



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8132**Nursing Practicum 7 Preventive and Rehabilitation Services****Start Date:** January 10, 2005**End Date:** March 2, 2004**Total Hours:** 144 **Total Weeks:** 8**Term/Level:** 7 **Course Credits:** 6.5**Hours/Week:** 20 Practicum Experience**Prerequisites****Course No. Course Name**

NURS 7132 Nursing Practicum 6

NURS 8800 Community Health Partnerships in Action

NURS 8000 Systematic Inquiry

NURS 8132 is a Prerequisite for:**Course No. Course Name**

NURS 8330 Nursing Practicum 8

v Course Description

The focus of this course is providing preventive and rehabilitation services mostly to infants, children and adults in the community. Knowledgeable and safe nursing care to promote health, prevent illness and injury and to foster rehabilitation and self-care is the goal for this particular practicum. The scope of nursing practice includes partnerships with individuals, families, groups and populations. Health teaching, communicable disease control, self-care, and interdisciplinary collaboration are emphasized.

v Detailed Course Description

NURS 8132 is a practicum course focusing on the health promotion of the community at large, with a particular focus on the maternal-infant population within the context of the family. Further emphasis is placed on children with disabilities and their families, and the continuing importance of rehabilitation. The scope of nursing practice will include partnerships with individuals, families, groups and populations. Throughout this practicum, students will be developing attitudes, knowledge, clinical skills and decision making relevant to the practice of professional community nursing. Addressed in this course are issues concerning: the health of the community, population health, communicable disease control, immunization principles and practices, maternal-newborn-infant assessments, family health and well-being, and health within the school community. Health teaching, a means of promoting health, rehabilitation, illness prevention and self-care, is a primary focus. Students will have multiple opportunities to engage in health teaching in a variety of settings, including: clients' homes, clinics, schools and in different group settings throughout the community.

Context of Practice: Community Preventive Services and Rehabilitation Services**v Evaluation**

Satisfactory/Unsatisfactory standing based on:

- Satisfactory student and instructor evaluation of course outcomes including attending at least 140 hours of public health and rehabilitation experiences. This includes demonstration of professional communication with all health professionals, colleagues and the instructor.
- Satisfactory knowledge base of: public health concepts and their application, maternal-newborn assessments, principles of breastfeeding and immunizations and infant growth and development.

- Satisfactory student led postpartum home visit
- Satisfactory follow-through with a postpartum family
- 75% on one health teaching plan/ assignment which includes: goals, objectives, teaching strategies and evaluation.
- A satisfactory reflective professional journal analyzing the process of developing partnerships with clients, public health nurses, families, groups and schools in public health nursing practice. The journal will also include an analysis of the process of developing knowledge, skills and attitudes in this context of practice.
- Satisfactory collaboration in the planning of and active participation in seminars and debriefing sessions.

All evaluation components must be completed satisfactorily to achieve a passing grade.

v Course Learning Outcomes/Competencies

This community nursing practicum experience is with infants, children and adults requiring preventative and/or rehabilitation health services. Individuals, families, groups and populations may be the focus of nursing care. Promoting health/rehabilitation, preventing illness and injury, along with supporting self-care are the nursing care priorities in this course.

In this context, the student will:

1. implement professional caring (rational, technical & emotive elements) that integrates a depth of nursing knowledge and skill in accordance with the Standards of Nursing Practice in British Columbia.
2. pursue shared meaning by facilitating communication with clients, families, groups and populations to promote health, healing and comfort, self-esteem, empowerment, growth and partnership.
3. advocate on behalf of clients, families and groups after analyzing options.
4. integrate the family, group or population into care and teaching.
5. modify practice to meet the health needs of clients, families, groups or communities.
6. integrate systematic inquiry into practice by:
 - analyzing client issues and responding with sound judgments.
 - considering the multiple sources of public health and rehabilitation nursing knowledge.
 - integrating critical thinking and reflection into practice.
 - developing reflective scepticism.
7. commit to learning as a way of developing community practice by:
 - analyzing the knowledge base and skill sets required to nurse effectively in the community setting.
 - combining systematic inquiry, reflection and practice to create competent practice.
 - monitoring and evaluating own practice and acting to modify it.
 - assuming responsibility for own learning needs and investing time and effort in learning.
8. evaluate partnerships established with members of the health team and work to increase their mutual effectiveness.
9. demonstrate safe assessments with stable clients.

v Learning Processes Involved in this Course

- **Professionalism:** with increasing independence, students work to integrate the rational, and emotive elements of caring in the community setting. Students conduct complete and focused assessments of clients, families and groups. They pursue shared meaning with clients, families and groups to establish partnerships where shared goals and appropriate resources are identified and self-care promoted. Empowerment, healing and growth characterize these partnerships. Students plan and evaluate interventions in discussion with the client, family or group but they may need to validate some decisions with the public health nurse or instructor. Students respect cultural diversity, value client capacity and expertise in self-care, respect the client's right to

choose and value family involvement in care. They appreciate the challenge clients experience when learning new abilities and are sensitive to stereotypes that exist regarding people, lifestyles and health issues. They are aware of personal values and reactions and effects they might have on others.

Communication: with increasing independence, students work to resolve communication problems or issues in the community setting. They listen carefully to client's issues so that appropriate assessments are made. Students continue to develop positive, pro-client caring attitudes and skills to communicate effectively with them. They analyze learning needs and implement teaching to promote health, prevent illness or injury, and promote rehabilitation. Students engage in health teaching in a variety of contexts: clients' homes, schools, community centres and community groups and with a variety of populations. Students engage learners in the teaching/learning process to facilitate health. Students evaluate the effectiveness of the teaching/learning and modify their teaching plans accordingly.

- **Systematic Inquiry:** students are well prepared for all their clinical encounters. They are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They use research findings and theory to guide their practice and discussions with colleagues and other health professionals. Students question unclear decisions made by others. They consider strategies to promote health, rehabilitation, illness and injury prevention, and self-care. They are reflecting-in-action and can model this skill for colleagues.
- **Professional Growth:** students are committed to professional growth and remain open to new ways of thinking and doing. They are independent in structuring learning conferences with colleagues and instructors. Students evaluate and modify their practice. They use multiple sources of knowing to synthesize a process for increasing their depth of understanding of public health nursing knowledge, attitudes and skills.
- **Creative Leadership:** students establish collaborative partnerships with colleagues (including public health nurses) and work to foster collaborative decision making and referral. They evaluate the partnership established and use team building, negotiation and conflict resolution skills to collaborate with people and resolve issues. Students clearly describe their role in health care and their particular skills in the community setting. They advocate for clients, families, and groups who are unable to advocate for themselves.

v Verification

I verify that the content of this course outline is current.




