



**I. COURSE DESCRIPTION:**

This course will provide the learner with opportunities to apply concepts and knowledge acquired in the classroom environment and practice setting. The emphasis will be on promotion of health and wellness of well individuals throughout the lifespan. The learner will be introduced to individuals in selected age groups through simulation, lab practice and community agencies.

The learner will gain knowledge in various skills required by individuals in selected age groups which include: hand washing; medical asepsis and isolation techniques; principles of proper body mechanics; hygienic/dressing/grooming care; bed making, assisting with elimination; mobility; ambulation and safe transferring techniques; measurement of vital signs; fire safety; environmental safety assessment; documentation of skills and health teaching.

Students are expected to work independently to gain an understanding in the application of medical terminology.

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

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

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

Potential Elements of the Performance:

- 1.1 Take responsibility for own personal and professional growth.
- 1.2 Differentiate between professional and social roles.
- 1.3 Utilize reflective practice to promote further learning
- 1.4 Use feedback positively to promote further learning.
- 1.5 Comply with established standards and practice in the practice setting:
- 1.6 Take responsibility for own decisions and actions.
- 1.7 Report and record significant information accurately, confidently and respectfully to appropriate individuals, peers, faculty and agency personnel.
- 1.8 Identify personal values and beliefs
- 1.9 Practise self-care to promote personal health and wellness.
- 1.10 Take responsibility for attending clinical placement according to college policy.
- 1.11 Report significant information accurately.
- 1.12 Identify qualities of a leader within a group.

2. Display caring behaviours when interacting with well individuals.

Potential Elements of the Performance:

- 2.1 Create an atmosphere of mutual trust, acceptance and respect.
- 2.2 Demonstrate a supportive and client centered approach.
- 2.3 Use a non-judgmental attitude, empathy and genuineness when interacting with individuals.
- 2.4 Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
- 2.5 Promote the achievement of individuals' expected health outcomes.
- 2.6 Utilize appropriate therapeutic communication techniques:
- 2.7 Use a humanistic attitude and holistic approach with the individual.
- 2.8 Promote the self-care abilities of the individual.

3. Practice 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:

- 3.1 Participate as a contributing member of the team in providing care for the client.
  - 3.2 Identify situations of conflict.
  - 3.3 Follow verbal and non-verbal directions safely, responsibly and consistently.
  - 3.4 Adapt communication strategies to meet the needs of the client.
  - 3.5 Maintain rights to privacy and confidentiality.
  - 3.6 Communicate in a professional manner with clients, peers, faculty and agency personnel.
4. Apply the nursing process to organize and provide safe, competent basic nursing care the well client.

Potential Elements of the Performance:

- 4.1 Gather data utilizing a prescribed tool.
  - 4.2 Demonstrate the ability to observe an individual.
  - 4.3 Identify relevant observations to be included in assessment.
  - 4.4 Report and record relevant observations.
  - 4.5 Plan a group teaching plan to address expected health outcomes (goals).
  - 4.6 Apply nursing knowledge and critical thinking to set priorities.
  - 4.7 Identify principles of selected basic nursing skills in placement.
  - 4.8 Implement teaching plan within a reasonable timeframe.
  - 4.9 Collect significant information according to agency policy and college guidelines.
  - 4.10 Evaluate the teaching plan in relation to achievement of the individual's expected health outcomes (goals).
5. Promote client's optimal health and wellness through the application of the theories of growth and development.

Potential Elements of the Performance:

- 5.1 Assess the individual based on age and stage of life.
  - 5.2 Work with agency staff to plan age appropriate activities to promote health.
  - 5.3 Execute appropriate activities to promote health.
  - 5.4 Evaluate the effectiveness of intervention. (activities)
6. Examine theories of microbiology and the purpose of hand washing.

Potential Elements of the Performance:

- 6.1 Explain the chain of infection.
- 6.2 Identify infection prevention and control measures to break the chain of infection.
- 6.3 Discuss precautions to use when in contact with body fluids.
- 6.4 Demonstrate hand washing using proper technique.

