

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES  
NURS 4520 – NURSING PRACTICE VI  
Course Outline – Fall 2017**

**PRACTICE COURSES COORDINATOR**

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## SIMULATION HEALTH CENTRE INSTRUCTORS

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## COURSE DESCRIPTION

In this course students advocate and assume responsibility for the holistic care of individuals, families, and populations with acute and chronic health challenges in community and institutional settings.

This community health clinical practicum builds upon partnerships with community agencies to create collaborative opportunities for student learning. This course promotes student understanding and application of community health concepts such as health promotion, building community capacity, and developing health policy at the community level. Students will work as part of interprofessional, intersectoral and multicultural teams to promote healthy communities.

*Contact hours per week:* 16 hours per week

*Pre-requisite:* Completion of all Year Two requirements in the B.N. program

*Co-requisites:* NURS 3020

## COURSE OUTCOMES

Upon successful completion of the course, the student will:

1. Apply concepts that relate to health promotion, maintenance, and restoration; palliation; or illness prevention, in relation to the identified population;
2. Integrate relevant evidence and theory to ensure a best-practice, evidence-based approach;
3. Develop collaborative relationships to build individual and community capacity by facilitating action using community development principles;
4. Demonstrate principles of a caring and empowering relationship and facilitate networking with community partners;
5. Utilize principles of primary health care and population health to identify the populations' needs and advocate for services that will enhance health;
6. Demonstrate the ability to practice according to CARNA Standards of Practice, CNA Code of Ethics and the Community Health Nursing Standards of Practice; and, reflect on own practice to ensure actions are professional, responsible and accountable to regulatory standards;
7. Demonstrate leadership, effective group process skills, appropriate verbal and non-verbal communication and effective conflict resolution skills.

## PRACTICE DAYS

Monday & Tuesday or Thursday & Friday

Note: Students in internship/practicum/practice courses in the Faculty of Health Sciences may be required to complete hours outside of the regularly scheduled semester.

## PRACTICE ORIENTATION

Students will receive four days of practice orientation during the first two weeks of the clinical experience. Additional information will be provided by practice instructors.

## REQUIRED RESOURCES

- Stanhope, M., & Lancaster, J. (2017). *Community Health Nursing in Canada* (3<sup>rd</sup> Canadian Ed.). Toronto, ON: Elsevier Canada.
- Community Health Nurses of Canada (2011). *Canadian community health nursing: Professional practice model and standards of practice* (rev March 2011). Toronto, ON: Author.

### OR Online:

- Community Health Nurses of Canada (2011). *Canadian community health nursing: Professional practice model and standards of practice* (rev March 2011). Toronto, ON: Author.  
Available online (read only version): <https://www.chnc.ca/en/standards-of-practice>
- Online Learning Modules and Discussion Forums on Moodle. <https://moodle.uleth.ca/>

## 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 may call the Teaching Centre at: 403.382.7146. 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 e-mailed	Wendy Herbers
AHS General Student Orientation	Annual	Completed copy to M3083 or e-mailed	Wendy Herbers
Anaphylaxis Module	Annual	Moodle 90% to pass	Wendy Herbers
CPR-HCP	Annual	Photocopy to M3083 or e-mailed	Wendy Herbers
Influenza Vaccinations	Annual	Photocopy to M3083 or e-mailed	Wendy Herbers
It's Your Move	Annual	Moodle / Self	Wendy Herbers/SHC
IV Pump	Annual	Self/SHC	Simulation Health Centre
Medication Calculation	Every semester	Moodle	Practice Instructor
N-95 Mask Fitting	B-Annual	Self	Wendy Herbers

## PRACTICE ASSIGNMENTS AND EVALUATION

The practice experience, assignments and evaluation related to the practice course will be graded either a "pass" or "fail". All assignments are compulsory and will be evaluated according to the NESAs 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 and the General Guidelines for Assignments apply to all written assignments.

### 1) Weekly Summary

Students must complete a **weekly summary**. The format of the weekly summary will depend on the clinical experience/practice instructor. The practice instructor will provide additional guidelines and expectations during practice orientation.

If the quality or level of detail of the summary is found to be lacking, the instructor may return it to the student/student group for amendment. If students are instructed to complete a verbal weekly summary, this will occur during the Weekly Clinical Conference. Students who are instructed to complete a written weekly summary may also discuss aspects of the summary during the Weekly Clinical Conference.

