

I. COURSE DESCRIPTION:

This course further explores the concept of health promotion and health protection with well clients*. The learner will gain basic assessment and nursing skills required to care for the client* in selected age groups. The course is also designed to assist the learner to acquire knowledge and develop mathematical skills required to safely calculate drug dosages.

Throughout this course outline, the term client* will be used to include the well individual and/or family.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon completion of this course, the student will be able to demonstrate the ability to:

1. Demonstrate practice in a professional manner in accordance with the College of Nurses of Ontario "Standards of Practice".

Potential Elements of the Performance:

- a. Demonstrate accountability for personal and professional growth.
 - b. Differentiate between social and professional roles.
 - c. Engage in reflective practice to promote further learning
 - d. Accept feedback appropriately to effectively promote change.
 - e. Comply with the practice setting standards and practice expectations by:
 - Displaying self-direction
 - Seeking guidance appropriately
 - Demonstrating interest and enthusiasm in learning
 - Preparing for clinical experience according to guidelines
 - Dressing appropriately
 - Being punctual
 - Following guidelines for reporting absenteeism
 - Providing care within the student's role and current scope of practice
 - f. Accept accountability for own decisions and actions.
 - g. Demonstrate self-care practices that promote personal health and wellness.
 - h. Demonstrate accountability and responsibility in attending clinical placement according to college policy.
 - i. Recognize the right of the client* to make their own health choices.
2. Demonstrate caring behaviours when interacting with well clients*.

Potential Elements of the Performance:

- a. Create an atmosphere of mutual trust, acceptance and respect.
- b. Demonstrate a supportive and client*-centred approach.
- c. Use a non-judgmental attitude, empathy and genuineness when interacting with clients*.
- d. Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
- e. Support the achievement of client's* expected health outcomes.
- f. Use a humanistic attitude and holistic approach with clients*.
- g. Promote the self-care abilities of the client*

3. Practice and apply through demonstration interpersonal skills which promote and maintain caring relationships with individuals, families, peers, faculty and agency personnel through collaboration and collegiality.

Potential Elements of the Performance:

- a. Participate as a contributing member of the team in providing care for the client*.
 - b. Follow through with verbal and non-verbal direction safely, responsibly and consistently.
 - c. Report significant information accurately, confidently and respectfully to appropriate personnel.
 - d. Adapt communication strategies to meet the needs of the client*.
 - e. Support client* rights to privacy and confidentiality.
 - f. Act in a professional manner when communicating with clients*, peers, faculty and agency personnel.
4. Demonstrate and apply the principles of teaching-learning to promote optimal health and wellness of the client*.

Potential Elements of the Performance:

- a. Assess the health status of the client* to determine learning needs.
 - b. Develop a plan to promote health and wellness of the client*.
 - c. Apply principles of teaching-learning to promote client* health and wellness.
 - d. Implement a relevant and age appropriate teaching plan to promote the health and wellness of the client*.
 - e. Evaluate the effectiveness of health teaching for the client*.
5. Apply the nursing process to provide organized safe, competent basic nursing care for the well client*.

Potential Elements of the Performance

Assessment

- a. Demonstrate the ability to conduct purposeful client* interviews.
- b. Gather data through history taking, interviewing, consultation, physical examination and review of available records.
- c. Demonstrate the ability to assess the client* accurately.
- d. Differentiate between relevant and non-relevant data to be reported and recorded.

Planning

- a. Identify client's* expected health outcomes (goals).
- b. Plan individualized care considering assessment, pre-clinical preparation, and current nursing strategies.
- c. Develop daily organizational plans to manage time and reflect nursing responsibilities.
- d. Apply nursing knowledge and critical thinking to set priorities in providing basic holistic nursing care.

Implementation

- a. Perform selected nursing interventions consistently in a safe competent client*-centered manner.
- b. Identify principles of selected basic nursing skills.
- c. Implement plan of care within a reasonable timeframe.

Evaluation

- a. Evaluate the expected outcomes (goals) of the client*.
 - b. Revise the plan of care if goals are unmet.
 - c. Report and record significant information according to agency policy and CNO Standards.
 - d. Demonstrate consistently the overriding principles of accountability, responsibility and safety.
6. Apply theories of growth and development and the change process to promote client* health and wellness.

Potential Elements of the Performance:

- a. Assess the health and wellness of the client*.
 - b. Identify expected outcomes (goals) in collaboration with the client*.
 - c. Plan nursing interventions in collaboration with the client*.
 - d. Implement nursing interventions in collaboration with the client*.
 - e. Evaluate the extent to which the desired outcomes (goals) have been met.
 - f. Modify the plan of care based on the evaluation results.
7. Apply research findings to support nursing practice.