7. Identify the principles and techniques for providing care with the client in isolation.

Potential Elements of the Performance:

- 7.1 Discuss the risks for hospital-acquired infections.
- 7.2 Identify isolation guidelines.
- 7.3 Explain the difference between medical and surgical asepsis.
- 7.4 Perform infection control practises correctly.
- 7.5 Explore the psychological implications of isolation upon the client and family members.
- 7.6 Discuss the learning needs of the client/family in isolation.
- 7.7 Provide the definitions for infection control terminology.

8. Examine and demonstrate proper body mechanics and back safety.

Potential Elements of the Performance:

- 8.1 Apply concepts and principles of body mechanics to Activities of Daily Living (ADL) in the home, school, and hospital setting.
- 8.2 Discuss safety precautions related specifically to back safety.
- 8.3 Examine the application of back safety precautions when working with various age groups.
- 8.4 Demonstrate good body mechanics: bed making and using equipment in the lab.

9. Identify safety precautions for specific age groups.

Potential Elements of the Performance:

- 9.1 Review safety practices and devices available for the injury prevention for various age groups.

10. Practice mobility skills for the client in the lab setting.

Potential Elements of the Performance:

- 10.1 Demonstrate, using good mechanics: positioning, moving and transferring a client.
- 10.2 Perform active/passive exercises including Range of Motion exercises.
- 10.3 Assist clients to ambulate.
- 10.4 Practice the teaching and the use of ambulation aids, including a mechanical lift.
- 10.5 Examine the complications of immobility for clients.

11. Identify fire safety hazards.

Potential Elements of the Performance:

- 11.1 Identify fire safety precautions in various settings.
- 11.2 Identify various types of fire extinguishers.
- 11.3 Identify emergency measures for a fire.

12. Demonstrate appropriate techniques for providing adult hygiene/grooming/dressing.

Potential Elements of the Performance:

- 12.1 Demonstrate hygienic/dressing/grooming skills in the lab setting using proper principles.
- 12.2 Assist clients with elimination including use of incontinence products and assistive devices.
- 12.3 Record hygienic care.

13. Demonstrate and assist clients with elimination using a variety of methods.

Potential Elements of the Performance:

- 13.1 Assist the client with a variety of methods of toileting.
- 13.2 Perform catheter care and care of the urinary drainage system including condom catheter and leg bag care and continuous bladder irrigation.
- 13.2 Document intake and output appropriately.
- 13.4 Discuss the methods of measuring intake and output.

14. Demonstrate appropriate techniques in ostomy care.

Potential Elements of the Performance:

- 14.1 Describe drainage characteristics from various types of ostomies.
- 14.2 Choose appropriate equipment.
- 14.3 Empty and cleanse an ostomy bag.
- 14.4 Change ostomy appliances.
- 14.5 Discuss skin care strategies.
- 14.6 Identify client emotional concerns during ostomy care.
- 14.7 Document appropriately.

15. Demonstrate the ability to provide nutrition to clients with differing abilities.

Potential Elements of the Performance:

- 15.1 Assist clients with swallowing difficulties.
- 15.2 Demonstrate the proper techniques of assisting individuals with visual impairments.
- 15.3 Practice assisting a person with limited mobility with their nutritional needs.

16. Perform vital signs and general measurements.

Potential Elements of the Performance:

- 16.1 Identify factors that influence vital signs. (Temperature, Pulse, Respirations, Blood Pressure and O<sub>2</sub> Saturation).
- 16.2 Blood Pressure and O<sub>2</sub> Saturation).
- 16.3 Discuss factors that may interfere with the accuracy of vital sign measurement.
- 16.4 Demonstrate the proper technique of measuring clients' vital signs (Temperature, Pulse, Respirations and Blood Pressure).
- 16.5 Pulse, Respirations and Blood Pressure).
- 16.6 Measure oxygen saturation levels.
- 16.7 Measure height and weight.
- 16.8 Document by appropriate methods.

17. Demonstrate appropriate bed making techniques.

Potential Elements of the Performance:

- 17.1 Perform bed making (occupied, unoccupied and surgical) using principles of proper body mechanics and infection control.

18. Utilize principles of teaching-learning to promote optimal health, wellness and safety of the client.

Potential Elements of the Performance:

- 18.1 Provide information to facilitate decision-making related to the individual's health, wellness and safety of the individual
  - 18.2 Develop a plan to promote health and wellness of the client considering the determinants of health.
  - 18.3 Apply principles of teaching and learning to promote clients health and wellness.
  - 18.4 Implement a relevant and age appropriate health teaching plan to promote the health and wellness of the client.
  - 18.5 Implement health teaching at the individual's level of understanding.
  - 18.6 Examine the effectiveness of the teaching plan for the client.
19. Apply medical terminology to nursing practice.