The general components of the Weekly Summary include:

1. Activities completed this week
2. Goals for next week's activities
3. Plan for next week
4. Key future dates
5. Timeline
6. Module/topic (Moodle) or chapter (Stanhope & Lancaster) incorporated into practice experience
7. Community health concepts/standards of practice seen in action this week
8. Reflection on week's activities
9. Reflection on teamwork

Due Date: **Weekly**

## 2) Learning Plan

Students must develop an individualized learning plan relevant to the community practice setting and the students' identified learning needs. The NESAs learning plan template is to be used for this assignment and can be found on Moodle. Please refer to the current Student Handbook if requiring more information on how to develop learning plans. The learning plan will include a minimum of **one broad goal** that is supported by **at least three learning objectives** that address *knowledge, skill and attitude* learning needs. The goal should demonstrate depth of learning with measurable learning objectives and clearly described learning resources and activities.

### Submission

- A draft of this learning plan is due to the practice instructor no later than **midterm** of the practice experience, or as negotiated with the practice instructor.
- The revised learning plan will be submitted to the practice instructor **within one week** of the first draft submission, or as negotiated with the practice instructor.
- **Students may be required to amend and re-submit** their Learning Plan until it meets the expectations of the practice instructor.
- The Learning Plan will be used as a framework for discussion at both the mid-term and final evaluation meetings.
- Revisions to the learning plan may be made at the mid-term as agreed upon by the student and the practice instructor.

Due Dates: **Prior to Midterm Evaluation**

## 3) Reflective Learning Journal

Students are required to submit a total of **two (2) learning journals** to their Practice Instructor. These reflections will allow the student the opportunity to examine and demonstrate their ability to make connections between their values, opinions, beliefs, current research, theoretical knowledge, and practice experiences. Reflections will also facilitate communication and feedback between instructor and student, enhancing student learning through on-going dialogue. The practice instructor will provide feedback on the reflective journal as a means to further stimulate critical inquiry and development. A detailed list of activities or accomplishments is a component of the weekly summary thus is NOT required and will not be accepted as a reflective journal submission.

In the **first reflective journal**, students will reflect on at least one experience they have encountered in the practice setting and provide a critical analysis and evaluation of his or her professional development. This reflective journal should demonstrate integration and application of theory or concepts related to the practice experience.

Due Date: Week 5

The **second reflective journal** of the practice experience must be a **summative journal**, in which the student will reflect on his or her community health practice experience over the course of the full semester. Students may reflect on what they enjoyed or found challenging about their community health experience. In addition, the summative journal should include how the knowledge and skills learned in this community health experience can be applied to other nursing practice areas that the student may work in, as well as, how this experience and subsequent learning has provided them the opportunity for their own professional development as a registered nurse.

Due Date: Week 11Submission

- Critical reflections may be written in first-person and must include at least one scholarly resource as a reference (not a CARNA Standard or the CNA Code of Ethics).
- Reflective journals must be type-written, and submitted to the practice instructor electronically or as a paper copy, depending on the preference of your practice instructor.
- Reflective journals must be formatted in APA style, and scholarly resources must be referenced in accordance with the most recent APA requirements.
- Reflective journals must be **comprehensive**, to a maximum of three (3) pages, double-spaced, using size 12 font.
- **Students may be required to amend and re-submit** their Reflective Journal until it meets the expectations of the practice instructor.
- The revised reflective journals will be submitted to the practice instructor *within one week* of the first submission, or as negotiated with the practice instructor.

4) Midterm and Final Self-Evaluation

Students are required to do continuous self-evaluation using the NESAs BN Program's Practice Evaluation Tool. Students are encouraged to document progress on a weekly basis and expected to lead the evaluation process with the practice instructor for the midterm and final evaluation meetings. Students are encouraged to discuss their progress regularly with their instructor to receive timely, valuable feedback. This process will facilitate open communication between the student and the practice instructor. Students must bring their completed self-evaluation, using the NESAs BN Program's Practice Evaluation Tool, to both the midterm and final evaluation meetings. *Students must receive a satisfactory evaluation to pass this course and continue in the program.*

Due Date: Midterm and End of Term**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 2017/2018 Calendar, p. 69).

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.*

## 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 Programs' Practice Evaluation Tool will be used for the evaluation.

## GRADING

Pass / Fail

## LATE 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 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.

## 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 2017/2018 NES A BN Programs 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 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:
  - **The NESA name tag must be worn by all students**
  - **The colour of NESA 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 health clinical supervision will frequently be provided at the indirect remote level. When participating in a community health 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 at 403.329.2766, <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. 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.