

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

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COURSE OUTLINE

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SAULT STE. MARIE

COURSE TITLE:

NURSING PRACTICE - CLINICAL EXPERIENCE

CODE NO:

RNA 104

SEMESTER:

ONE

PROGRAMME

NURSING ASSISTANT

AUTHOR:

DEBBIE SARGENT

DATE:

SEPTEMBER, 1993

SEPT/92

PREVIOUS OUTLINE DATED:

**NURSING PRACTICE
CLINICAL EXPERIENCE**

RNA 104

COURSE NAME

CODE NUMBER

TOTAL CREDIT HOURS: 249

PREREQUISITE(S): Must be accepted into Nursing Assistant Programme

CO-REQUISITE(S): RNA 103

I. PHILOSOPHY/GOALS:

The clinical practice course provides an opportunity for a student to use the nursing process in assisting a patient/client to promote and maintain adaptation. The student applies the theory learned in the Nursing Theory, Professional Concepts and the other courses which are being taken concurrently. Supervised clinical practice periods are provided in the nursing skills lab.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will have met the Clinical Objectives attached (See Section C). All clinical objectives are mandatory (unless otherwise stated) and must be met to earn a satisfactory grade for the semester.

III. TOPICS TO BE COVERED:

SECTION A: Nursing Skills Labs/Computer Labs

SECTION B: Health Assessment Project

SECTION C: Community Project

SECTION D: Practice in Health Care Settings (hospital, homes for the aged, community)

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IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

Group discussions
Demonstrations
Lecture
Role playing/simulations
field placement
Videos, filmstrips, overheads
self-directed activities
computer activities

Nursing Lab Package

Kozier, B., Erb, G.,
Oliviera, R.,
Fundamentals of
Nursing

Christensen, B. and
Kockrow, E.,
Foundations of
Nursing.

Anderson, S., Computer
Literacy for Health
Care Professionals

Sparks, S.M. & Taylor,
C.H., Nursing Diagnosis
Reference Manual

* **Required readings
will be posted on
the Nursing
Assistant bulletin
board prior to each
lab.**

**V. EVALUATION METHODS: (INCLUDE ASSIGNMENTS, ATTENDANCE
REQUIREMENTS, ETC.)**

The following documents contain learning outcomes and/or policies on which student performance is determined:

1. Clinical Objectives

Clinical objectives are based on the Standards of Nursing Practice set by the College of Nurses of Ontario as well as the Provincial Standards for Nursing Assistant Programmes set by the Ministry of Colleges and Universities. These standards specify the expectations of the graduating nursing assistant student. Clinical objectives identify cues which represent these standards and students are expected to consistently meet the objectives. All components of this course are evaluated against these objectives. (See Section D)

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2. Nursing Assistant Programme and Promotion Policies
This document represents policies and expectations of the student re: attendance, dress code, assignments and safety incidents. The School of Health Sciences philosophy of evaluation, evaluation policies and procedures as well as the role of the Department Progress Committee are also addressed in this document.

Written and/or computer assignments will be required for all components of this course.

V. EVALUATION METHODS CON'T:

Quizzes and skills mark-offs will be used for evaluating lab skills. Competency is expected to be maintained following a satisfactory mark-off. This requires ongoing practice of skills. (see Section A: Nursing Lab Skills (Evaluation) and Section D: III 3, b&c, V 1 a,b,c & V 2 c)

Formative evaluation includes frequent meetings with clinical teachers throughout the semester to share student's and teacher's evaluation of student's ongoing performance, (progress)

Summative evaluations are done with student and teacher at mid-semester and at the end of the semester.

Formative and summative self-evaluations are required ongoing.

Also see Evaluation under Section A, B, C & D attached.

GRADING

S - Satisfactory

U - Unsatisfactory

X - Temporary Grade which changes to "S" or "U" on a specified date.

* A satisfactory grade must be achieved for all clinical objectives at the end of Semester I to continue in Semester II.

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VI. REQUIRED STUDENT RESOURCES:

Anderson, S., Computer Literacy for Health Care Professionals,
Delmar Publishers Inc., Albany, N.Y., 1992

Kozier, B., Erb, G., & Oliviera, R., Fundamentals of Nursing:
Concepts, Process and Practice, 4th edition, Addison-Wesley
Publishing Co., Menlo Park, California, 1991

Christensen, B. and Kockrow, E., Foundations of Nursing, C.V.
Mosby Year Book, St. Louis, Mo., 1991

Nursing Assistant Lab Package

Nursing Assistant Lab Package Supplement

Sparks, S.M. & Taylor, C.H., Nursing Diagnosis Reference Manual,
2nd ed., Springhouse Publishing Co., Philadelphia, 1993

**VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION;**

See list on RNA 103 course outline. Additional readings will be posted on the bulletin board.