Potential Elements of the Performance:

- 19.1 Define the meaning of basic medical word roots, suffixes and prefixes.
  - 19.2 Recognize and understand basic medical terminology.
  - 19.3 Identify and decipher medical abbreviations approved for use by a municipal, provincial or national organization.
  - 19.4 Accurately pronounce medical terms.
  - 19.5 Define the meaning of unfamiliar medical terms using the learner's acquired knowledge base of word roots, suffixes and prefixes.
  - 19.6 Demonstrate awareness and use of 24 hour clock.
20. Examine how to apply research findings to support nursing practice.

Potential Elements of the Performance:

- 20.1 Provide a safe environment for the individual based on current and relevant research.
- 20.2 Participate in scholarly activities to support nursing practice.

Note: Client\* refers to the well individual.

**III. TOPICS:**

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| 1. Medical Asepsis, Infection Control             | 10. Fire Safety                        |
| 2. Standard Precautions/Isolation                 | 11. Medical Terminology                |
| 3. Back Safety, Body Mechanics                    | 12. Assessment of School Aged Children |
| 4. Mobility, ROM, Positioning                     | 13. Vital Signs                        |
| 5. Hygiene, Grooming, Dressing                    | 14. Documentation                      |
| 6. Bed making                                     | 15. Health Teaching                    |
| 7. Complications of Immobility                    | 16. Medical Terminology                |
| 8. Nutrition, Fluid Balance, I&O                  |  |
| 9. Elimination, Catheter Care, CBI<br>Ostomy Care |  |

**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](http://www.cno.org) )

Berman, A. J. and Snyder, S. (2011). *Skills in clinical nursing* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Kozier, B. [et al.]. (2014). *Fundamentals of Canadian nursing*. (3rd Canadian ed.). Pearson Canada.

Stedman's, Creason, C. (2010). *Stedman's medical terminology: Steps to success in medical language*. Philadelphia, PA: Lippincott, Williams and Wilkins.

Sault College LMS/D2L

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

This course is comprised of three components: lab theory and practice, school presentation and medical terminology. The student must achieve a satisfactory outcome in all components of the course. Each component is graded separately in the evaluation process.

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

1. Written Lab tests – Test 1 – 30%, Test 2 – 40%, Test 3- 30%
2. Scenario Testing (Practice Review) at a Satisfactory Level of 60%
3. Medical Terminology – Test 1- 30%, Test 2- 40%, Test 3 – 30%
4. Health Presentation at a Satisfactory Level of 60%
5. Clinical Requirements Assignment at a Satisfactory Level

Lab Tests

The student will write three lab tests. A combined minimum average of 60% must be achieved in order to be satisfactory. No supplemental provided for lab tests.

Scenario Testing

The student must demonstrate learned skills safely and competently to the professor and/or designate in order to be evaluated at a satisfactory level of 60%.

Medical Terminology

This is a self-directed study component whereby the student is expected to complete activities from each chapter and write the in class tests based on the content covered in assigned chapters. The student will write three tests during scheduled class time. The student must achieve a combined minimum average of 60% on the tests in order to be satisfactory. There is a supplemental exam available in Medical Terminology for students who receive an overall average of 56-59% in this component, have written all three tests and have been successful in the lab components of the PNG116 course.

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

Health Presentation

The student will prepare and conduct a satisfactory health presentation both in the lab setting and at an elementary school. The student is expected to participate and work effectively as part of a group. The students will be evaluated by the professor and by his or her own peers within the group.

Clinical Requirements Assignment

The student will complete assignment by the **deadline date** indicated by the professor to be satisfactory in this component. All clinical requirements which are outlined in Student Success Guide other than the Criminal Record Search are to be completed and submitted to designated Program Support Assistant and Sault College Health Centre within the first 15 days of classes. Criminal Record Search to be completed at a later date which will be directed by program coordinator.

***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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.	



**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.

LMS/D2L Site:

This course's LMS/D2L site, its features, and its contents are for the exclusive use of Practical Nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.

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.