

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Nursing Practice III

**CODE NO. :** PNG236 **SEMESTER:** 3

**PROGRAM:** Practical Nursing

**AUTHOR:** Northern Partners in Practical Nursing Education/  
Gwen DiAngelo

**DATE:** Sept/12 **PREVIOUS OUTLINE DATED:** Sept/11

**APPROVED:** "Marilyn King" Aug. 2012

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	<b>CHAIR, HEALTH PROGRAMS</b>	<b>DATE</b>

**TOTAL CREDITS:** 16

**PREREQUISITE(S):** All Year 1 Courses

**HOURS/WEEK:** 16 (Clinical 13 hours/week and Lab 3 hours/week)

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*For additional information, please contact the Chair, Health Programs*  
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**I. COURSE DESCRIPTION:**

This course will provide the learner opportunities to examine the role of the practical nurse when caring for individuals, families and/or groups with health challenges. The learner will utilize critical thinking skills to plan and implement holistic nursing care. The experience will take place in the laboratory setting and in a variety of medical-surgical areas.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Explain how to 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 own personal and professional growth.
- b. Maintain a distinction between professional and social roles.
- c. Engage in reflective practice to promote further learning
- d. Accept constructive criticism appropriately to promote change.
- e. Comply with the practice setting established standards and practice expectations by:
  - Displaying self-direction
  - Seeking out guidance appropriately
  - Seeking assistance when ethical conflicts arise
  - 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
  - Demonstrating competency with gradually increased client\* care assignment.
  - Identifying the role and scope of practice of the various members of the health care team
- f. Accept accountability for own decisions and actions.
- g. Report and record significant information accurately, confidently and respectfully to appropriate individuals, peers, faculty and agency personnel.
- h. Identify when personal values and beliefs conflict with the ability to maintain commitments to the client\*.
- i. Demonstrate self-care practices that promote personal health and wellness.
- j. Demonstrate accountability and responsibility in attending clinical placement according to college policy.
- k. Recognize the right of the client\* to make own health choices:
  - Support client\* to find the best possible solution, given client's\* personal values, beliefs and different decision-making style.
  - Respect the informed, voluntary decision of the client\*.
  - Follow the wishes of the client\* within the obligations of the law and CNO Standards of Practice.
- l. Describe opportunities to improve the level of health care in the community by working with groups to advocate for health policy and health resources.
- m. Demonstrate leadership qualities in clinical experiences.

2. Select caring behaviours when nursing the client\* with health challenges.

Potential Elements of the Performance:

- a. Create an atmosphere of mutual trust, acceptance and respect.
  - b. Demonstrate a supportive client\*-centred approach.
  - c. Use a non-judgmental attitude, empathy and genuineness when interacting with the client\*.
  - d. Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
  - e. Establish therapeutic relationships that promote the achievement of expected health outcomes of the client\*.
  - f. Apply appropriate therapeutic communication techniques:
    - Active listening
    - Touch
    - Silence
    - Verbal/non-verbal communication
    - Reflection
    - Feeling tones
  - g. Demonstrate confidence in promoting the self-care abilities of the client\*.
  - h. Promote and preserve the self-esteem and self-confidence of client\*.
  - i. Balance technical and technological aspects of nursing with a humanistic attitude and holistic approach.
3. Integrate interpersonal skills which promote and maintain caring relationships with individuals, families, peers, faculty and agency personnel through collaboration and collegueship.

Potential Elements of the Performance:

- a. Participate as a contributing member of the team in providing care for the client\*.
- b. Follow verbal and non-verbal directions safely, responsibly and consistently.
- c. Adapt communication strategies to meet the needs of the client\*.
  - Listen to, understand and respect client\* values, opinions, needs and ethno-cultural beliefs.
- d. Support the right to privacy and confidentiality of the client\*.
- e. Act in a professional manner when communicating with clients\*, families, peers, faculty and agency personnel.
- f. Support the client\* with informed decision making.
- g. Promote the nurse's role as a client\* advocate
- h. Employ basic strategies to bring about the resolution of conflict.

4. Explain nursing knowledge and critical thinking skills to assess, plan, implement and evaluate holistic nursing care for the client\* facing actual or impending acute health challenges.

Potential Elements of the Performance:

Assessment

- Demonstrate the ability to conduct purposeful client\* interviews.
- Gather data through history taking, interviewing, consultation, physical examination and review of available records.
- Assess the client\* accurately on an on-going basis.
- Differentiate between relevant and non-relevant observations to be reported and recorded.

Planning

- Identify the expected health outcomes (goals) of the client\*.
- Plan individualized care according to assessment, pre-clinical preparation and evidence-based nursing practice.
- Apply nursing knowledge and critical thinking to set priorities in providing comprehensive holistic nursing care.

Implementation

- Adapt organizational plan to reflect changing priorities based on client\* needs
- Conserve time, energy and supplies.
- Implement the plan of care within a reasonable timeframe.
- Perform selected nursing interventions consistently in a safe competent client\*-centred manner that minimizes risk and maximizes benefits to client\*.
- Apply the concepts of health promotion, health protection, and prevention, (therapeutic treatment), rehabilitation and/or restorative care to the plan of care of the client\*.
- Promote the use of community agencies to assist client\* when appropriate.

