2. Provide safe, holistic, nursing care for maternal/newborn/pediatric clients using a family-centered care approach, including:
  - Completion of thorough, accurate nursing assessments
  - Description of relationships among safe nursing care, the client, the environment, and health
  - Selection of appropriate nursing diagnoses and planning of interventions
  - Implementation of appropriate nursing interventions
  - Evaluation of nursing care using objective and subjective data
  - Provision of nursing care in accordance with agency policies and procedures
  - Documentation of care provided in a clear, concise manner, using appropriate terminology and writing skills, while applying legal guidelines
3. Provide nursing care that is characterized by compassion, empathy, and respect for the person and for the beliefs and values of others.
4. Demonstrate therapeutic communication skills with clients, family, staff, instructors and peers. Show development of responsible assertiveness, and demonstrate respect in interactions with others.
5. Apply knowledge from the humanities; biological, social, psychological and nursing sciences for the care of clients, including knowledge of the particular health challenges with maternal and pediatric families.
6. Compare established practices to current best practice by using information from a variety of sources including textbooks, scholarly nursing literature, and health care experts.
7. Apply the principles of teaching and learning to client education with regard to the promotion, restoration, and maintenance of health and prevention of illness for maternal and pediatric families.
8. Demonstrate reflective nursing practice through honest self-evaluation.

## PRACTICE DAYS

Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (12 hour shifts)

## PRACTICE ORIENTATION

**Attendance at the orientation sessions is mandatory (July 5 & 6; Location U of L Simulation Health Centre).**

## REQUIRED RESOURCES

*Texts/Journals:*

Chow, J., Ateah, C. A., Scott, S. D., Scott Ricci, S., Kyle, T. (2013). *Canadian maternity and pediatric nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

*Online:*

Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>

## RECOMMENDED RESOURCES

### *Texts/Journals:*

- Manual of laboratory and diagnostic tests
- Drug guide

## SYSTEM REQUIREMENTS

All practice courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they can check <http://moodleanswers.com/> to see if the answer to their problem is already posted online, or they can contact [crdc.support@uleth.ca](mailto:crdc.support@uleth.ca). If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403.329.2490.

## PRACTICE COURSES REQUIREMENTS

ITEM	DUE	HOW	TRACKED BY
AHS Confidentiality Module	Annual	Completed copy to M3083 or emailed	Wendy Herbers
AHS General Student Orientation	Annual	Completed copy to M3083 or emailed	Wendy Herbers
Anaphylaxis Module	Annual	Moodle 90% to pass	Wendy Herbers
Blood Administration Module	Annual	Moodle 90% to pass	Wendy Herbers
CPR-HCP	Annual	Photocopy to M3083 or e-mailed	Wendy Herbers
EMR	Annual	Self	Wendy Herbers
Influenza/H1N1 Vaccinations	Annual	Photocopy to M3083 or e-mailed	Wendy Herbers
It's Your Move	Annual	Moodle/Self	Wendy Herbers/SHC
IV Management Exam	Annual	Moodle 90% to pass	Wendy Herbers
IV Medication by Direct IV Administration	Annual	Moodle	Wendy Herbers
IV Pump	Annual	Moodle/Self	Wendy Herbers/SHC
Medication Calculation	Every semester	Moodle	Moodle/Practice Instructor
N-95 Mask Fitting	Bi-Annual	Self	Wendy Herbers
WHMIS	Annual	Moodle	Wendy Herbers

## PRACTICE ASSIGNMENTS AND EVALUATION

The practice experience, assignments and evaluation related to the practice course will be graded either "pass" or "fail". **All assignments are compulsory** and will be included in the NESA BN Program's practice evaluation tool; thus they will be considered when assigning a grade for the course. All written assignments must demonstrate scholarly writing.

**Failure to complete all assignments according to submission deadlines without appropriate consultation with your clinical instructor may result in a failing grade for this course.**

### 1. Learning Plan:

Students will be required to submit a **one** goal learning plan for each clinical rotation – **one** goal for maternal/child and **one** goal for pediatrics. Each goal will include three objectives and learning strategies for obtaining these goals related to nursing of children and families. It is expected that you will reflect on your learning plan weekly. Please refer to the current Student Handbook if required for more information on how to develop learning plans. The learning plan should be developed in consultation with the practice instructor.

**Due Dates:** Week 2 and Week 5

## 2. Reflective Exercises:

Students are required to submit **one** reflective assignment for Mat/Child and **one** reflective assignment for Pediatrics clinical experience. The following questions are suggestions to guide your reflection:

- How did I incorporate research and relevant literature into my practice?
- How has critical reflection on this experience informed and made a difference to my nursing practice? (This can be related to a specific incident or experience.)
- What possibilities for growth and understanding have been cultivated for the patient(s) by my nursing care or some other intervention I witnessed during my shift?
- To date, what was most/least valuable to my learning during this experience?
- How does my clinical instructor facilitate my learning? How could this improve?
- How is my progression towards meeting my learning objectives?