Potential Elements of the Performance:

- a. Use evidence-based information to assess client* health status.
 - b. Provide a safe environment for the client* based on current and relevant research. (ie Best Practice Guidelines)
8. Explain general concepts related to pharmacology:

Potential Elements of the Performance:

- a. Describe relevant policies and legislation related to drug administration in Canada.
 - b. Describe various forms of drug preparations.
 - c. Identify various routes and equipment for medication administration.
 - d. Differentiate between concepts of pharmacodynamics and pharmacokinetics.
9. Describe the principles of medication administration:

Potential Elements of the Performance:

- a. Describe the eight rights of safe medication administration.
- b. Relate the nursing process to administration of medications.
- c. Identify the meanings of standard abbreviations used in medication administration.
- d. Identify the necessary information on a medication profile.
- e. Analyze errors using practical examples of medication administration.
- f. Interpret the components of a medication order.

10. Explain the action and interaction of selected pharmaceutical preparations and the impact on nursing care:

Potential Elements of the Performance:

- a. Explain safe practices in administering and monitoring medications following the Standards from the College of Nurses of Ontario.

11. Use basic mathematical skills to accurately calculate drug dosages:

Potential Elements of the Performance:

- a. Review basic math calculations.
- b. Practice dosage calculation problems using a selected formula for oral and parenteral routes.

III. TOPICS:

Topics/skills/concepts to be learned and practiced in the HSRC (Lab) include:

1. Documentation
2. Health Teaching
3. Vital Signs
4. Elimination
5. Specimen Collection, Blood Glucose Monitoring
6. Oxygenation
7. Principles of Aseptic Technique
8. Pressure Ulcer Prevention and Care
9. Simple Dressings (No-touch), Wound Care, Wound Irrigation
10. Restraints
11. Application of Heat and Cold
12. Comfort Measures for Labour and Delivery / Breastfeeding
13. Concepts of Pharmacology
14. Principles of Medication Administration
15. Drug Legislation
16. Mathematical Skills/Calculations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario. *Compendium of standards of practice for nurses in Ontario*. Toronto, ON: Author. (available on-line at www.cno.org)

Kozier, B. [et al.]. (2010). *Fundamentals of Canadian nursing*. (2nd Canadian ed.). Pearson Canada

Ladwig, G. & Ackley, B. (2011). *Mosby's guide to nursing diagnosis* (3rd ed.). Elsevier

LeFever Kee, J. (2009). *Handbook of lab and diagnostic tests* (6th ed.). Pearson Education.

Leifer, G. (2012). *Maternity nursing: An introductory text* (11th ed.). Saunders: Elsevier

Morris, D. G., (2010). *Calculate with confidence* (5th ed.). Mosby: Elsevier

Wold, G. (2012). *Basic geriatric nursing* (5th ed.). Mosby: Elsevier

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V. EVALUATION PROCESS/GRADING SYSTEM:

1. The student will be evaluated in a variety of practicum settings that include:
 - a. Health Science Resource Centre (HSRC) (Lab Practicum)
 - b. Long Term Care Clinical Placement (Clinical Practicum)
2. The student must receive a satisfactory evaluation in all components of the course in order to be successful. There are no supplemental lab tests or make-up for missed labs or clinical experiences offered in this course. Refer to the Student Success Guide for policies and procedures related to attendance and absenteeism.
3. Lab Evaluation
The pass mark for the lab component of the course is 60%. The evaluation process for the lab component includes the following:
 - a. Quiz 1 (15%)
 - b. Quiz 2 (15%)
 - c. Mid-term Test (35%)
 - d. Final Test (35%)
4. Clinical Evaluation
The student will be required to satisfactorily demonstrate the outcomes of the course and fulfil the expectations related to the clinical experience. Expectations related to clinical practicum include:
 - a. Performing client care skills safely and competently in the clinical setting as learned and practiced in HSRC (Lab).
 - b. Preparing weekly evidence-based clinical assignments to organize and provide safe and competent care for clients.
 - c. Creating and implementing health teaching plans.
 - d. Researching and applying evidence-based information to support one's own nursing practice.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Transportation:

It is the responsibility of each student to provide their own transportation to/from practicum agencies; other students are not obligated to provide transportation.

Cell Phones:

Cell phones must be turned off during class time and on test days.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.