SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO
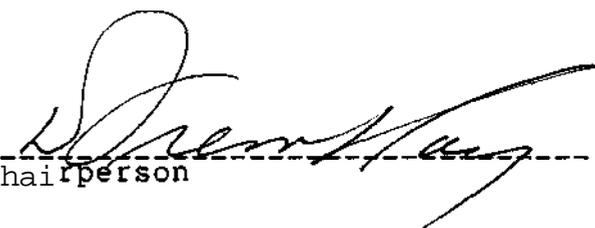
COURSE OUTLINE

Course Title:	NURSING PRACTICE - CLINICAL EXPERIENCE
Code No.:	NUR 316-21
Programme:	NURSING
Semester:	FIVE
Date:	SEPTEMBER 1991
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New: Revision:

APPROVED: _____   -AdLZ&Z^L^SZf/
          Chairperson   Date

CALENDAR DESCRIPTION

NURSING PRACTICE-CLINICAL EXPERIENCE   NUR 316-21

                Course Name   Course Number

PHILOSPHY/GOALS:

The student will apply the nursing process in assisting patients to
adapt to a new level of functioning in active treatment and chronic
care facilities. In long-term care situations, the student will
assist clients to achieve their maximum potential through physical and
psychosocial support. Visits to related community agencies will be
provided as well.

METHOD OF ASSESSMENT (GRADING METHOD):

See Attached.

TEXTBOOK(S):

As in Years 1 & 2

Optional: Techniques in Clinical Nursing
          Barbara Kozier/Glenora Erb, 3rd Edition

GRADING SCHEME;

S - Satisfactory
U - Unsatisfactory

Formative evaluation will be an ongoing process as arranged with your clinical teacher. A satisfactory final clinical evaluation is necessary in order to proceed to the Pre-Graduate Experience.

COURSE OBJECTIVES:

1. Use the process to facilitate optimum adaptation for clients who require intervention to adapt to a new level of functioning and/ or require long-term care. (C-Evaluation)

2. Use adaptation theory as a conceptual basis for nursing practice to promote adaptation of clients who must adapt to a new level of functioning or who require long term care. (C-Application)

3. Interact in a facilitative and therapeutic manner with individuals and groups. (A-Valuing)

4. Demonstrate in nursing practice a commitment to protect the inherent worth and dignity of man. (A-Valuing)

5. Accept responsibilities of professional nursing. (A-Valuing)

6. Identify how the health care system affects current practice situations. (C-Analysis)

7. Relate nursing plan of care to that of other health team members. (C-Application)

8. Assume responsibility for continuous personal and professional development. (A-Valuing)

COMPONENTS OF NURSING PRACTICE CLINICAL EXPERIENCE COURSE

1. Clinical practice in the hospital setting utilizing Medical, Psychiatry, Long-term Services, Coronary Care and Intensive Care Units.

2. Nursing Skills Labs.

3. Community experience with selected agencies.

CLINICAL PLACEMENT

Active treatment hospitals where clients have complex nursing requirements. The main focus is on the individual who requires long-term care and rehabilitation or who is in a life-threatening situation.

Plummer Memorial Public Hospital   General Hospital

2E   100B/100Y
2W   200A/200Y
ICU   ACU
ecu
Riverview Center   Community Agencies

SAULT COLLEGE NURSING PROGRAM

NURSING PRACTICE CLINICAL EXPERIENCE

CLINICAL OBJECTIVES

YEAR III   1990

The student uses the nursing process for selected clients to facilitate optimum adaptation for individuals at any point on the health-illness continuum with emphasis on the client who requires long-term care or is in a critical situation.

A. ASSESSMENT

     The student assess selected clients at any point on the health-illness continuum.

     The student 1) uses relevant method and source of data
                      collection.
                   2) collects data about client's overt and covert
                      behaviour in each mode in an appropriate manner
                      for the client's situation.
                   3) classifies client's responses as adaptive or
                      ineffective (and can support the classification).
                   4) analyzes collected data to identify the focal,
                      contextual and residual stimuli which influence
                      the adaptive and ineffective responses.
                   5) identifies the adaptation level of the client.
                   6) evaluates adequacy of the data collected and
                      obtains additional data when necessary.
                   7) identifies nursing diagnosis that is consistent
                      with and supported by assessment data.

PLANNING

The student develops a nursing care plan to assist adaptation of selected clients at any point on the health-illness continuum.

The student 1) bases care plan on nursing assessment.
2) relates nursing care plan to the plan of care of other health team members.
3) involves client and family in decisions affecting client's care
4) establishes priorities in developing care plan,
5) identifies short and long-term client goals in regaining adaptation.
6) maintains and promotes client's adaptive resources.
7) chooses nursing measures that are most likely to achieve identified goals for adaptation,
8) develops a teaching plan to meet the learning needs of selected clients,
9) refers clients to other hospital health team members.
10) refers clients to community agencies.
11) plans nursing care to use energy, materials and time efficiently.