Authoring Instructor



Date

I verify that this course outline has been reviewed.




Program Head/Chief Instructor

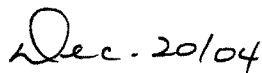


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

v Instructor(s)

Denise Beaupre	Office Location: SE12-418 Office Hours: See instructor	Office Phone: 604-432-8913 E-mail Address: dbeaupre@mimas.bcit.ca
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Selma Whiteside	Office Location: SE12-418 Office Hours: See instructor	Office Phone: 604-451-6953 E-Mail Address: swhiteside1@mimas.bcit.ca

v Learning Resources

Required:

RNABC student membership (\$37.45 per year)

Equipment

- a stethoscope
- a pen-light
- bandage scissors
- a pen
- a watch with a second hand
- a photo ID (BCIT One Card) name badge
- appropriate washable street clothes are required. Tops must cover the midriff and be loose fitting. Bottoms must cover the upper thighs and abdomen and be loose fitting. No denim clothing is allowed. Students will be sent home if dress is not appropriately professional.
- closed-toe and closed-heel walking shoes similar to hospital duty shoes. WCB will not cover injury resulting from inappropriate footwear.

Textbooks

- Vollman, A.R., Anderson, E.T., & McFarlane, J.M. (2004). *Canadian community as partner: Theory and practice in nursing* (4th ed.). Philadelphia: Lippincott.
- Canadian Nurses Association. (1997). *Code of ethics for registered nurses*. Ottawa: Author.
- Chin, J. (Ed.). (2000). *Control of communicable diseases manual* (17th ed.). Washington, DC: American Public Health Association. (on reserve in the library)
- Health Canada. (1997). *Supporting self-care: The contribution of nurses and physicians, an exploratory study*. Ottawa: author.
- Prochaska, J. O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for good*. New York: Avon Books.
- Registered Nurses Association of British Columbia. (2000). *Standards of nursing practice in British Columbia*. Vancouver: Author.
- Snyder, M. (1992). *Independent nursing interventions*, (2nd ed.). Albany, NY: Delmar.

- Stanhope, M., & Knollmueller, R.N. (2000). *Handbook of community and home health nursing: Tools for assessment, intervention and education* (3rd ed.). St. Louis: Mosby.
- an assessment text
- a fundamentals of nursing or clinical techniques text
- a maternal text
- a pharmacology text
- a laboratory and diagnostic procedures manual
- a mental health nursing text
- a family nursing text

References on Reserve at the Library

- Boyd, M.D., Gleit, C.J., Graham, B.A., & Whitman, N.I. (1998). *Health teaching in nursing practice: A professional model*. Stamford, CT: Appleton & Lange.
- Simon Fraser Health Region. (2001). *Burnaby healthy beginnings standards and guidelines*.
- Ingraham, J.L., & Ingraham, C.A. (2000). *Infections of the genitourinary system*. In: *Introduction to microbiology* (2nd ed., pp. 634–665). Pacific Grove, CA: Brooks/Cole.
- Ingraham, J.L., & Ingraham, C.A. (2000). *Preventing disease*. In: *Introduction to microbiology* (2nd ed., pp. 506–529). Pacific Grove, CA: Brooks/Cole.
- Hoeman, S.P. (1996). *Rehabilitation nursing: Process and application* (2nd ed.). St. Louis: Mosby.
- Ministry of Health and Ministry Responsible for Seniors. (1998). *BC handbook for action on child abuse and neglect*. Victoria, BC: Author.
- National Advisory Committee on Immunization (1998). *Canadian immunization guide*. Ottawa, ON: Canadian Medical Association.
- Pender, N.J. (1996). *Health promotion in nursing practice* (3rd ed.). Stamford, CT: Appleton & Lange.
- Stanhope, M., & Lancaster, J. (2000). *Communicable disease risk and prevention*. In: *Community & public health nursing* (5th ed., pp 779–804). Philadelphia: Mosby.
- Stanhope, M., & Lancaster, J. (2000). *Human Immunodeficiency virus, hepatitis B virus, and sexually-transmitted diseases*. In: *Community and public health nursing* (5th ed., pp. 805–831). Philadelphia: Mosby.
- Stanhope, M., & Lancaster, J. (2000). *The physically compromised*. In: *Community and public health nursing* (5th ed., pp. 805–831). Philadelphia: Mosby.

v Information for Students

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of two attempts at the course. Students who have not successfully completed a course will not be eligible to graduate from the program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

v Policy Information

Expectations

1. Students are responsible for identifying learning goals and consulting with the instructor to discuss ways to meet these goals.
2. A learning partnership is essential for the successful completion of this course. Both the student and instructor will communicate openly, demonstrate respect in the relationship and work to establish and maintain a collaborative relationship. This can be achieved by:
 - discussing course outcomes to achieve a shared understanding of them.
 - discussing progress towards meeting the achievement of course outcomes.
 - conferring regularly throughout the course. The reflective journal may enhance the dialogue between the instructor and student and the dialogue may enhance the reflective journal.
3. The purpose of this course is to learn about the role of the public health nurse and nurses in rehabilitation services while providing services in collaboration with the community health nurse to clients, families, groups and populations in the community. Students are expected to make safe nursing decisions. The instructor is available for consultation and collaborative interaction with clients as required.

Orientation

There will be an orientation to public health nursing at BCIT during the first week of practicum that will address: public health concepts, postpartum/newborn assessment, principles of breastfeeding and communicable disease control (CDC). This part of the orientation will run for three days followed by a fourth day of orientation at your assigned health unit.

Schedule of Practicum Days

Students will have a total of **144 hours of public health and rehabilitation experiences** 2.5 days a week for seven weeks plus 22 and a half hours in orientation week. Practicum takes place on Tuesdays and Wednesdays with your instructor (16 hrs/wk) and another half day (4 hrs) with the instructor available by cell phone and/or pager. This half day may be done any day of the week based on learning opportunities and is scheduled by the student. Students will experience the scope of major prevention programs by accompanying public health nurses as they work in the various programs. All students will:

- attend a community based maternal/child health outreach program, a breastfeeding clinic, and a child health clinic.
- accompany public health nurses/instructors on Healthy Beginnings (maternal/infant) home visits. Students are expected to lead such visits towards the end of the rotation.
- follow a family during the rotation to consolidate health promotion within a family context.
- have the opportunity to listen to public telephone calls fielded by intake nurses associated with CDC and the Healthy Beginnings program.
- conduct a 24-hour postpartum follow-up telephone call (note: this may not be a protocol at all health units)
- complete one community teaching plan/teaching assignment. Upon consultation with the PHN and the instructor, it will be the student's responsibility to meet with teachers and/or group leaders to identify/assess the learning needs, readiness and learning styles of the learners, and to plan, implement and evaluate the teaching session.
- note: additional experiences in adult immunization clinics, accompanying public health inspectors, and attending various inservices at health units may be available to individual students.

v Policy Information (cont'd.)

