



Collaborative BScN Program

Course Outline

NURS 4026-FA001

Clinical Practicum – Advanced Nursing Practice

Fall 2009

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Office Hours: by appointment

Prerequisites: All 3rd year courses with 60 % minimum in NURS, MATH 1257, SOC 3186

Co-requisites: NURS 4036E, NURS 4016E, NURS 4007E

Hours: Fourteen hours

Credits: 3

Description:

This nursing practice course provides students with the opportunity to apply their knowledge and skills related to research and informatics in clinical settings.

Goals of the Course:

To provide students opportunities to learn and practice complex nursing skills in the acute complex care setting.

Students will become familiar with the unique requirements for nursing care of clients experiencing complex health challenges throughout the spectrum of the health/illness. Students will continue to develop nursing practice in the acute care setting, as well as experience speciality areas to gain a beginning understanding of the role and knowledge requirements for practice in these specialized areas. Students will utilize the simulation lab to enhance practical nursing skills as well as advanced concepts as they relate to patient care. The use of Human Patient Simulators will enhance the development of critical thinking skills required in complex health settings.

This course incorporates all 3 domains of the Nipissing University / Canadore College Collaborative BScN Program Learning Conceptual Framework. The student is immersed in the Context of the Learning Moment (person, health, environment and leadership), and uses each of the Processes (caring, critical thinking, communication and change) to inform their practice, in the perspective (or view) of their practice (health promotion, health protection, health maintenance and health restoration). The student who is in their final year of undergraduate education is expected to incorporate all dimensions of each domain, in response to the client's individual and unique needs.

Course Learning Outcomes:

* Client refers to: individuals, families, groups, communities, and populations

1. Applies the concept of caring to professional practice within legislative and ethical parameters.
2. Develops and sustains therapeutic relationships and/or partnerships with clients.
3. Co-creates the health and well being of complex clients.
4. Uses the nursing process to safely and competently facilitate clients in achieving their health goals through the perspectives of health promotion, health protection, health restoration, and health maintenance.
5. Communicates effectively and participates actively in the health care team.
6. Uses critical thinking skills to apply relevant principles and theories in nursing practice.

7. Uses evidence-based practice by applying and assisting others to apply appropriate research results.
8. Purposefully engages in the process of change to support the application of nursing leadership.

The College of Nurses of Ontario (2008) have defined core competencies for entry-level registered nurses. These competencies provide a practice structure for the nursing student in their final year to use as a benchmark for assessing their own performance throughout the final year in preparation for the practice role they will undertake as a new graduate. The competencies which illustrate the expectation regarding the new graduate nurse in the context of a final year in a nursing program are listed below and serve to help the student identify what the practice expectations are, and what they will need to demonstrate beginning competency.

1. **Professional Responsibility and Accountability:** Demonstrates professional conduct; practices in accordance with legislation and the standards as determined by the regulatory body and the practice setting; and demonstrates that the primary duty is to the client to ensure consistently safe, competent, ethical nursing care.
2. **Specialized Body of Knowledge:** Draws on nursing knowledge and ways of knowing, along with knowledge from the sciences, humanities, research, ethics, spirituality, relational practice and critical inquiry.
3. **Competent Application of Knowledge:** Demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas and, while the presentation of these competency statements appears linear in nature, the actuality of providing nursing care reflects a critical inquiry process and an iterative process.
4. **Ethical Practice:** Demonstrates competence in professional judgments and practice decisions by applying the principles implied in the code of ethics or ethical framework for registered nurses and by utilizing knowledge from many sources. Engages in critical inquiry to inform clinical decision making, which includes both a systematic and analytic process along with a reflective and critical process. Establishes therapeutic, caring, and culturally safe relationships with clients and health care team members based on appropriate relational boundaries and respect.
5. **Service to the Public:** Demonstrates an understanding of the concept of public protection and the duty to practice nursing in collaboration with clients and other members of the health care team to provide and improve health care services in the best interests of the public.
6. **Self-Regulation:** Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.

Reference:

College of Nurses of Ontario. (2008). *National competencies in the context of entry-level registered nurse practice*. Toronto: Author.

Course Format:

Includes clinical practice, integrated specialty experience, and simulation with discussion/seminar groups as determined by the course professor.

Course Expectations:

- Students are self-directed learners, who will seek guidance when needed, prepare for class / clinical by completing all required readings, and participate in clinical experience and all discussions (pre or post conference).
- Students will submit all the required assignment(s) before or on the specified date(s) by 15:30 hours. **Late submission without the professor's consent will result in an unsatisfactory grade. There may be one attempt at resubmission with the approval of the professor for extenuating circumstances.**
- There are no supplemental assignments, tests, or exams in this course.
- Anyone demonstrating dishonesty, cheating or plagiarism in relation to any aspect of this course will receive a 'U' grade.
- Students of the Nipissing/Canadore Collaborative Nursing Program are required to demonstrate behaviours consistent with the Professional Standards and the Ethical Framework for Registered Nurses of the College of Nurses of Ontario. Failure of any student to conform to the principles of these documents may result in dismissal from the collaborative nursing program.
- Students must obtain a mark of Satisfactory in order to receive graduation credit for the course.

Appeals:

The appeal procedure for students is outlined in the Nipissing University calendar.

Required and Recommended Texts:

All previously required and recommended texts in year 1 through year 3 of the BScN Nursing Program

All required texts being used in NURS 4006, 4016, and 4036

Course Grading Methodology:

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| 1. | Evaluation in Acute Clinical Practice
(includes all required weekly assignments –
see Guidelines for Assignments) | S / U* |
| 2. | Preparation and participation in simulated learning experiences
(includes assignments related to simulation – | S / U* |

see Guidelines for Assignments)

*S = satisfactory performance

U = unsatisfactory performance

See **Guidelines for Clinical Assignment** package for specifics on all assignments, clinical rotations, and evaluation forms. This package will be posted separately on the faculty website.

PLEASE NOTE: Satisfactory performance of nursing skills in the BOTH the clinical situation and simulation lab are required in order to pass the course. Students must successfully complete the written components of the clinical and simulation components as well as the clinical and simulation performance in order to be successful in passing the course.