Evaluation

- Evaluate achievement of expected outcomes (goals).
- Revise the plan of care as needed.
- Document relevant data in a concise and timely manner, according to "CNO Standards" and agency policy.

5. Differentiate and select theories of growth and development and the change process to promote the optimal health and wellness of the client\*.

Potential Elements of the Performance:

- a. Assess the client\* based stages of life.
- b. Establish expected outcomes (goals) in collaboration with the client\*.
- c. Plan nursing interventions based on the selected stage of growth and development in collaboration with the client\*.
- d. Implement nursing interventions in collaboration with the client\*.
- e. Provide dignified, comfortable care for the dying client\*.
- f. Evaluate the extent to which the desired outcomes (goals) have been met
- g. Modify the plan of care based on the evaluation results.

6. Distinguish the principles of teaching-learning to promote optimal health, wellness and safety of the client\*.

Potential Elements of the Performance:

- a. Assess the health status of the client\* to determine learning needs.
- b. Develop a plan in collaboration with the client\*.
- c. Apply principles of teaching-learning to facilitate client's\* understanding.
- d. Implement relevant and age-appropriate teaching plan to promote optimal health, wellness and safety of the client\*.
- e. Evaluate the effectiveness of the teaching plan for the client\*.
- f. Modify the teaching plan based on the evaluation.

7. Select 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.

8. Utilize basic mathematical skills to accurately calculate drug dosages:

Potential Elements of the Performance:

- review basic math calculations.
- solve dosage calculation problems using a selected formula for non parenteral, enteral and parenteral routes.
- calculate a safe pediatric dose based on weight.

**Note:** Client\* refers to individuals, their families and/or groups facing actual or impending acute health challenges.

**III. TOPICS:**

Students will practice in a variety of settings that include:

1. Hospitals
2. Health Science Resource Centre (HSRC)

Skills/concepts to be learned and practiced in the HSRC include:

1. Surgical Wound Care
2. Intravenous Therapy
3. Administration of Blood and Blood Products
4. Medication Administration: Non Parenteral/Parenteral/Enteral (Subcutaneous, Intradermal, Intramuscular)
5. Math Calculations for Medication Administration

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- Berman, A. & Snyder, S. (2012). *Skills in clinical nursing* (7<sup>th</sup> ed.). Pearson Canada.
- Chabner, D. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.). Elsevier Canada.
- College of Nurses of Ontario. (n. d.). *Compendium of standards of practice for nurses in Ontario* (2<sup>nd</sup> ed.) Toronto, ON: Author. (available on-line at [www.cno.org](http://www.cno.org) )
- Gray Morris, D. (2010). *Calculate with confidence*. (5<sup>th</sup> ed.). Toronto, ON: Mosby Elsevier Canada.
- Karch, A (2013). *Lippincott's nursing drug guide*. (Canadian ed.). Philadelphia PA: Lippincott, Williams and Wilkins.
- Kozier, B. [et al.]. (2010). *Fundamentals of Canadian nursing*. (2<sup>nd</sup> Canadian ed.). Toronto, ON: Pearson Education Canada.
- Ladwig, G. and Ackley, B. (2011). *Mosby's guide to nursing diagnosis*. (3<sup>rd</sup> ed.). Toronto, ON: Elsevier Canada.
- Lefever Kee, J. (2009). *Handbook of laboratory and diagnostic tests with nursing implications* (6<sup>th</sup> ed.). Prentice Hall.
- Lewis, S.M., Heitkemper, M. M., [et al.]. (2010). *Medical surgical nursing in Canada*. (2<sup>nd</sup> ed.). Toronto, ON: Elsevier Canada.
- Lab Manual (provided by lab teacher)
- Lab Equipment (as directed by lab teacher/clinical instructor throughout the semester)

**Optional:** *MediQuik Drug Cards* (18<sup>th</sup> ed.) Lippincott, Williams and Wilkins

**V. EVALUATION PROCESS/GRADING SYSTEM:**

A final grade of Satisfactory is required to pass PNG236. The student must achieve a satisfactory outcome in all components of the course. Each of the three (3) component are graded separately in the evaluation process.

**Grading will be determined by the following components:**

**Lab Tests**

- Achieve 60% (overall) on 2 lab tests. Supplemental testing is not available.

**Clinical Placement**

- Demonstrate consistently the overriding principles of safety, accountability and responsibility in all practicum components
- Achieve the learning outcomes of PNG236
- Complete and be prepared to discuss self evaluation requirements at scheduled mid rotation and end of rotation evaluations with clinical teacher (supporting grades with comments demonstrating self-reflection).

**Math for Medication Administration Tests**

- Achieve 90% or higher on the first three Drug Calculation Tests. The student will be exempt from Test #4 if 90% or more is achieved on each of the previous three Drug Calculation Tests.
  - The student will be required to write Test #4 and achieve 90% or higher to be satisfactory in the math component of practicum. One supplemental test for Test #4 will be available.
- For further information relating to practicum/lab program policies, refer to the Student Success Guide. Clinical makeup is not available for missed clinical hours.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
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.	

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

***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.

**VII. COURSE OUTLINE ADDENDUM:**

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