A weekly seminar time (1-1.5 hours) is allotted for students to debrief their experiences with other students in the practicum group. Discussions will include: examining the process of developing partnerships with clients, families, and community groups; client assessment; teaching-learning; behaviour change; liaising with other health team members; advocating for clients; and clinical decision-making. Students are expected to consider the multitude of influences on the health of the community and to compare and contrast the roles of PHNs in the various programs.

Students must have a vehicle to drive in order to facilitate visits to clients, schools and various agencies in the community.

Practicum Policies

1. Students are advised to read the *BCIT Nursing Program Student Guidelines, Policies and Procedures* for information about specific policies for practicum experiences in the community. This information is available at www.health.bcit.ca/nursing/studentspolicies.htm.
2. To control the spread of communicable diseases, the agency requires a Hepatitis B and MMR primary series, updated polio, tetanus, and diphtheria immunizations and a TB skin test yearly. Students are advised to consult the BCIT Health Services to see that their protection is updated before the course starts.
3. Students must have current student membership in RNABC at the start of the course. They are encouraged to renew their application at least two months before the course commences.
4. The instructor will carry a cell-phone at all times. Contact her at that phone number as the need arises.
5. Students are expected to establish effective collaborative relationships with the nurses with whom they work. They must share the goals of the experience and discuss nursing issues as appropriate.
6. Students must confer with their instructor or public health nurse before referrals to other community agencies are made.
7. The Health Unit has policies for reporting abuse and communicable diseases. As nursing students in this agency, students are expected to report these issues as they arise. Please consult the agency policy manual for specific information.
8. Students are expected to assess the safety of their working environment and remove themselves from unsafe situations. They must document the safety issue and report it immediately to the instructor.
9. Students with latex sensitivity or allergy must review the BCIT School of Health Policy attached to this course outline before the practicum commences.

v Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so that students' needs and course outcomes can be facilitated. At the end of the term, a review will be written that is aimed at modifying the course for subsequent students.

v Student Evaluation

Evaluation of students is on an ongoing basis throughout the practicum and includes: reflective journals, participation in seminar/debriefing sessions, conducting a 24-hour postpartum follow-up telephone call, following a postpartum family, leading a maternal-child home visit and completing a health teaching assignment. **All experiences must be completed satisfactorily to achieve a satisfactory standing in the course.** At the end of the course, students must show evidence that the course outcomes have been met. The student and instructor will contribute to the final evaluation summary of outcome achievement. The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in the course.

Students are expected to attend practicum activities in an appropriate state of health. When this does not exist, students must notify the agency and teacher before the experience begins for the day. If students are absent for more than 10% of the course for other than medical reasons, they may not meet course requirements (see the *BCIT Nursing Program Student Guidelines, Policies and Procedures*). Students will be required to submit a medical certificate to corroborate illness. Please see the "BCIT Nursing Program Medical Certificate Definition" attached to this course outline.

BCIT Policy #5251 (available on the web at: www.bcit.ca/~presoff/5251.htm#Policy) says about misconduct:

Students are expected to conduct themselves appropriately at all time. This applies to any institutional related activity on or off campus. Misconduct is defined as any action that is detrimental to the interest of the Institute or safety of others, and includes, but is not limited to the following:

- threats
- abusive language
- assaults
- theft
- damage to property
- under the influence of mind-altering substances
- disruption of instructional activities or services
- unlawful entry to buildings
- possession of weapons, or any instrument designed to inflict injury
- unauthorized use of equipment
- offering a bribe

If it appears to be a criminal matter, the Director of Safety and Security will be notified and consulted.

v Assignment Details

1. Practicum Evaluation

Students are expected to attend practicum experiences having researched information about the program, the service or clinic, including rehab clinics, prior to attending. Most practicum experiences will be scheduled in advance. Students are to have an in-depth understanding of the nature of the clinic, the goals of the student experience, typical client issues dealt with at the clinic, common assessments conducted and the nursing care required. Learning resources are identified for each type of preventive health experience. Students must review these resources in order to prepare and partake in the care being offered at the clinics.

Students are required to give safe, comfortable care to clients. Students whose care is unsafe may be removed from the practicum setting (see the *BCIT Nursing Program Student Guidelines, Policies and Procedures*). If students have questions about appropriate practice they are to consult the public health nurse or the instructor. Referrals to community agencies need to be made in consultation with the public health nurse.

Students are expected to keep a log of their practicum hours to ensure that at least 140 hours of experience are gained during the course. The Clinical Hours Log is attached to this course outline. **Failure to document at least 140 hours of experience will mean failure in the course.**

It is the student's responsibility to develop a learning plan at the beginning of the practicum and evaluate their performance as the course progresses (see learning plan guidelines attached to the course)

outline). It is expected that students will refer to their clinical evaluation in NURS 7132 to identify learning needs for the beginning of the experience then modify the plan as the practicum continues. Instructors are available to discuss learning needs and assist with learning plan development. Progress toward meeting learning goals identified in the plan will be discussed at the midterm evaluation.

2. Health Teaching

After consultation with the PHN, students will independently meet with teachers and/or community program coordinators to discuss their teaching assignment. Use the *Fundamentals of Nursing* text from clinical techniques as an overview of the teaching and learning process to help you identify learning needs, plan a teaching session including identifying desired learning outcomes and then evaluate the teaching. The NURS 7100, Community Nursing: Partnerships in Health course describes the Stage Model of behaviour change that might be useful in considering the teaching strategies useful for the various stages of change. The Vollman, Anderson & McFarlane text *Canadian Community as Partner* describes promoting healthy partnerships with school. Teaching has been discussed in the problem-based courses throughout the program and there are many books in the BCIT library about health teaching. Also, the instructor is available for consultation. Students are encouraged to use various resources to understand health teaching and organize the information for presentation.

Students are expected to evaluate their teaching using a model of teaching and learning and critical thinking. During teaching presentations, students have a responsibility to ensure clarity of content and need to validate learners' level of comprehension. Students are expected to challenge their assumptions about the class, the content, and need to consider the consequences of such conclusions and suggest alternate perspectives. The health teaching will be graded and students must achieve 75% on their teaching assignment to pass the course.

Each student will perform one teaching assignment. The teaching assignment can be done independently or in a co-teaching role. The teaching assignment must be supervised by the practicum instructor or another BCIT instructor, or a public health nurse. If students obtain less than 75% on their teaching assignment, a second teaching opportunity will be arranged. If a second community teaching opportunity is not available the assignment may take the form of a seminar presentation and discussion with the practicum group. Your instructor will assist you to choose an appropriate topic.