VIII. SPECIAL NOTES:

1. All lab quizzes/tests remain the property of Sault College.
2. Student Rights & Responsibilities will be as per the Student Handbook
3. This course outline is subject to change at the teacher's discretion.

SECTION A: NURSING SKILLS LABS

DESCRIPTION

Clinical skill labs are intended to introduce the student to basic nursing skills required in the nursing home and/or the hospital setting.

Competency is to be achieved in the attached list of skills, in order to protect the client's safety and comfort.

Time and equipment will be available in the nursing lab for independent practice. Additional lab time may be booked with the Lab Technologist.

Introduction to Computers is included under lab skills. Computer labs can be booked in A-Wing or the Health Sciences Computer Lab for individual practice.

EVALUATION

To contribute to a satisfactory grade for lab skills, the student must:

1. Complete assigned readings, worksheets and or pre-lab assignments.
2. Complete computer assignments.
3. Contribute in discussions on how the steps of the nursing process are utilized in each skill.
4. Achieve a passing grade on lab quizzes (60% or greater).
5. Participate in seminar discussions or case study presentations.
6. Practice each clinical lab skill using evaluation checklist or text guidelines.
7. Obtain a satisfactory grade in each skill mark-off (See below re: Mark-offs).
8. Follow programme policy requirements for attendance, dress code and assignments.

MARK-OFFS

This is an individual test of a student's ability to complete a nursing skill. Completing this successfully the first time, positively affects the clinical grade. The student is expected to take the responsibility to complete the mark-off successfully within a specified timeframe. For specific skills, this mark-off must be passed before doing this procedure in the clinical area.

SECTION A Continued . . .

Each markoff will be graded based on the following:

1. Satisfactory:
 - a) completes skill accurately following steps of the performance checklist (found in the Lab Package)
 - & b) answers questions about rationale and scientific principles accurately
 - & c) completes skill within a specific timeframe.
2. Unsatisfactory:
 - a) misses important steps from the performance checklist
 - &/or b) is unable to state rationale for important steps in the procedure
 - &/or c) does not complete skill within the required timeframe

If the student is unable to achieve a satisfactory performance on the first attempt it will be his/her responsibility to utilize the available resources and time to meet the criteria. A second mark-off opportunity will be provided.

If the student is unable to achieve a satisfactory performance following the second attempt he/she will be interviewed by a Nursing Clinical Teacher to explore areas of self-directed learning to assist the student to meet the testing criteria.

If the student is unable to achieve a satisfactory performance on the third attempt, the Nursing Assistant faculty will review the student's performance. If, in the collective opinion of the faculty, the student has not proved to be capable of successfully meeting the testing criteria through remedial activities; the student may be required to withdraw from the program.

Dates and content of markoffs, quizzes & tests will be posted on the Nursing Assistant bulletin board.

Supplemental Lab Test

One supplemental lab test may be offered to students who have not achieved a Satisfactory grade (60% or higher) on the term lab quizzes at the teacher's discretion.

This test may be in any format the teacher deems appropriate including written or verbal. The highest mark that can be achieved on a supplemental test is 60%.

SECTION A Continued . . .

SEMESTER I, SEPTEMBER, 1993

UNITS OF STUDY

1. Activity & Rest

Bedmaking (occupied, unoccupied, post-op)
Body Mechanics (squatting, pivoting, lifting, reaching, pushing, pulling, carrying)
Body Alignment
Range of Motion
Assisting Out of Bed (to chair, wheelchair, stretcher)
Assisting with Ambulation (walker, cane, crutches)
Lifts and Transfers
Protective Positioning
Fitness
Traction

2. Protection

a) Safety

- Medical Asepsis (handwashing)
- Surgical Asepsis (gloving, gowning, dressings)
- Isolation (gowning, gloving, bagging, universal precautions)
- Restraints
- WHMIS
- fire safety

b) Skin

- Bed Bath
- Dressing Clients
- Skin Care (preventing decubitus ulcers)
- Shaving (face, surgical shave prep)
- Hair washing and Care
- Oral Hygiene (mouth care, dental care, flossing)
- Foot Care
- Nail Care
- Eye Care (glasses, contact lenses, prosthesis)

c) Temperature

- temperature measurement (oral, rectal, axillary, tympanic)

3. Nutrition

a) Height/Weight

b) Metric System

c) Assisting with Feeding Clients

SECTION A Continued . . .

