TRENT/FLEMING SCHOOL OF NURSING
TRENT UNIVERSITY

NURS 2021H: Family Focused Practice

Summer S12 2014
Peterborough

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**Office Hours:** By appointment

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**Clinical Learning Centre Instructor:**
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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:**


**Recommended Texts and Reading Materials:**


### Course Format:

<table>
<thead>
<tr>
<th>Type</th>
<th>Days and Time</th>
<th>Clinical Hours allocated</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice</td>
<td>Varied according to placements</td>
<td>96 hours + orientation hours</td>
<td>As assigned to each group</td>
</tr>
<tr>
<td>Clinical Learning Center</td>
<td>Mondays as assigned</td>
<td>24 hours</td>
<td>C141</td>
</tr>
<tr>
<td>Virtual Clinical Excursions</td>
<td>Weekly as assigned</td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>Enhanced Learning Activities</td>
<td>3 day-long programs:</td>
<td>26 hours</td>
<td>NVCI: (as assigned)</td>
</tr>
<tr>
<td></td>
<td>• Non-Violent Crisis Intervention (2 days)</td>
<td></td>
<td>June 12/13 OR July 17/18 OR</td>
</tr>
<tr>
<td></td>
<td>• Mental Health Education Day</td>
<td></td>
<td>July 24/25 0830-1530, St. Joe’s at Fleming, IHA Rm.</td>
</tr>
<tr>
<td></td>
<td>Online activities (2 hours):</td>
<td></td>
<td>Mental Health Day:</td>
</tr>
<tr>
<td></td>
<td>• Mental Health Guest Video Lectures via Panopto/Blackboard</td>
<td></td>
<td>May 24th, 0900-1500</td>
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<td></td>
<td></td>
<td></td>
<td>FPHL 117</td>
</tr>
</tbody>
</table>

### Course Objectives:

Upon completion of this course, the students will:

1. Demonstrate competency in navigating the complexities of family nursing.
2. Integrate knowledge from previous courses to support diverse populations.
3. Critically appraise relational inquiry processes and skills 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 practise.
6. Demonstrate increasing competence and confidence in the application of psychomotor skills in practise 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:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighting</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Learning Centre Activities</td>
<td>Sat/Unsat</td>
<td>Mandatory Clinical Learning Center activities, including prep, as assigned in lab guide</td>
<td>Weekly for 12 weeks</td>
</tr>
<tr>
<td>Clinical Attendance</td>
<td>Sat/Unsat</td>
<td>Attendance at all clinical sessions is mandatory 12 hour shifts x 8 = 96</td>
<td>Attendance per schedule</td>
</tr>
<tr>
<td>Enhanced Learning Activities</td>
<td>Sat/Unsat</td>
<td>Attendance at all Enhanced Learning Activities is mandatory</td>
<td>Attendance per schedule</td>
</tr>
</tbody>
</table>
| Reflections (LEARNs)             | Sat/Unsat | LEARNs will be submitted electronically to clinical faculty. Reflections are a vital part of the clinical evaluation and portfolio as evidence of learning. | LEARN #1 LH: June 9th PRHC: June 16th midnight  
|                                   |           |                                                                             | LEARN #2 LH: June 30th PRHC: July 7th midnight |
| Midterm Evaluation               | Sat/Unsat | Using course objectives and indicators, evaluate your progress using the template posted on Blackboard. Meet with clinical instructor to discuss their feedback. | LH: June 9th PRHC: June 16th midnight |
| Virtual Clinical Excursions      | Sat/Unsat | Weekly submission of assigned VCE according to list below. *These are independent exercises.* | Weekly                                     |
| Final Evaluation                 | Sat/Unsat | 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. | LH MC1/MC2: June 30th LH MH1: July 7th PRHC: July 14th midnight |
| Portfolio                         | Sat/Unsat | 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:

<table>
<thead>
<tr>
<th>Week</th>
<th>VCEs: due by Friday at 1600 each week</th>
<th>Clinical and Course Assignments</th>
<th>Lab Topics: Pre-work to be completed before attendance in labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>General Orientation Fri., May 16th, 1400-1600 GCS 114</td>
<td>OSCE - Physical Assessment</td>
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<tr>
<td>2</td>
<td>Lesson # 1: Mental Health and Mental Illness Lesson # 2: Culturally Relevant Mental Health Nursing</td>
<td>Mental Health Day Sat., May 24th, 0900-1500 FPHL 117 Lakeridge placements begin</td>
<td>Holiday (no labs)</td>
</tr>
<tr>
<td>3</td>
<td>Lesson # 3: Therapeutic Relationships Lesson # 4: Understanding Responses to Stress</td>
<td>PRHC placements begin</td>
<td>Newborn Assessment</td>
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<tr>
<td>4</td>
<td>Lesson # 5: Anxiety Disorders Lesson # 6: Depressive Disorders</td>
<td></td>
<td>Postpartum Assessment Breastfeeding</td>
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<tr>
<td>5</td>
<td>Lesson # 7: Schizophrenia Lesson # 8: Eating Disorders</td>
<td>Mental Health Video Lecture (prep for next week’s simulation) LH: LEARN #1 due LH: Midterm evaluation due</td>
<td>Issues of Childbirth</td>
</tr>
<tr>
<td>6</td>
<td>Lesson #9: Cognitive Disorders</td>
<td>PRHC: LEARN #1 due PRHC: Midterm evaluation due</td>
<td>Mental Health Simulation – Schizophrenia</td>
</tr>
<tr>
<td>7</td>
<td>Lesson # 10: Addictive Behaviours</td>
<td><em>June 26th - Last day to drop course without academic penalty</em></td>
<td>Oral Medications</td>
</tr>
<tr>
<td>8</td>
<td>Lesson # 11: Crisis and Disaster</td>
<td>Mental Health Video Lecture (prep for simulation) LH: LEARN #2 due LH MC1/MC2: Final evaluation due</td>
<td>Parenteral Medications</td>
</tr>
<tr>
<td>9</td>
<td>Lesson # 12: Child, Older Adult and Intimate Partner Abuse</td>
<td>PRHC: LEARN #2 due</td>
<td>Mental Health Simulation – Addictions</td>
</tr>
<tr>
<td>July 7</td>
<td>LH MH1: Final evaluation due</td>
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<tr>
<td>10</td>
<td>Lesson # 13: Disorders of Children and Adolescents</td>
<td>PRHC: Final evaluation due</td>
<td>IVs/Catheters</td>
</tr>
<tr>
<td>11</td>
<td>Lesson # 14: Psychosocial Needs of Older Adults Lesson # 15: Integrative Care</td>
<td></td>
<td>Wound Care</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Postpartum Simulation</td>
</tr>
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</table>

**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 illness 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.