School Health Promotion – Potential Teaching Topics

Each Public Health Unit has its own teaching resources. Students are advised before planning their teaching session to contact PHNs. Public Health Nurses are both knowledgeable and experienced with teaching and may have useful resources that they are willing to share. The following is a list of topics that might be suitable for the school you are assigned:

1. Hand washing to primary grades. Kit with fluorescent 'germs' is available from the nursing lab.
2. Head lice review for parent and school/staff team. A video is available from the Public health unit. Review or demonstrate or help plan the process for the school to do checks and organize paperwork to send to families.
3. Nutrition information for elementary and high school grades. Use the resources available at the health unit like videos, pamphlets, resource book, and fake food. (Giving treats of apple slices, pumpkin seeds etc. at the end of the session may be useful, but check with the teacher or school nurse before building this into the lesson plan.)
4. Safety information appropriate for each developmental stage.
5. Communicable disease transmission and health promotion activities.

6. Hepatitis B for grade 6. Show the video and discuss how the disease is transmitted and what students should do in specific situations (i.e. if they find a needle).
7. Smoking as a health risk (for students in elementary, middle and high schools). "Smoke Screen" video and quit smoking CD available from the health unit. Also pamphlets and other teaching equipment is available at the health unit.
8. Specific body function information during science classes. Stethoscopes and blood pressure cuffs are available from the nursing lab.
9. Specific disease/disability information as requested by teachers. For example, allergies, asthma management (including use of epipen and medic alert identification), seizure management, diabetes management, and cast care.
10. Parent Advisory Committees may request information about specific topics i.e. first aid, communicable diseases, etc.
11. Helping the teacher or school nurse with family life teaching.

Vollman, Anderson & McFarlane (2004) list a number of health education topics in the chapter *Promoting Healthy Partnerships with Schools*. They also list a number of community education ideas in the chapter *Promoting Healthy Partnerships with Faith Communities*.

Criteria for Satisfactory Health Teaching:

Planning:

- Includes current, relevant, accurate and defensible health information.
- Clarifies the group's prior knowledge of the health topic.
- Develops an appropriate teaching strategy to aid in the study of the topic.

Implementation:

- Establishes an environment conducive to learning.
- Introduces the topic and relates it to an immediate need, problem or deficit. It has meaning to the group.
- Relates new material to previous knowledge.
- Presents information in an organized, confident manner. Speaks clearly.
- Uses appropriate learning styles for the class.
- Teaching aids are clear, organized and enhance learning.
- Asks questions or makes comments that stimulate discussion (energizes the group).
- Deals effectively with questions or issues (including alternate perspectives) raised by the group.
- Helps the learner feel valued.
- Summarizes the presentation and discussion at the close of the presentation.
- Verifies that the group understands the information presented.
- Completes the presentation within the pre-set time frame.

Evaluation:

- Incorporates the feedback into the self-evaluation of the presentation.
- Analyzes the process used to develop partnerships with the teacher and the class.

These criteria make up the Evaluation Tool for Health Teaching which is attached to this course outline.

Your instructor or public health nurse will assign a mark from 1-5 for each criteria. Students must achieve a grade of 75% on the final teaching activity to pass the course. After each teaching session, students are expected to discuss the teaching self-evaluation with the instructor. Use whatever teaching material you wish to support your evaluation of your teaching. At the final evaluation of course achievement, include your evaluations of your health teaching during the course.

3. Professional Reflective Journal

This journal will help you describe and then analyze the process of developing partnerships with clients, families, groups and schools in public health nursing and rehabilitation practice. The journal should also include an analysis of the process of developing knowledge, skills, and attitudes in this context of nursing practice. Weekly documentation of your interactions with your "follow-through" family is one opportunity for such an analysis.

The purpose of the journal is to help you reflect on your practice. The goal is to consider alternate strategies to achieve goals and the appropriateness of the chosen goals. To help you do this, you must think critically about situations or experiences in your practice. Therefore, you are to use the following model* when writing the reflective journals. Each week, list the practicum activities in which you have engaged then choose a situation that relates to developing partnerships or developing knowledge, skills or attitudes in the community context, then use the following process.

Record the situation:

- Describe the situation.

Reflect on the situation:

- Describe what were you were trying to achieve. (Why did you do what you did? What assumptions were you making?)
- Describe the consequences for the patient, family, group, yourself, and others. (What were the thoughts, feelings, reactions and behaviour of you and your clients? Were your assumptions validated? How did you know this?)
- Describe the knowledge that guided your actions (For example, was your communication social or therapeutic?) What knowledge was missing?
- Describe how your actions matched your beliefs. (What personal and professional values fit with your actions?)
- Describe how your actions were incongruent with your personal and professional beliefs. What made you act in this way?
- Identify the interests that seem to be served by your actions. What social norms are maintained by your actions?
- Describe an alternate perspective that you could take so that other interests would be served.

* These questions have been modified from Greenwood, J. (1998). The role of reflection in single and double loop learning. *Journal of Advanced Nursing*, 27, 1048-1053.

* Some activities are revised from University College of the Fraser Valley Nursing Program

Students are expected to submit 4 professional journals and the instructor will make comments on the contents to stimulate thinking and reflection. **Journals must be submitted on a weekly basis between weeks three and week six of the rotation. The above points must be considered at least once in the journals in order to meet practicum evaluation criteria.** The content of the situation will not be evaluated, but the reflection must show critical analysis and synthesis. The journals will be marked satisfactory or unsatisfactory.

4. Collaboration in the planning of and actively participating in seminars and debriefing sessions

Students are expected to actively participate in the practicum group. Group norms for participation, feedback, brainstorming and decision making will be identified by the group. Students are expected to facilitate at least one of the debriefing sessions during the course. Students will be evaluated by the group and instructor as satisfactory or unsatisfactory in group process at the end of the practicum experience. Based on group generated criteria.

v Guidelines for Student Experiences

Public Health Nursing encompasses many programs. The key programs are listed below. The overall program is described then goals students are expected to achieve in the program are listed. Next, resources to help students prepare for the program are identified. Once the program is described, specific services are described. **The Health Unit has many teaching resources. Please be aware that teaching material and pamphlets are costly to print. Take only those resources you plan to use with clients.**

A. Healthy Beginnings/Perinatal Programs

The perinatal period is made up of the prenatal period (from preconception until birth) and the postnatal period (from birth until 1–2 months). Promoting the health of women, their partners and families before, during and after pregnancy will promote the health of children and their families.

