



**TRENT/FLEMING SCHOOL OF NURSING  
TRENT UNIVERSITY**

**NURS 2021H: Family Focused Practice**

**Winter 2016**  
Peterborough

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**Course Description:**

Group practice in a setting focused on families dealing with health transitions. Settings may include, for example, long term care, mental health, public health or maternal/child. Supported by Learning Centre activities relevant to family-focused practice including breast feeding support, sexual health counselling and assessment (cultural, prenatal, postnatal, neonatal).

**Course Pre-requisites:**

A minimum of 60% in all required NURS 1000-level courses and BIOL-CHEM 1550H.

**Course Co-requisites:**

NURS 2001H Excludes: NURS303H

**Required Texts:**

Halter, M. J. (2014). *Varcarolis's Canadian psychiatric mental health nursing, Canadian edition* (1<sup>st</sup> ed.). Toronto, ON: Saunders-Elsevier. (E-book or hard copy available)

HESI Case Studies and Practice Test Access Code. Elsevier. (Purchase course code at bookstore). ISBN 9781455727391

**Recommended Texts and Reading Materials:**

Doane, G. H., & Varcoe, C. (2015). *How to Nurse: Relational Inquiry with Individuals and Families in Shifting Contexts*. Baltimore, MD: LLW.

College of Nurses of Ontario. (2006). *Practice guideline: Therapeutic Nurse-client relationship*. Retrieved from [www.cno.org/Global/docs/prac/41033\\_Therapeutic.pdf](http://www.cno.org/Global/docs/prac/41033_Therapeutic.pdf)

Potter, P.A., Perry, A.G., Ross-Kerr, J.C., Wood, M.J., Astle, B., & Duggleby, W. (Eds.). (2013). *Canadian fundamentals of nursing* (5<sup>th</sup> ed.). Toronto, ON: Elsevier.

Jarvis, C. (2014). *Physical examination & health assessment* (2nd Canadian Ed.). Toronto, ON: Elsevier.

Ogden, S. J., & Fluharty, L. K. (2012). *Calculations of drug dosages: A work text* (9<sup>th</sup> ed.). St. Louis, MO: Mosby-Elsevier.

Registered Nurses Association of Ontario. (2006). *Nursing best practice guideline: Supporting and strengthening families through expected and unexpected life events*. Retrieved from [http://rnao.ca/sites/rnao-ca/files/Supporting\\_and\\_Strengthening\\_Families\\_Through\\_Expected\\_and\\_Unexpected\\_Life\\_Events.pdf](http://rnao.ca/sites/rnao-ca/files/Supporting_and_Strengthening_Families_Through_Expected_and_Unexpected_Life_Events.pdf)

Registered Nurses Association of Ontario. (2005). *Nursing best practice guideline: Woman abuse - Screening, identification and initial response*. Retrieved from <http://rnao.ca/bpg/guidelines/woman-abuse-screening-identification-and-initial-response>

Registered Nurses Association of Ontario. (nd.) *Mental health & addictions initiative*. Retrieved from <http://rnao.ca/bpg/initiatives/mhai#>

**Course Format:**

Type	Days and Time	Clinical Hours allocated	Location
Clinical Practice	Varied according to placements	96 hours + orientation hours	As assigned to each group <u>Orientation:</u> Jan. 8 <sup>th</sup> , 1:00-3:00pm FPHL 117

Clinical Learning Center	Tuesdays as assigned	24 hours	C239 & C240
HESI case studies	As assigned		Online
Enhanced Learning Activities	3 day-long programs: <ul style="list-style-type: none"> <li>• Mental Health Education Day</li> <li>• Non-Violent Crisis Intervention (2 days)</li> </ul> Online activities (2 hrs): <ul style="list-style-type: none"> <li>• Mental Health Guest Lectures via Panopto</li> </ul>	26 hours	<u>Mental Health Day:</u> Jan. 16 <sup>th</sup> , 9:00am-3:00pm FPHL 117  <u>NVCI:</u> (as assigned) Jan. 14/15 <sup>th</sup> OR Mar. 31/Apr. 1 <sup>st</sup> St. Joe's at Fleming, IHA Rm.

### Course Objectives:

Upon completion of this course, the students will:

1. Recognize and begin to navigate the complexities of family nursing.
2. Integrate knowledge from previous courses to support diverse populations.
3. Critically appraise relational inquiry processes and begin to develop meaningful relationships with health care providers and family members.
4. Collaboratively formulate a plan of care based on knowledge of family nursing, related theories and scholarly literature.
5. Develop, implement and evaluate the effectiveness of health-promoting, evidence-based practice, reflecting principles of family nursing as relational practice.
6. Demonstrate increasing competence and confidence in the application of psychomotor skills in practice settings.
7. Demonstrate accountability and professionalism that is consistent with a nurse entering a self-regulating profession.
8. Select appropriate community support services for families needing referral to enhance coping with diverse transitional experiences.