In addition, students are expected to support their reflections with evidence, such as nursing texts, scholarly journals or by relating their reflections to the indicators outlined in CARNA's Nursing Practice Standards.

**Due Dates:** Week 3 and Week 6

### On-Site Conference Participation:

Students will be required to participate in on-site clinical conferences. These conferences will be held as determined by individual instructors. Conferences allow students to discuss practice issues and topics that arise out of their experiences. To receive a passing grade students are expected to participate actively and consistently in the discussions.

**Due Date:** Ongoing

## GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see Academic Calendar under Student Discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2015/2016 Calendar, p. 73).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

As per NESA policy, the grades of late assignments can be reduced by 5% per day, unless extenuating circumstances have been discussed with the professor prior to the due date.

*Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.*

## EVALUATION

All practice courses are evaluated on a **pass/fail** basis. Evaluations will be conducted at mid-term and end of term. Students are expected to prepare a self-evaluation. The NESA BN Program's Practice Evaluation Tool (2010) will be used for the evaluation.

## GRADING

Pass/Fail

## LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of clinical on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER at least 48 hours in advance of the scheduled due date, at the instructor's discretion.

A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by five (5) percentage points per day late.

Assignments can be submitted in paper and/or electronic format, as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Refer to Part 4: Academic Regulations, Policies and Program Requirements in the current University of Lethbridge Calendar for further information.

## PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## ATTENDANCE POLICY

### Purpose:

Every day in nursing practice provides an opportunity to learn about human interactions, disease processes, health promotion or human response to health and illness. Nursing students are expected to be prepared for and able to perform the essential functions of the nursing role as assigned in the lab or nursing practice placements in order to graduate. Absence from required practice hours may impact a student's ability to meet course objectives/outcomes. In order to support optimal student learning and to meet professional program requirements, **attendance in all assigned practice days is required.**

Consistent with the Code of Ethics (Canadian Nurses Association, 2008), nursing students are expected to demonstrate accountability and integrity. Attendance in nursing course work is a matter of professional conduct.

The Nursing Practice Standards (College & Association of Registered Nurses of Alberta, 2005) also state that a nurse must ensure his/her "fitness to practice" (p. 5). Accordingly, the Student Placement Agreement (2011) with our clinical partners defines this concept for students (see below). There may be numerous conditions or changes in health status that can compromise your fitness to practice. Some examples may include: a newly diagnosed medical condition, or a pregnancy. When you become aware of such conditions or changes in health status, it is important for you to discuss the potential implications for your own health and safety or the health and safety of others with your clinical instructor, and with the Practice Coordinator.

### Definitions:

"*Nursing practice*" in this policy means all lab components, activities and scheduled hours/shifts assigned for the development of the competencies required for the professional practice of a bachelor's degree prepared registered nurse.

“Absence” means a student is unable to be physically present to engage in the scheduled/assigned nursing practice activities for a course.

“Fitness to Practice: Congruent with the CARNA Nursing Practice Standards related to fitness to practice for registered nurses “fitness to practice means the physical, mental and emotional capacity to practice safely in accordance with the placement” (SPA, 2012, p. 2).

#### Policy Statements:

1. Attendance at all scheduled components associated with nursing practice courses is required. Students who miss practice days are at increased risk for not successfully completing a nursing practice course.
2. Due to unforeseen circumstances, scheduled practice experiences may be changed or rescheduled (e.g., due to ward closure). Clinical faculty will notify students as soon as possible of any change in scheduled practice hours/shifts.
3. Winter driving in Alberta can be hazardous as a result of decreased visibility, poor road conditions and decreased vehicle performance. It is important to evaluate road conditions and consider not traveling if conditions are poor.
4. When an absence occurs (e.g., due to illness), it is the student's professional responsibility to notify the clinical instructor at least 30 minutes before their nursing practice is scheduled to begin.
5. A note from a health professional may be requested for an absence due to illness or injury, or any other condition that may affect the student's ability to successfully complete the program.
6. Travel, social, and recreational activities will not be accepted as valid or professionally justifiable reasons for absence from scheduled nursing practice.
7. It is each student's responsibility to plan any scheduled commitments outside of the “term dates” listed in the academic calendars of the Lethbridge College and the University of Lethbridge.
8. Cumulative practice hours will be tracked in relation to standards (e.g., employer standards for the minimum practice hours required for employment as an undergraduate nurse).
9. Absences due to bereavement will be addressed on an individual basis by the Practice Course Lead/Coordinator in consultation with the Chair/Associate Dean.
10. Requests for absences may be subject to review and approval by the Dean or designate.
11. A Practice Enhancement Plan may be initiated by an instructor/professor for any student with an absence from a nursing practice course. A Practice Enhancement Plan is designed to support student success in meeting practice course requirements and outcomes.