Common goals for this program:

- Appreciate the role of the public health nurse.
- Assess the growth and development of children, mothers, families and groups.
- Intervene with appropriate communication, teaching and nursing skills to support the health needs of clients.
- Debrief issues with the PHN.
- Appreciate community resources that support young families.

Common resources for this program:

- Review the relevant chapters of Wong & Perry (1997) and information from NURS 3032, Family Nursing Theory.
- Review *Overview of Legislation Relevant to Nursing Practice* (RNABC, 1999) to understand legislation relevant to this client population.
- Resource information on Healthy Beginnings at the Health Unit including *Baby's Best Chance Parents Handbook* 5th ed, *BC Handbook for Action on Child Abuse and Neglect* (1998), BC Reproductive Care Program Guidelines for Perinatal Care, Postpartum Care Paths, Developmental Screening Tool, and Growth Charts, and information on breast feeding. **The Health Unit has many teaching resources. Please be aware that teaching material and pamphlets are costly to print. Take only those resources you plan to use with clients.**
- Identify community resources for perinatal programs in the community or Greater Vancouver area. When would referral to these resources be appropriate?

1. Breast Feeding Clinic

"Because short hospital stays allow less time for the nurses to provide assistance to the breast feeding mother, most women need some support after leaving the hospital. The father or other family members may fill this need, but due to absence or lack of information, additional support is often needed" (Reader, Martin & Koniak, 1992, p. 743). Review the RNABC (2001) "Policy Statement on Breastfeeding: Protection, Promotion and Support" from their web site before the visit. Also, review the BCRCF website and the Jack Newman website to ensure your information is current and comprehensive.

v **Guidelines for Student Experiences (cont'd.)**

2. Maternal Discharge/New Baby Visits

Changes in our health care system, for example shorter hospital stays and the emphasis on health care in the community has expedited the discharge of mothers and newborns from the hospital setting. "Discharge from the hospital at [sometimes under] 24 hours of age often gives the community health nurse the responsibility for assessing physical status, monitoring family adaptation, referring to community resources as indicated, and teaching infant care. The nurse should be aware of factors that place the infant at risk and danger signs indicating need for referral and management" (Stanhope & Lancaster, 1996, p. 523). Please read content on the BCRCP website to ensure you are current and up to date on related assessments and interventions.

3. Moms & Infants (also called Mom & Tots or Baby-Time Drop In)

Infancy is a time of very rapid change both physical and developmental. At the same time, infants are extremely vulnerable, being totally dependent on their caregivers to satisfy their needs. Most parents want to enhance their child's development and may question their abilities as parents especially with their first born. Professional resources can encourage parents in their efforts and offer anticipatory guidance. Social support is also crucial at this time.

4. Prenatal Health

"The ultimate goal of prenatal care is to improve and maintain the health and well-being of women, babies and families. The role of the public health nurse in prenatal health involves providing prenatal education, intervention, and follow-up for higher needs clients to ensure a healthy pregnancy and appropriate referral to resources and services" (Orientation Program for Public Health Nurses, Module 10, p. 5).

B. Communicable Disease Control Program

Communicable disease control is the investigation and management of communicable diseases. It is concerned with communicable diseases in the population that have a "public health significance and for which there are effective interventions for prevention and control" (Orientation Program for Public Health Nurses, Module 6, p. 8). Program functions include: communicable disease surveillance, case management, implementation of a variety of programs including immunization and control of outbreaks, consultation, education and epidemiological research. Public health nurses:

- provide primary prevention through provision of immunization for vaccine preventable disease.
- monitor communicable disease occurrence in the community as reported from physicians, hospitals, community labs, general public, schools, day cares and other agencies.
- provide interventions including confidential counseling, treatment, therapy, referral, follow-up inspection, investigation, and initiation of corrective action in relation to communicable diseases.
- provide screening and follow-up of communicable disease contact.
- provide professional consultation to physicians, hospitals, and other community based professionals and facilities.
- provide information and education to community groups" (Orientation Program for Public Health Nurses, Module 6, p. 9).

Common Goals for this Program:

- Observe and appreciate the role of the public health nurse in communicable disease control.
- Assess people re: communicable diseases and immunological status.

- Appreciate the complexity of determining non-routine immunizations.
- Intervene with appropriate communication, teaching and nursing skills.
- Assess the reactions of children to immunizations considering factors such as developmental stage and specific vaccines.
- Suggest at least five areas of public concern re: communicable diseases that PHNs might be questioned about in this role.
- Utilize your resources to seek answers to these areas of concern.
- Appreciate community resources that support communicable disease control.

Learning Resources:

- Review disease etiology theory including reservoir, mode of transmission, incubation period, period of communicability, susceptibility and resistance, methods of prevention and control.
- Review information from microbiology and epidemiology. Review your microbiology text, Ingraham & Ingraham (2000) "Infections of the Genitourinary System".
- Read Stanhope & Lancaster (2000) "Human Immunodeficiency Virus, Hepatitis B Virus and Sexually Transmitted Diseases".
- Consult the *Canadian Immunization Guide* (on reserve in the BCIT library) and the *BC Communicable Disease Control Manual* at the Health Unit.
- Consult the MOH *A Quick Guide to Common Childhood Diseases* and the *Child Health Passport* at the Health Unit.
- Read Stanhope & Lancaster (2000) "Communicable Disease Risk and Prevention" available on reserve in the BCIT Library. Pay particular attention to vaccine preventable diseases, diseases of travelers, hepatitis, and TB.
- **The Health Unit has many teaching resources. Please be aware that teaching material and pamphlets are costly to print. Take only those resources you plan to use with clients.**
- A number of Internet resources exist. For example:
 - a. BC Centre for Disease Control: www.bccdc.org/. All health files are available on this website.
 - b. Canada Communicable disease Report: www.hc-sc.gc.ca/hpb/lcdc/publicat/ccdr/index.html

1. Child Health Clinic

Children represent our future. Optimal health and wellness at this stage of life will give children the best opportunity to be productive adults. The focus of the clinic is one-to-one assessment, teaching and support of parents and children. A number of issues are of concern to parents of young children and they include child care, child guidance and discipline, nutrition, toileting, growth and development and safety (Orientation Program for Public Health Nurses, Module 12). Immunizations may be part of the purpose for attending the clinic. Immunizations have eliminated the risk of many communicable diseases and are the focus of the Child Health Clinic. In addition, there is an opportunity for guidance related to many facets of health including: nutrition, dental health, growth and development norms, and injury prevention. The multicultural nature of communities in the Lower Mainland makes establishing partnerships with families exciting and challenging.