IMPLEMENTATION

The student implements nursing care as planned to facilitate optimum adaptation of clients at any point on the health-illness continuum.

The student 1) carries out nursing interventions consistent with plan.
2) carries out nursing skills consistent with scientific principles
3) maintains a safe and therapeutic environment,
4) encourages client to carry out activities of daily living in the client's usual fashion,
5) makes effective use of time, energy and materials,
6) carries out teaching plan to meet the learning needs of clients.
7) demonstrates in practice an understanding of the dependent, independent and interdependent functions in the nurse's role.
8) Anticipates possible emergencies.
9) copes with unexpected or emergency situations with guidance.

PLANNING (cont'd)

       10) records accurately and promptly, significant information for total approach to care of client.
       11) Initiates and maintains therapeutic relationships with guidance.
       12) Assumes responsibility for the effect of own behaviour on other people.
       13) Is able to analyze and seeks to improve interpersonal relations and communication skills,
       14) communicates effectively with nursing team and other health team members.
       15) demonstrates behaviour which reflects an effort to protect the worth and dignity of the individual.

EVALUATION

The student will evaluate the achievement of the goals set to facilitate the optimum adaptation of selected clients at any point on health-illness continuum.

The student 1) identifies client behaviour which will illustrate achievement of goal.
       2) assesses client's actual behaviour against goal set.
       3) revises plan and implements modified plan.

ALL OBJECTIVES ARE MANDATORY!

HOURS

Attendance is highly valued and will be documented,

In accordance with the Ministry of Colleges & Universities' requirements, 384 clinical hours are offered during Semester 5.

SAULT COLLEGE NURSING PROGRAM REQUIRMENTS

RELATED TO CLINICAL PRACTICE

Elements of Nurse-Client Relationship

A. Standard of Care:

    1) Student performance meets minimum standard of competence required of registered nurse.

    2) Student is prepared for clinical experience.

B. Maintenance of Competence:

Student maintains satisfactory level of performance in all areas previously evaluated as satisfactory.

C. Accountability:

Student is responsible for decisions made and accountable to client and institution.

D. Respect for Dignity and Worth of the Individual:

Students will treat all clients with respect due another human being.

E. Confidentiality:

Student will respect the personal privacy of clients and keep all client information confidential.

F. Professional Misconduct:

An act of "professional misconduct" as defined by the Health Discipline Act, 1914, may require the student to withdraw from from the program.

Attendance

Student will adhere to attendance policy (Revised May, 1989).

Uniform

Student will dress according to policy.

The student interacts in a facilitative and therapeutic manner with individuals and groups

The student (as per Year 1 & 2):

1. Initiates and maintains therapeutic relationships with all age groups

2. Assumes responsibility for the effect of own behaviour on other people

3. Is able to analyze and seeks to improve interpersonal relations and communication skills

4. Communicates effectively with nursing team and other health team members

The student demonstrates in nursing practice, a commitment to protect the inherent worth and dignity of man. The student:

1. Demonstrates behaviour which reflects a belief in man's worth and dignity.

2. Provides care that reflects the acceptance of each individual's cultural, ethnic and religious differences.

3. Assumes a client advocate role in nursing practice

4. Consistently involves the client in the decision-making process relative to his care (See Year 1 & 2, Year 3: II, B. 3)

The student accepts the responsibility of professional nursing. The student:

1. Practises nursing consistent with professional criteria (see V, Year 1, II cues)

2. Assumes accountability for own nursing practice (See Year 1 & 2)

3. Provides nursing care reflecting the ethical basis of nursing (as per year 1 & 2)

4. Chooses appropriate roles and functions in nursing practice

5. Organizes own nursing practice within the relevant legislative framework (see Year 1 & 2 cues)

6. Assumes responsibility for keeping informed of current moral and legal obligations in nursing practice

7. Practises nursing consistent with a philosophy of nursing

The student examines the relationship of the nursing profession to the health care system. The student:

1. Relates the nursing care plan to that of other health team members (See II. 2 c)

2. Analyzes the roles and responsibilities of the nursing profession relative to the structure of the health care system

3. Identifies nursing functions within the health care system (as per Year 1 & 2)

4. Supports the client's right to a quality health care system (read Patient Advocate, see IV, 3)

5. Describe how the change process may be used to facilitate nursing process

The student assumes responsibility for continuous personal and professional development (see Year 1 & 2). The student:

1. Assumes responsibility to continue self awareness process

2. Assumes responsibility for realistic goal setting, compatible with interests, strengths and weaknesses

3. Assumes responsibility for continuing own learning