UNITS OF STUDY

4. Elimination
 - a) Bladder & Bowel
 - Perineal Care
 - Catheter Care
 - Measures to Encourage Voiding & Defecating
 - Use of Bedpans, Urinals, Commode, Diapers
 - Enemas, Suppositories
 - Disimpacting
 - Continuous Bladder Irrigation
 - Collecting and Labelling Specimens (urine, stool, sputum)
 - Urine Testing
 - Ostomy care
5. Fluids & Electrolytes
 - a) Intake & Output
 - b) Blood Glucose Monitoring
6. Self-Concept
 - a) Death & Dying
7. Oxygen & Circulation
 - a) Pulse (various sites)
 - b) Respiration
 - c) Blood Pressure
 - d) Application of Heat and Cold
 - e) Pre & Post-op exercises
 - f) Cast care
 - g) Incentive spirometer
 - h) Oxygen administration
 - i) Suctioning
8. Senses
 - a) care of the blind
 - b) hearing aids
9. Interdependence
 - a) Communication
 - b) Charting

SECTION B: HEALTH ASSESSMENT PROJECT

A. PURPOSE

To study elements of the health of an individual as displayed by members of a family in the community.

B. OBJECTIVES (of the Health Project Experience)

1. Assess health in members of a family by using guides developed in RNA 103.
2. Use communication techniques learned.
3. Use adaptation theory learned in RNA 103 to promote adaptation of family members.

C. DIRECTIONS (for Health Project Experience using members of a family)

1. Attempt to find a family that is within walking distance from your residence (unless you have access to a car). Attempt to find a family with young children.
2. Once you have a family and have received permission from them to participate please contact your clinical teacher to discuss suitability of the family.
3. Once a suitable family has been selected, the student must sign a learning contract with the clinical teacher before family visits begin.
4. The student must explain the purpose of the project to the family. (See attached Health Assessment Project Explanation)
5. Confidentiality must be maintained by the student
 - no names on assignments (initials only)
 - no sharing of family information
6. Programme requirements are expected to be followed while visiting your family. Please discuss with your clinical teacher which Programme Requirements pertain to family visits.

SECTION B: HEALTH ASSESSMENT PROJECT Continued . . .

7. Any problems identified by the student must be referred to the clinical teacher.
8. Termination of the Health Project visits may be requested by the family. If this occurs, please have the family contact the clinical teacher.
9. A contract must be signed by the student before family visits start.

D. ROLE OF THE CLINICAL TEACHER

1. Sign learning contract with student.
2. Approve selection of family that will meet the learning objectives.
3. Discuss assignment with student before and after visits.
4. Assist student with any problems that may arise from visits.
5. Contact family to discuss project.
6. Evaluate assignments.

E. EVALUATION

One written assignment will be required following each visit. Each assignment will be graded as Satisfactory or Unsatisfactory. Students will have one additional opportunity to improve the assignment if it is Unsatisfactory.

Due dates for assignments are:

Oct. 6	Visit #1	- Contract & Communication Checklist
Oct. 27	Visit #2	- Activity & Rest
Nov. 17	Visit #3	- Protection/Safety
Dec. 8	Visit #4	- Nutrition

These dates are subject to change.

The Health Project Experience is a component of the Clinical course and will be reflected in the overall grade the student achieves in RNA 104.

SECTION C: COMMUNITY PROJECT

DESCRIPTION

This is a 12 hour clinical component which involves participation in community activities in order to facilitate an understanding of Nursing Theory content.

OBJECTIVES OF THE COMMUNITY PROJECT

1. To gain an awareness of community services and resources available to individuals and their family members.
2. To gain an understanding of growth and development theory through direct observation of individuals within various stages of development.
3. To provide opportunities to practise communication techniques, both written and verbal.
4. To be empowered to be a self-directed, continuous learner

DIRECTIONS

1. Make a list of community activities which you have been involved with in the past. These can include volunteer work, attending community events, participating on local or provincial committees, attending community service meetings, participating in children's school or other activities, etc.
2. Scan the newspaper and "Sault This Week" for community services and groups which interest you.
3. List 3-6 different activities in the community which you might like to become involved with.
4. Prioritize the activities you have listed by placing a "1" beside the activity you are most interested in, and a "2" beside the next most interesting activity, and so on.
5. Since this clinical component is only 12 hours, indicate how you would like to spend these hours using the above lists that you have made. Specify how many hours you would like to spend on each. (Some may want to spend all of their time doing volunteer work in one area or some may wish to attend various activities).
6. Submit your responses to #1, 3 & 4 above to your "Tuesday" lab teacher (eg: Judith Kovala or Leslie Foster) by September 14th.