Suggested involvement is:

- the student provides immunization counseling prior to the immunization using the appropriate health files from the bccdc website (note: students will not be giving immunization injections during the practicum),
- filling in the assessment tool (all or part),
- giving anticipatory guidance relevant to the developmental stage, and
- offering support to the child and parent(s).

2. Adult Immunization Clinic or Travel Clinic

"The purpose of immunization programs is to offer protection against disease which can cause serious health problems, for which there is an immunization agent of established value. Immunizing as many persons possible throughout the community in order to attain a high level of immunity eliminates or prevents outbreaks of vaccine preventable diseases" (BC Ministry of Health, 1985).

3. Duty, Intake, or Phone Nurse

The public health nurse has a broad knowledge base to draw on when inquiries come from the public. People with health concerns may access this professional resource either in person or by phone. The PHN may answer the concerns directly utilizing the resources at her disposal or the nurse may choose to refer the person to another professional or agency. Read, "Telehealth: Great potential or risky terrain?" (CNA, 2000) on reserve in the BCIT library.

4. TB Nurse

Surveillance of communicable disease "is a system of close observation of all aspects of the occurrence and distribution of a communicable disease through systematic collection, orderly consolidation and analysis and prompt dissemination of all relevant data. Community health nurses may be involved at different levels of the surveillance system. They play important roles in collecting data, making diagnoses, reporting cases, and providing feedback information to the public" (Stanhope & Lancaster, 1996, p. 759).

C. Child and School-age Health Programs

"Childhood experiences impact health and well-being into adult years. Identifying ... children at risk and intervening as early as possible can improve life prospects" (Orientation Program for Public Health Nurses, Module 12, p. 5). "The role of the public health nurse when working with school age groups is to plan school-based health promotion activities to encourage students to take responsibility for their health and adopt a healthy lifestyle. School based strategies enhance health of individual students and ultimately promote a healthy community for students to live and learn" (Orientation Program for Public Health Nurses, Module 13, p. 5).

This is achieved through screening for, assessment of, referral and follow-up of specific problems, anticipatory guidance and immunizations.

Common Goals for these Programs:

- Appreciate the role of the PHN in these programs.
- Assess children (hearing and vision), families and the school environment.
- Intervene with appropriate communication, teaching and nursing skills.
- Appreciate community resources that support children, families and schools.

Learning Resources (A number of resources listed with the Healthy Beginnings program are relevant here):

- Review *Overview of legislation relevant to nursing practice* (RNABC, 1999) to understand legislation relevant to this client population.
- Resource information at the Health Unit includes *Baby's best chance parents handbook* 5th Ed., *BC handbook for action on child abuse and neglect* (1998), Developmental Screening Tool, and Growth

- Charts, *Anaphylaxis: A Handbook for School Boards* (Health Canada, 1996), *Awareness of Chronic Health Conditions: What the Teacher Needs to Know* (MOE, 1990), *Healthy Schools* (MOH, 1990).
- Read "Assigning and Delegating to Unregulated Care Providers" by RNABC available on reserve in the BCIT Library.
 - Read Stanhope & Lancaster (2000) "The Physically Compromised" on reserve in the BCIT library or portions of Heoman (1996).
 - Read Wong & Perry (1997) for information about nutritional requirements of children.
 - Review screening for hearing, speech, vision, literacy, dental health and nutrition.
 - **The Health Unit has many teaching resources. Please be aware that teaching material and pamphlets are costly to print. Take only those resources you plan to use with clients.**
 - Internet sources may be useful:
 - a. Parents Guide to Selecting Child Care: www.hlth.gov.bc.ca/ccf/child/publicat/comm/com014.pdf
 - b. Dial-a-dietician 1-800-667-3438: www.dialadietician.org/
 - c. Canadian Association of School Health: www.schoolfile.com/CASH.htm
 - d. Comprehensive School Health (Health Canada):
www.hc-sc.gc.ca/main/hc/web/datahpsb/children/english/
 - Identify community resources for school and child programs in the community or Greater Vancouver

1. **Respiratory, Meningomyelocele, Seizure, Rheumatology, Cystic Fibrosis, and Newcomers Clinics**

There are a number of specialized hospital clinics that focus on rehabilitation and follow-up of children within the community. Review the particular disease in your medical/surgical textbook or the BCIT library and review the resources available in the health unit.

2. **Interdisciplinary Team Associated with the Health Unit.**

There are a number of disciplines that are traditionally associated with a Health Unit in addition to nursing. Insight into the specific roles of these professionals is essential for the nurse to maximize their potential as resources. PHNs may at times work collaboratively with these people or refer a client to them. Describe the various facets of this specific professional's role and identify examples of instances where the PHN might wish to collaborate with or refer someone to other health professionals. Identify at least five questions you would like to ask of the professional when you have the opportunity to meet them.

Promoting good nutrition and dietary habits is one of the most important components of maintaining child health. The quality of nutrition has been widely accepted as an important determinant of growth and development. Public health nurses encounter many opportunities to promote or teach about the benefits of good nutrition (e.g. prenatal education, infant and child nutrition, school health). At times, the nurse may require specialized nutrition knowledge, resources and other professionals for consultative purposes. The community nutritionist, situated in the health unit, is available for consultative purposes. Familiarize yourself with resources at the Health Unit — pamphlets, fake food, etc.

3. **Nursing Support Services**

Nursing support services provide supportive care for children with special needs associated with a health problem. Nursing support services includes the following four program areas: In-School support Program, At Home Program, Supported Child Care Program, and Nursing Respite

Program. Each program provides an interdisciplinary approach to the nursing care of children within the home, daycare, preschool or school environment. Consider how Child Development programs, schools, and the Ministry for Children and Families collaborate with PHNs to support the development of children and youth. Also, consider the resources required to facilitate the transition from the acute care to the home environment. Review the *BC Nursing Support Services for Children with Special Health Care Needs* manual at the health unit.

4. School Health

A significant portion of the child's day is spent in the school environment. The public health nurse can have a positive impact on promoting the health of children, their families and the school community. Programs include immunizations, health screening and health teaching for an individual or group, addressing developmental issues, and planning for individual health concerns. An important aspect of this role is collaboration with families and other involved professionals such teachers, counselors, aides, and social workers. Explore with the PHN at your assigned school what the scope of your role could be throughout the course. Then, talk with the principal, vice-principal, and/or teachers as required.

5. Youth Programs

Various groups in the community consult with PHNs to promote health and prevent injury or illness. This collaborative role of the nurse with communities is expanding as self-care and public participation are becoming a reality. Some issues that specifically apply to youths are reproductive health, promotion of healthy relationships, prevention of substance abuse, tobacco reduction, injury prevention, reducing the impact of social and economic inequalities and aboriginal health.

