

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
NURS 4530 – Medical/Surgical (Rural Acute Care) Practice
Course Outline – Spring 2011**

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Clinical Days:

Monday, Tuesday, Thursday, Friday

Required Texts:

Medical /Surgical text from 2nd year

Nursing Fundamentals text from 2nd year

Pharmacology reference of your choice

Strongly Recommended Texts:

Drug Calculation text

Laboratory Values text

Course Description:

This practice course offers students more independent and advanced nursing experience in increasingly complex learning situations. Students work collaboratively with individuals, families, and populations who have acute and chronic health challenges in community and institutional settings.

Course Objectives:

Upon completion of the acute rural clinical experience the student will have achieved the following:

1. Describe the organizational structure, health care services and roles and functions for the multidisciplinary team in the rural acute setting.
2. Describe health promotion, illness prevention, maintenance, and restoration and palliation strategies in the rural acute setting.
3. Prioritize and plan care based on initial and ongoing assessments of clients with health disruptions (including health history survey and identifying learning needs).
4. Implement and evaluate client focused interventions and outcomes which reflect appropriate nursing diagnosis, long and short term goals of nursing care, and nursing approaches to health disruptions taking into account cultural diversity, lifespan and family.
5. Communicate and collaborate effectively with clients, families and the multidisciplinary team in the rural acute setting to achieve collaborative goals related to the plan of care.
6. Make evidence based clinical decisions that promote client and family health and well being and take an active role in the teaching/learning process by facilitating the scholarly exchange of ideas with other health care professionals.
7. Practice according to the CARNA Practice Standards, CNA Code of Ethics and BN Programs NESAs Student Handbook.

Assignments, Schedules, and Evaluations:

All assignments are compulsory and will be included in the NESAs BN Program's practice evaluation tool; thus they will be considered when assigning a grade for the course. **Failure to complete all assignments according to submission deadlines without appropriate consultation with your clinical instructor may result in a failing grade in this course.**

Practice-Related Assignments:

Assignment #1: Rural Acute Orientation (Skills Lab AND Practice Site)

Students will be expected to come prepared for a mandatory rural acute orientation at the University of Lethbridge Simulation Health Center and the assigned practice site. The orientation for the Simulation Health Center and practice site are provided below. Please bring your uniform, stethoscope, and health assessment text.

SIMULATION HEALTH CENTER (SKILLS LAB)

Ryan's, Karen's and Kathy's Groups ([Pincher Creek] XA, [CNP] XE, [Taber] XC respectively):
Monday, Jan 10th (0830 – 1600 hrs.): U of L Simulation Health Center (M2020)

Heidi's, Isabel's, and Gerri's Groups ([Cardston] X, [Raymond] XD, [Claresholm] XB respectively):
Tuesday, Jan 11th (0830 – 1600 hrs.): U of L Simulation Health Center (M2020)

Ryan's, Kathy's, and Karen's Groups ([Pincher Creek] XK, [4B/3B] XG, [5B/4A] XH respectively):
Thursday, Jan 13th (0830 – 1600 hrs.): U of L Simulation Health Center of L Skills Lab (M2020)

Isabel's, Jason's, and Maralon's Groups ([3C/4B] XF, [4A/4C] XJ, [4C/3C] XI respectively):
Friday, Jan 14th (0830 – 1600 hrs.): U of L Simulation Health Center (M2020)

PRACTICE SITE

Heidi's, Ryan's, Karen's, Kathy's, Isabels, and Gerri's Groups
([Cardston] X, [PC] XA, [CNP] XE, [Taber] XC, [Raymond] XD, [Claresholm] XB respectively):
Monday, Jan 17th Practice Site

Ryan's, Isabel's, Jason's, Kathy's, Maralon's, and Karen's Groups
([PC] XK, [3C/4B] XF, [4A/4C] XJ, [4B/3B] XG, [4C/3C] XI, [5B/4A] XH respectively):
Thursday, Jan 20th Practice Site

Assignment #2: SPHERE Lab Experience

Students will be expected to come prepared for two mandatory simulation lab experiences at University of Lethbridge Simulation Health Center (M2020). Please bring your uniform, stethoscope, and health assessment text. It is expected that you review your scenario and complete the assigned case study questions prior to the experience.

Dates: Per Practice Schedule.

Assignment #3: Learning Plan

Students will develop an individualized learning plan relevant to the acute rural setting and the students' identified learning needs. The learning plan must contain goals and objectives that address knowledge, skills, and attitudes/values. A minimum of three goals addressing the three above mentioned objectives is expected. Please refer to the NESAs BN Program's Student Handbook for examples.