### Course Evaluation:

Normally **at least 25%** of the grade in an undergraduate half-credit course offered in the Fall/Winter academic session must be determined and made available by the final date for withdrawal. **Final date to withdraw from the course is March 3<sup>rd</sup>, 2016.**

**Medication Calculation Quiz:** In preparation for safe medication administration, each student will write a medication dosage calculation quiz in the first week of the academic term (during the course orientation). The quiz will be written individually and the student must attain a score of 100%. A simple calculator is permitted, with add, subtract, multiply and divide functions ONLY. No cell phones will be allowed. Students are expected to bring their own calculator, or have the option of not using one if desired. If the student does not achieve this grade of 100%,

the course instructor will evaluate the results and assign review material. Students will not be allowed to begin their clinical placement until they have successfully completed a second quiz. This second quiz will be written within 7 days of the initial quiz, at a time convenient for the course instructor and pending space availability. *The student must achieve a score of 100%, with or without the use a simple calculator, in order to continue in the clinical course.*

<b>Item</b>	<b>Weighting</b>	<b>Description</b>	<b>Date</b>
<b>Orientation and Medication Calculation Quiz</b>	<b>Sat/Unsat</b>	Attendance at clinical orientation is mandatory, and 100% on the medication calculation quiz is required to enter clinical practice	Jan. 8 <sup>th</sup> , 1:00-3:00pm
<b>Clinical Learning Centre Activities</b>	<b>Sat/Unsat</b>	Mandatory Clinical Learning Center activities, including prep, as assigned in lab guide	Weekly for 12 weeks
<b>Clinical Attendance</b>	<b>Sat/Unsat</b>	Attendance at all clinical sessions is mandatory 12 hour shifts x 8 = 96	Attendance per schedule
<b>Enhanced Learning Activities</b>	<b>Sat/Unsat</b>	Attendance at all Enhanced Learning Activities is mandatory	Attendance per schedule
<b>Reflections (LEARNs)</b>	<b>Sat/Unsat</b>	LEARNs will be submitted electronically to clinical faculty. Reflections are a vital part of the clinical evaluation and portfolio as evidence of learning.	<u>LEARN #1</u> Mon., Feb. 1 <sup>st</sup> , 11:59pm  <u>LEARN #2</u> Mon., Mar. 7 <sup>th</sup> , 11:59pm
<b>Midterm Evaluation</b>	<b>Sat/Unsat</b>	Using course objectives and indicators, evaluate your progress using the template posted on Blackboard. Meet with clinical instructor to discuss their feedback.	Mon., Feb. 8 <sup>th</sup> , 11:59pm
<b>HESI Case Studies</b>	<b>75% or higher on each of 4 case studies</b>	Submission of assigned HESI Case Studies. <i>These are independent exercises.</i>	HESI #1: Jan. 18 <sup>th</sup> , 11:59pm HESI #2: Feb. 1 <sup>st</sup> , 11:59pm HESI #3: Feb. 29 <sup>th</sup> , 11:59pm HESI #4: Mar. 21 <sup>st</sup> , 11:59pm
<b>Final Evaluation</b>	<b>Sat/Unsat</b>	Using course objectives and indicators, evaluate your progress using the template posted on Blackboard. Meet with clinical instructor to discuss their feedback. Sign hardcopy for School of Nursing Records.	Mon., March 14 <sup>th</sup> , 11:59pm
<b>Portfolio</b>	<b>Sat/Unsat</b>	Add clinical evaluation, reflections and any related artefacts to portfolio to enhance professional growth. The portfolio should include the continued growth in knowledge, skills and abilities developed during this and your theory course. A statement of future goals is essential.	Bring or upload for final meeting with clinical instructor.

**Clinical groups/schedules and groups for NVCI will be posted on Blackboard.**

**\*\*Please note:** there is a compulsory \$20.00 fee that is due prior to the commencement of your NVCI educational sessions. Please pay this fee in the front nursing office *no later than one day before* your assigned session.\*\*

**Week-by-Week Schedule:**

<b>Week</b>	<b>Clinical and Course Assignments</b>	<b>Lab Topics: Pre-work to be completed prior to labs</b>
1 Week of Jan. 6	Orientation & Medication Calculation Quiz: Jan. 8 <sup>th</sup> , 1:00-3:00pm, FPHL 117	
2 Week of Jan. 11	Mental Health Day: Saturday, Jan. 16 <sup>th</sup> , 9:00am-3:00pm  NVCI (some groups only – see schedule)	OSCE - Physical Assessment
3 Week of Jan. 18	Placements begin: Jan. 21 <sup>st</sup>  HESI Case Study #1 – Pediatrics: Cleft Lip/Palate	Newborn Assessment
4 Week of Jan. 25		Postpartum Assessment/Breastfeeding
5 Week of Feb. 1	HESI Case Study #2 – Mental Health: Depression  LEARN #1 due (Mon., Feb. 1)	Issues of Childbirth
6 Week of Feb. 8	Midterm self-evaluations due (Mon., Feb. 8)	Oral Medications
<b>Reading Week</b>		
7 Week of Feb. 22	Mental Health Video Guest Lecture on Substance Use	Parenteral Medications
8 Week of Feb. 29	HESI Case Study #3 – Mental Health: Psychosis  <i>*March 3<sup>rd</sup> - Last day to drop course without academic penalty*</i>	Mental Health Simulation – Substance Use
9 Week of Mar. 7	Mental Health Video Guest Lecture on Psychosis  LEARN #2 due (Mon., Mar. 7)	IV Management
10 Week of Mar. 14	Final evaluations due (Mon., Mar. 14)  Final week of placements	Mental Health Simulation – Schizophrenia
11 Week of Mar. 21	HESI Case Study #4 – Obstetrics: Postpartum	Wound Care and Urinary Catheters