Planned Parenthood

Planned Parenthood is focused on the prevention of unplanned pregnancies and the promotion of optimal reproductive health. The program provides quality education, information and clinical services to individuals, groups and the community. Planned Parenthood clinics include the provision of methods (birth control), counseling, STD information and pap tests.

You must complete a confidentiality form prior to your scheduled experience. You are asked to give special consideration to the sensitive and highly confidential nature of this particular program.

Clinical evaluation outcomes

The clinical outcomes for the course are a combination of the RNABC *Standards for Registered Nursing Practice in British Columbia (2003)* and course outcomes. They are:

RNABC Standard 1. Responsibility and Accountability: Maintains standards of nursing practice and professional conduct determined by RNABC and the practice setting (2003).

Clinical practice indicators:

- Is accountable and takes responsibility for own nursing actions and professional conduct (includes honesty, integrity and respect).
- Functions within the legally recognized scope of practice of nursing and within all relevant legislation.
- Follows agency or department policies and standards.

- Takes action (including advocacy) to promote the provision of safe, appropriate and ethical care to clients.

N8132 Course Outcome: Commits to learning as a way of developing community practice by:

- Analyzing the knowledge base and skill sets required to nurse effectively in the community setting.
- Monitoring and evaluating own practice and acting to modify it.
- Combining systematic inquiry, reflection and practice to create competent practice.
- Assuming responsibility for own learning needs and investing time and effort in learning.
- Modifying practice to meet the needs of clients.

RNABC Standard 2. Specialized Body of Knowledge: Bases practice on the best evidence from nursing science and other sciences and humanities (2003).

Clinical practice indicators:

- Knows how and where to find needed information to support the provision of safe, appropriate, ethical care.
- Shares nursing knowledge with clients, colleagues, students and others.
- Interprets and uses current evidence from research and other credible sources to make practice decisions.
- Understands nursing's contribution to the health of clients in the community and communicates this to clients.
- Uses relationship and communication theory appropriately in interactions with clients, colleagues and others.

N8132 Course Outcome: Integrates systematic inquiry into practice by:

- Analyzing client issues and responding with sound clinical judgements.
- Considering the multiple sources of nursing knowledge.
- Integrating critical thinking and reflection into practice.
- Developing reflective scepticism.

RNABC Standard 3. Competent Application of Knowledge: Makes decisions about actual or potential problems, plans and performs interventions, and evaluates outcomes (2003).

Clinical practice indicators:

- Collects information on client status from a variety of sources using assessment skills including observation, communication and physical assessment. (Involves clients in this process.)
- Identifies, analyzes and uses relevant and valid information when making decisions about client status and reporting client outcomes.
- Using verifiable information, communicates client status to other health professionals with appropriate terminology used in the practice setting.
- Develops plans of care that include data about: assessments, decisions about client status, planned interventions and evaluation criteria for client outcomes (in consultation with PHN)
- Sets priorities when planning and giving care.
- Carries out interventions in accordance with policies, procedures and care standards.
- Evaluates client's responses to interventions and revises the plan as necessary.
- Documents timely and appropriate reports of assessments, decisions about client status, plans, interventions and client outcomes (in consultation with PHN).
- Initiates, maintains and terminates professional relationships in an appropriate manner.

N8132 Course Outcome: Implement professional caring that integrates a depth of nursing knowledge and skill in accordance with the Standards of Nursing Practice in British Columbia:

- Rational elements (integrating reason and reflection into care).
- Technical elements (implementing technical aspects of care with dexterity)
- Emotive elements.
- Pursue shared meaning by facilitating communication with clients, families, groups or populations to promote health, healing and comfort, self-esteem, empowerment, growth and partnership including:
- Choosing appropriately from a variety of communication skills.
- Integrating positive, pro-client attitudes such as compassion, commitment, conscience, confidence and competence into care.
- Choosing appropriately from various media.
- With assistance, working to resolve problems, issues or conflicts, especially in emotionally-charged or rapidly changing situations.
- Engage in health teaching in a variety of contexts by:
- Analyzing learning needs
- Developing teaching plans
- Implementing appropriate teaching (including facilitating discussions in the group)
- Evaluating the effectiveness of teaching

RNABC Standard 4. Code of Ethics: Adheres to the ethical standards of the nursing profession (2003).

Clinical practice indicators:

- Upholds the values contained in the Canadian Nurses Association (CNA) Code of Ethics for Registered Nurses, namely:
 - Safe, competent ethical care
 - Health and wellbeing
 - Choice
 - Dignity
 - Confidentiality
 - Justice
 - Accountability
 - Quality practice environments
- Consistently practises according to the responsibility statements in the CNA Code of Ethics for Registered Nurses.

N8132 Course Outcome: Advocates on behalf of clients, families and/or groups after analyzing options. Integrates the client, family, group or population into decision making and teaching by:

- Respecting cultural diversity, values client capacity and expertise in self-care, respects the client's right to choose, and values family involvement in care.
- Appreciating the challenge clients may experience when learning new abilities.
- Being sensitive to stereotypes that exist regarding people, lifestyles and health problems.
- Being aware of personal values and reactions and effects they might have on others.

RNABC Standard 5. Provision of Service in the Public Interest: Provides nursing services and collaborates with other members of the health care team in providing health care services (2003).

Clinical practice indicators:

- Communicates, collaborates and consults with other members of the health care team about the client's care.
- Exercises judgment in assuming or performing assigned tasks or functions.

- Advocates and participates in changes to improve client care and nursing practice.
- Reports unsafe practice to appropriate person.
- Assists clients to learn about the health care system and accessing appropriate health care services.

N8132 Course Outcome: Evaluates partnerships established with members of the health care team. This includes:

- Evaluating partnerships established with members of the health team and working to increase their mutual effectiveness.
- Using team building, negotiation and conflict resolution skills to collaborate and resolve issues.
- Sharing expertise to achieve mutually agreed upon goals.
- Presenting self as a professional nurse and clearly describing their role in health care and their particular skills in the community setting.

RNABC Standard 6. Self-regulation: Assumes primary responsibility for maintaining competence and fitness to practice. (2003).

Clinical practice indicators:

- Maintains current registration (student membership).
- Practices within own level of competence.
- Meets the requirements for continuing competence, including investing own time, effort or other resources to meet identified learning goals.
- Practices within own level of competence.
- Maintains own physical, psychological and emotional fitness to practice.

N8132 Course Outcome: Commits to learning as a way of developing community practice by:

- Analyzing the knowledge base and skill sets required to nurse effectively in the community setting.
- Monitoring and evaluating own practice and acting to modify it.
- Combining systematic inquiry, reflection and practice to create competent practice.
- Assuming responsibility for own learning needs and investing time and effort in learning.