The learning plan should be developed in consultation with the practice instructor.

The learning plan will be submitted to the clinical instructor in a format as requested by the instructor. Based on feedback from your clinical instructor, you may be required to amend and re-submit your learning plan. The students will meet individually with the instructor prior to the midterm evaluation and final evaluations to review the learning plan.

It is expected that one or more of the learning plan goals/objectives should be achieved prior to the midterm evaluation. The remainder of the learning plan goals/objectives **must** be achieved prior to the final evaluation.

Due date: To be submitted by the start of the first clinical practice shift in week **2** of the practicum.

Assignment #4: In-conference participation

Students will be required to participate in on-site clinical conferences. These conferences will be held every clinical day for approximately one hour. The conferences will allow students to discuss clinical issues and topics that arise out of their clinical experiences, and students will be expected to participate actively in the discussions to receive a passing grade. Conference participation will provide students with the opportunity to reflect on their nursing practice.

Due Date: Ongoing

Assignment # 5: Reflective Journals

Students are required to do **a minimum** of six reflective journals (per instructor discernment) throughout the clinical experience. The following questions are suggestions to guide your reflection:

- To date, what was most/least valuable to my learning during this experience?
- What about this experience can be improved and how can it be improved?
- How does my clinical instructor facilitate my learning? How could this improve?
- How would I describe this rural acute clinical experience to my peers?
- How is my progression towards meeting my learning objectives?

In addition, students are expected to support nursing practice perspectives in three of their reflective journals with “evidence” such as nursing texts and/or professional journal references.

Due Date: As determined by clinical instructor

Assignment # 6: Midterm and Final Self-Evaluations

Students are required to do a *continuous self-evaluation* using the NESa BN Program’s practice evaluation tool. You are expected to lead the evaluation discussion between you and the clinical instructor at midterm and final. We encourage students to discuss their progress regularly with the clinical instructor. This process will encourage open communication between the student and the instructor and timely intervention if needed.

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 2010/2011 Calendar, p. 76).

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 Faculty of Health Sciences 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.

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.

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 in advance of the scheduled due date.

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. All papers will be initially graded according to the assignment's original marking guideline, then the mark will be reduced by 5 percentage points per day.

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 University of Lethbridge calendar for further information.

Attendance

Clinical Practicum

Every day in practicum (lab and practice hours) provides an opportunity to learn about human interactions, disease processes, health promotion or human response to health and illness. In order to take advantage of such learning opportunities and meet professional program requirements, attendance in all assigned practicum days is **mandatory**.

Absence from required practicum hours that impacts a student's ability to meet course objectives or demonstrates violation of the professional principles of accountability and integrity may result in subsequent failure of the course. It is also the students' professional responsibility to not attend practicum when they are unfit for practice. In this case, the students must notify their clinical instructor at least half an hour before their practicum begins. If a professionally justifiable absence occurs such that it interferes with the student's progression through the course and/or program, the student needs to meet with the Dean to seek permission for make-up time to be scheduled. Students are cautioned that even under extenuating circumstances, additional clinical practice time is not always available. If permission is granted to complete make-up time, the Dean has the discretion to require the student to pay for such make-up time.

Refer to the 2010/2011 BN Programs NESAs Student Handbook for further information.

Tutorial/Theory Classes

Attendance at all nursing theory/tutorial classes is required for successful completion of the course. When persistent unexcused absences impact the student's ability to attain the learning objectives of a course, or inappropriately impact the collaborative learning experience of the student or their colleagues within a tutorial group, an instructor may assign a failing grade (F) for the course.

Student Athletics Participation and Nursing Student Attendance at Professional Conferences

The NESAs program acknowledges that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team that anticipate absence from theory or clinical practice time related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required clinical hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.

Official student delegates for professional nursing associations including the Canadian Nursing Students Association (CNSA) may be granted permission to attend official conferences/meetings during course time as long as participation in these activities will not adversely interfere with their achievement of course objectives. Student delegates should discuss the potential absence with faculty at their earliest convenience to determine if permission to attend these events can be granted. Permission to attend conferences will not be granted for any student that is not demonstrating an appropriate level of clinical practice or who has a Clinical Enhancement Plan in effect.

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 CRNE exams.

NESA Student Uniform / Dress Policy

Ethical Principles Underlying the NESA 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:
 - o The NESA name tag must be worn by all students.
 - o The colour of NESA uniforms is storm blue
 - o 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).
 - o Hair pulled back from the face (as appropriate for clinical settings)

Supervision of Nursing 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.*

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.

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 Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource 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.

Evaluation

This course is 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