**Refer to the 2015/2016 BN Programs NESAs Student Handbook for further information.**

#### **LEAVE OF ABSENCE**

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing NCLEX exam.

#### **NESA STUDENT UNIFORM/DRESS POLICY**

##### Ethical Principles Underlying the NESAs Student Dress Policy:

It is the responsibility of the students to assure that they present themselves appropriately during clinical practica. Principles include:

- Do no harm – It is the responsibility of students to comply with the dress code in order to minimize risk of infection. For example, evidence suggests that gel nails present an increased risk of infection. Further, dark nail polish reduces visibility of the nail tip for adequate cleaning.
- Respect for persons – It is the responsibility of students to respect the dignity of persons. Student personal attire should not offend clients (e.g., no low cut, revealing clothing and covering extensive tattoos).
- Diversity – It is the responsibility of students to respect the diversity by gender, culture, age, sexual orientation etc. Student personal attire should not offend clients (e.g., no low cut, revealing clothing and covering extensive tattoos).

- **Autonomy** – It is the student’s responsibility to be appropriately attired for the setting of practicum placements. Student self-determination and self-expression must be balanced against the professional ethical principles of doing no harm, and respect for the dignity and diversity of all persons.

Principles for the Regulations of the Dress Code:

- Complies with Occupational Health and Safety standards
- Complies with the No Scent Policy
- Complies with the standards of the applicable health organization for all clinical practica
- Requirements for appropriate dress include:
  - **The NESAs name tag must be worn by all students**
  - **The colour of NESAs uniforms is storm blue**
  - **A clean white lab coat must be used to cover street clothing for all students entering health care facilities to prepare for practica (unless otherwise directed)**
  - **Hair pulled back from the face (as appropriate for clinical settings)**

## SUPERVISION OF STUDENTS IN CLINICAL PRACTICE

Nursing students in a NEPAB-approved nursing education program that leads to entry-to-practice as a registered nurse are not regulated by the College and Association of Registered Nurses of Alberta [CARNA], and are therefore considered unregulated workers under the Health Professions Act [HPA] (2000) (CARNA, 2005). As unregulated workers, baccalaureate nursing students are only able to perform restricted activities if a regulated member of the profession (i.e. a registered nurse) consents to and supervises them in the performance of the restricted activity (CARNA, 2005).

“Restricted activities are regulated health services which have been identified as involving a significant degree of risk to the public. They are also activities that demand specific competencies on the part of the person performing them” (Alberta Health & Wellness, 2000, p.12). Further details regarding restricted activities can be found in Schedule 7.1 of the Government Organization Act (GOA), and Appendix C of the CARNA document, “*Standards for Supervision of Nursing Students and Undergraduate Nursing Employees Providing Client Care*”.

“Supervision is defined as consultation and guidance by a regulated member of a regulated health profession in the practice setting. The nursing student...is responsible for requesting consultation or guidance from the regulated member when they need assistance. Supervision may be direct, indirect, or indirect remote:

- a) **Direct** supervision means a regulated member is present in the practice setting at the point of care. This means that the regulated member is providing supervision “at the side of” the nursing student...
- b) **Indirect** supervision means that the regulated member is available for guidance and consultation, but is not directly at the side of the nursing student... This means that the regulated member is readily available in the unit or in the same location where the care is being provided. In community health settings, being readily available in the same location where the care is being provided would mean that the regulated member is physically present in the clinic setting...
- c) **Indirect remote** supervision means that the regulated member is available for consultation and guidance but is not physically present in the location where the care is being provided but is able to be contacted through the use of technology...telephone, pager or other electronic means when the nursing student...needs verbal assistance or guidance in providing client care.” (CARNA, 2005, p.2).

NESA students may practice under all these levels of supervision during the delivery of clinical courses, as determined by their nursing instructor or registered nurse preceptor. The decision regarding the appropriate level of supervision will be made in consultation with the nursing student(s) and will take into consideration the student’s competencies and the activities in which the student will be engaged. Supervision in agency settings will generally be direct or indirect; however, community project clinical supervision will frequently be provided at the indirect remote level. When participating in a community project clinical experience, the clinical instructor will be available by cell phone at all times and will frequently, but not always be in attendance at the agency.

*Please note that students should not engage in any independent restricted activity that they are not competent and confident in performing regardless of the assigned level of supervision, and should request additional supervision from their instructor/preceptor if they feel they require it. Furthermore, students are expected to display professionalism and accountability at all times while in the clinical practice environment.*

## ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403.329.2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least \* **two weeks**\* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## REFERENCES

Alberta Health and Wellness, Health Workforce Planning. (2000). *Health Professions Act: An overview*. Edmonton, AB: Author.

College and Association of Registered Nurses of Alberta. (2005). *Standards for the supervision of nursing students and undergraduate nursing employees providing client care*. Edmonton, AB: Author.