SECTION C: COMMUNITY PROJECT Continued . . .

7. Following approval, you will be given directions on how to proceed. Since some of these activities will have to be co-ordinated, please do not contact any agencies on your own unless you are given direction to do so by your lab teacher.
8. You will keep a log of your activities in a duo-tang or other type of folder to be forwarded to the lab teacher by December 13th. The log will identify where you were, what you did and what theory content you were able to utilize.
9. On Oct. 26 and Nov. 30, you will submit a very short summary of what you have done with this project to date (eg: how many hours you have completed, where, and general comments as to how it's going).
10. Near the end of the semester, you will be required to do a brief, 5-minute presentation on your community project to help others recognize the resources available in the community.

ROLE OF THE TEACHER

Your "Tuesday" lab teacher is a facilitator of your community project.

The teacher must approve your project before you begin.

The teacher will help you to set up your placement and support your learning throughout the semester. If you have any difficulties with this project, please discuss them with your teacher, so that she may help you.

The teacher may or may not contact the agencies or placement areas. Contact will be at the discretion of the teacher and is based on many different factors.

The teacher will evaluate the log summaries and verbal presentations.

EVALUATION

The Community Project is one part of the clinical course, therefore, will be graded in combination with the other components of the course.

To obtain a "Satisfactory" grade in this project, you must:

1. complete at least 12 hours of an approved community experience
2. submit a very brief summary on Oct. 26 and Nov. 30th indicating how many hours have been completed and where. Also indicate positive and negative aspects (eg: overall comments about how it's going). These summaries are to be forwarded to the "Tuesday" lab teacher.

SECTION C: COMMUNITY PROJECT Continued . . .

3. submit an overall log summary using correct spelling and grammar by Dec. 13th, identifying for each experience:
 - date and time
 - location
 - type of activity to were involved with
 - what theory content you were able to support
 - the value of the experience
4. Make a presentation to the class identifying the components of your community project, the type of experiences you were involved with and the value of the experience for you personally and professionally.

SECTION D: PRACTICE IN HEALTH CARE SETTING

DESCRIPTION

Nursing care will be carried out by the students in a local nursing home or home for the aged.

EVALUATION

All clinical objectives below must be met for a Satisfactory grade.

CLINICAL OBJECTIVES I-VII

- I. Use Roy's Adaptation Model as a conceptual basis for nursing practice, facilitating optimum adaptation for clients, at any point on the health illness continuum. (Semester I)
 - a) uses correct terminology ex. client responses, stimuli,...
 - b) 4 modes - physiological, self concept, role function, interdependence
 - c) identifies specific units of study under each of the 4 modes.
- II. Begins to identify psychological and sociological influences (stimuli) on a clients adaptation (Semester II) (See objective III 1b)
- III. Participate in the Nursing Process as applied to clients by contributing to: (Semester I)
 1. Continuous assessment of clients. Transfers theory base to:
 - a) collects data using appropriate resources
 - b) makes relevant observations of clients responses and stimuli in all 4 modes
 - c) compares the clients responses to accepted norms to determine ineffective responses
 - d) determines clients adaptation level
 - e) recognizes appropriate Nursing Diagnosis based on assessment data
 - f) assists nursing team in reaching nursing diagnosis
 - g) establishes a priority of care with direction
 2. Development and modification of Nursing Care Plans (Semester I)
 - a) identifies client care priorities
 - b) plan and organize nursing care based on assessment data
 - c) communicates with members of the health care team
 - d) sets realistic client centered goals - short/long term goals
 - e) contributes to clients nursing care plan
 - f) includes the client in planning care, clients preferences

SECTION D: PRACTICE IN HEALTH CARE SETTING Continued . . .

3. Implementation of Nursing Care Plan (Semester I)
 - a) implements the organizational plan to assist assigned client to maintain and support adaptation
 - b) performs nursing measures consistent with scientific principles (applies nursing theory, concepts and biology content)
 - c) carries out nursing measures safely
 - d) anticipates safety hazards in the environment to ensure client safety
 - e) assists clients and family to accept realistic expectations
 - f) utilizes time and equipment effectively
 - g) adapts to unexpected situations without stress/with direction - seeks assistance as necessary
 - h) utilizes aseptic technique appropriately and explains procedures to client
 - i) demonstrates awareness of community resources to assist client adapt to changing lifestyles.
4. Systematic and continuous evaluation (Semester I)
 - a) evaluates if client has met goals and states responses to support this
 - b) evaluate the effectiveness of care
 - c) contributes to the modification of clients plan of care