12 Week of Mar. 28	NVCI (some groups only - see schedule)	Sexual Health
13 Week of Apr. 4		Postpartum Simulation

### **Department and/or Course Policies:**

**The Student Handbook posted on the School of Nursing Intranet contains substantial information related to clinical practice settings. All students are accountable for reviewing that material and abiding by the policies included in that document.**

#### **Academic Integrity:**

For the purpose of interpreting and applying the University policy, the Nursing Program has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

Students who have doubts about what might be considered academic misconduct are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy of academic misconduct as stated in the most recent University Calendar.

**Similar work in two courses:** Except with the written permission of both instructors involved, the same or similar piece of work cannot be submitted in two different courses.

#### **Absence from the Clinical Learning Centre and Practice**

Clinical Learning Centre activities, Enhanced Learning activities, and clinical experiences are integral to students' learning and are mandatory. Clinical Learning Centre and Enhanced Learning activities are designed to introduce students to skills and concepts that they will use during their clinical practice. Clinical placement provides the key means for student nurses to develop their nursing practice. A successful clinical experience therefore depends upon complete and regular attendance; for this reason attendance is expected at all laboratory, enhanced learning days, and clinical opportunities.

Acceptable reasons for missing Clinical Learning Centre and Enhanced Learning activities or clinical experiences include serious illness, death in the family, an emergency situation outside the control of the student, or severe weather conditions that make travel dangerous. In each case,

the student must provide the lab/clinical instructor with documentation that supports the reason (e.g. a note from a physician). Students will not be penalized if Labs or Clinical are cancelled by the instructor or the University.

In the case of prolonged absences, it is the student's responsibility to notify the faculty teacher (via email or voice mail) and keep them up-to-date about the estimated time of return to the course. Upon return, the student should develop a plan for covering the missed experience, and meet with the faculty to obtain agreement for the learning plan. Please note that this plan may involve extra work after academic dates for the completion of the course and/or a change in grade status. The plan must be completed within the agreed time period in order to meet the course requirements.

**Student Dress Policy** in clinical setting is written in the Student Handbook and is strictly adhered to. Students must wear their identification at all times while at the facility.

### **Unsafe Student Practice**

Students whose behaviour and actions in clinical learning centre and practice placements puts patients/clients families, other students, placement personnel, or faculty at risk will be asked to immediately leave the area. Some examples of unsafe practice include lack of preparation, breach of confidentiality, personal health and wellbeing affecting others, leaving a patient unattended, or leaving the unit without permission. The student conduct will be reviewed in relation to sections of "Entry to Practice Competencies for Ontario RNs as of September 2007" or accepted professional behaviour in addition to the terms of the course outcomes/evaluation forms. Unsafe practice is considered to be professional misconduct, and will result in temporary suspension from the course. Such suspension will remain until the case is reviewed with the Director or the co-ordinator of the SON as appropriate to program. Students can only return to the course with approval from the Director. Students can appeal the decision to Special Appeals Committee.

### **Requests for Special Consideration**

Students requesting special consideration or waiver of regulations must meet one of the two following criteria. Students must provide the relevant documentation supporting their claim.

#### **Medical Reasons**

Students requesting special consideration or waiver of regulations for medical reasons must provide documentation supporting their claim. In the case of medical conditions, a letter from a health care practitioner or the Trent Health Services indicating that the patient's condition prevented him/her from completing an assignment/exam will be required. Simple verbal declarations of illness will not be accepted.

#### **Emergency Situations**

Students requesting special consideration or waiver of regulations for compassionate emergency reasons (for example death or emergency of close relative) must provide documentation supporting their claim. Simple verbal declarations of the situation will not be accepted.

**Requests for Incomplete Status**

Students who qualify for incomplete status (see University Calendar for the conditions necessary to apply for INC status) for an assignment or exam must fill out the required form with the instructor. If the student does not meet the deadline agreed to in the INC document, then the instructor will give that test/assignment a grade of 0%.

**University Policies****Academic Integrity:**

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

**Access to Instruction:**

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email [accessibilityservices@trentu.ca](mailto:accessibilityservices@trentu.ca)). For Trent University in Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024. Complete text can be found under Access to Instruction in the Academic Calendar.