Bachelor of Technology in Nursing
Professional Learning Plan

Student Name:

Course: NURS 8130

Date: January, 2003

Learning Needs (Sub Outcomes)	Strategies	Progress (Date of Comments)
Has the knowledge and skills to lead a maternal-child home visit	<ul style="list-style-type: none">◆ Review maternal-child text for maternal and newborn assessment by first orientation day. (have cue cards in pocket to remind self)◆ Review CFAM (NURS 3032)◆ Have formula for % infant weight loss written down. Practice using formula so I can calculate the % loss accurately during the 24 hour call.◆ Review hospital liaison sheet to identify health issues to address with mother during 24 hour call.◆ Review Healthy Beginning protocols for issues of concern during 24 hour call. Think about how to address these during the home visit.◆ During the first visit – observe the PHN carefully for how she engages the client and communicates therapeutically with her. After the visit write down some phrases that I will use to engage the mother during the	

Format02 22

Faculty in the BCIT Nursing Program believe learning is a purposeful activity. Professional Learning Plans are used to help students focus their learning activities in areas of greatest need. They are meant to be individual for each student as learning needs vary from student to student.

Professional Learning Plans are to be submitted at the beginning of each practicum and updated as learning needs are met and new ones arise. Use the final evaluation from your previous practicum to identify the kinds of learning issues you have. Then review the course outline from this practicum course to identify how these learning issues might affect you in this practicum. Now, list at least 3 learning issues and for each issue develop very specific strategies you will implement to help you achieve success. As you implement the strategies, make comments in that column about the outcome and the usefulness of the strategy, etc. As new learning needs arise, develop additional strategies to focus your learning. Eventually this cycle of assessment, intervention, and evaluation for learning issues will become easier and faster. You will be well prepared for your professional competency reviews required for yearly RNABC re-registration.

TEACHING PLAN

Nursing Program

STUDENT NAME: LYNN FIELD SAMPLE PLAN

TOPIC: CONCEPTS OF COMMUNITY,
HEALTH AND PARTNERSHIP

LEARNING NEEDS	LEARNING GOALS	TEACHING STRATEGIES
<ul style="list-style-type: none"> Many students are calling to say they are struggling with the course concepts in NURS 7100. Some do not understand readings or know what to write in the reflective thinking activities. Some students react to the religious overtones of 2 of the readings so they cannot acknowledge the perspective of the authors. Many students are calling to get help with the first paper. They do not understand the term 'analysis' and are having trouble identifying their ideas about the concepts. Many say this course is difficult and entirely different from what they have learned so far in the program. 	<p>1. Students can discuss at least 3 perspectives for:</p> <ul style="list-style-type: none"> Community Health Partnership 	<p><i>ORGANIZE THE CLASS IN WEEK 5, AFTER THEY HAVE WORKED THROUGH THE FIRST 4 MODULES AND BEFORE THEY SUBMIT THE FIRST PAPER.</i></p> <ul style="list-style-type: none"> <i>INTRODUCE TOPIC BY REVIEWING THE PURPOSE OF THE MEETING.</i> <i>ORGANIZE STUDENTS INTO GROUPS OF 4 BY NUMBERING OFF 1, 2, 3, & 4.</i> <i>ASK STUDENTS TO DEVELOP A LIST OF THE AUTHOR'S PERSPECTIVES FOR EACH CONCEPT AND WRITE THEM ON LARGE POST-ITS PROVIDED. (15 MIN) (HAVE A LIST OF THE PERSPECTIVES SO YOU CAN CLARIFY THEM AS NEEDED)</i> Ask each group to share their ideas with the class in a round robin fashion – each group adding a perspective as we move from group to group. (15 min) Gather the group together and ask, "Is health an outcome or process? Why?" Record answers on the board. Paraphrase replies as you write to indicate acceptance of viewpoints. Be clear there is no right or wrong answer. Ask, "Is community an outcome or process? Why?" Again, record answers on the board and paraphrase as above.

	<p>2. Students apply their definition of community and partnership to their community group.</p>	<ul style="list-style-type: none"> • Ask, “What does power sharing mean to you?” Record and paraphrase as above. Total time for this group discussion is 20 min. <p>Ask students to go back into their groups and using the perspectives of community and partnership they recorded earlier, ask them to circle the perspectives they agree with.</p> <ul style="list-style-type: none"> • Ask them to record how they should behave with their community so these accepted perspectives are used/actualized. (15 min) • Circulate from group to group asking questions to increase thinking, i.e., “If you believe community is a process, what would be important to do with your community group?” • Ask groups to present their ideas (20 min) • Ask students if they have any questions about concepts and application? Answer questions using the group recordings if possible to reinforce the capacity of the students. <p>Summarize the session</p>
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**NURS 8130 NURSING PRACTICUM 7 –
PREVENTATIVE AND REHABILITATION SERVICES**

Student Name:

*Revised from University College of the Fraser Valley Nursing Program

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY
BACHELOR OF TECHNOLOGY IN NURSING

NURS 8130 NURSING PRACTICUM 7

EVALUATION TOOL FOR HEALTH TEACHING

Student Name: _____

Evaluator: _____

Your instructor or public health nurse will assign a mark from 1 - 5 for each criteria. Students must achieve a grade of 75% on the final teaching activity to pass the course.

Date			
Topic			

Planning: 15 marks			
Includes current, relevant, accurate and defensible health information.			
Clarifies the group's prior knowledge of the health topic			
Develops an appropriate teaching strategy to aid in the study of the topic.			

Implementation: 60 marks			
Establishes an environment conducive to learning.			
Introduces the topic and relates it to an immediate need, problem or deficit. It has meaning to the group.			
Relates new material to previous knowledge.			
Presents information in an organized, confident manner. Speaks clearly.			
Uses appropriate learning styles for the class.			
Teaching aids are clear, organized and enhance learning.			
Asks questions or makes comments that stimulate discussion (energizes the group).			
Deals effectively with questions or issues (including alternate perspectives) raised by the group.			
Helps the learner feel valued			
Summarizes the presentation and discussion at the close of the presentation.			

Verifies that the group understands the information presented.			
Completes the presentation within the pre-set time frame.			

Evaluation: 10 marks			
Incorporates the feedback from students and instructor into the self-evaluation of the presentation.			
Evaluates the effectiveness of the teaching including strengths and weaknesses.			
Total:	<u>85</u>	<u>85</u>	<u>85</u>

After each teaching session, students are expected to discuss the teaching self-evaluation with the instructor. Bring whatever teaching materials you wish to support the evaluation of your teaching. At the final evaluation of course achievement, include your evaluations of your health teaching during the course.