Maintains nursing records for clients for whom nursing care is provided utilizing effective verbal and written communication skills. (Semester I)

develops an awareness of own behaviour and that of others
demonstrates beginning competency in therapeutic communication and interpersonal skills effective with client, family and health team.
develops a genuine trusting, empathic relationship with clients
suspends personal judgment about client or what client is saying - listens and accepts client's thoughts and feelings.
records and reports information accurately, legibly
charts information in accordance with agency policies
uses correct spelling, grammar and punctuation, correct terminology
uses appropriate channels of communication
participates fully and willingly in post conferences, labs, discussion
completes written/computer assignments for labs and clinical
demonstrates basic computer literacy skills

SECTION D: PRACTICE IN HEALTH CARE SETTING Continued . . .

V. Participates as a member of the health team, within a health system, fulfilling his/her responsibilities as a member of the nursing discipline (Semester I)

1. PROFESSIONALLY

- a) maintains competence in all skills taken to date
- b) accepts responsibility for his/her own learning
- c) accountable for own nursing actions
- d) provides quality nursing care regardless of how others nurse, knows correct methods and does them accordingly.
- e) maintains a safe environment for clients and health team members
- f) reports information accurately, truthfully and honestly
- g) performs nursing care within the boundaries of the legal role
- h) follows program policies and those of institution of clinical practice
- i) shows initiative and enthusiasm
- j) reports and takes corrective action for errors

2. PERSONALLY

- a) completes daily achievement record with examples of how he/she met the objective
- b) responds positively to suggestions for improvement and makes changes as necessary
- c) shows evidence of preparation and research for clinical work
- d) consistently present and punctual for labs and clinical
- e) seeks feedback about progress from clinical instructor regularly
- f) adheres to uniform policy
- g) hands in assignments on time
- h) notifies lateness/absence appropriately
- i) demonstrates role of a continuous learner

VI. Demonstrates in Nursing Practice a commitment to protect the inherent worth and dignity of man. (Semester I)

- a) demonstrates respect for clients ideas, beliefs and practices of the individual and family
- b) respects clients right to make decisions regarding his own health

SECTION D: PRACTICE IN HEALTH CARE SETTING Continued . . .

2. Function in accordance with the Guidelines for Ethical Behavior in Nursing (Semester I)
 - a) maintains confidentiality of client and family information
 - b) contributes to clients' and families' confidence in members of the health team
 - c) demonstrates responsibility to consistently deliver a high quality of nursing care
 - d) behaves in a manner consistent with the expectations of a health care professional
 - e) uses professional judgement in supporting the clients right to information regarding his health status.
 - f) recognizes ethical conflicts and uses Guidelines for Ethical Behaviour to resolve conflicts

- VII. Demonstrate in Nursing Practice an understanding of the cultural and health needs of an increasingly ageing population.
(Semester I)
 - a) bases nursing care on respect for clients culture and client's right to own value system and moral code
 - b) able to give quality nursing care to clients whose beliefs and lifestyle may conflict with your belief system

SAULT COLLEGE NURSING ASSISTANT PROGRAMME
LAB/CLINICAL SCHEDULE

DATE	TUESDAY (3 hrs)	Thursday	Friday
Aug. 30-Sept. 3	INTRO. TO RNA 104	LAB	LAB
Sept. 6-10	LAB	LAB	LAB
Sept. 13-17	LAB	LAB	LAB
Sept. 20-24	LAB	LAB	LAB
Sept. 27-Oct. 1	LAB	LAB	LAB
Oct. 4-8	LAB	LAB	LAB
Oct. 11-15	LAB	LAB	LAB
Oct. 18-22	LAB	LAB	LAB
Oct. 25-29	LAB	LAB HOSPITAL ORIENT.	LAB HOSPITAL ORIENT.
Nov. 1-5	LAB	UNIT ORIENTATION	CLINICAL
Nov. 8-12	LAB	CLINICAL	CLINICAL
Nov. 15-19	LAB	CLINICAL	CLINICAL
Nov. 22-26	LAB	CLINICAL	CLINICAL
Nov. 29-Dec. 3	LAB	CLINICAL	CLINICAL
Dec. 6-10	LAB	CLINICAL	CLINICAL
Dec. 13-17	LAB	LAB	LAB
Dec. 20-24	LAB	LAB	HOLIDAY

Plus 12 hours community project
 Plus 4 hours family visits