

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: NURSING PRACTICE - CLINICAL EXPERIENCE

Code No: RNA 104

Program: NURSING ASSISTANT

Semester:

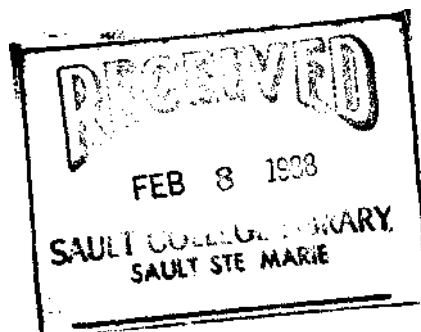
Date: FEBRUARY, 1988

Author: NANCY MCLELLAND

New: Revision: X

APPROVED: Chairperson

Date



NURSING PRACTICE  
CLINICAL EXPERIENCE

RNA 104

Course Name

Course Number

SEMESTER I - Feb 1, 1988 to May 20, 1988

Rotation A - begins Feb. 4/88, mid-term progress is Feb. 26/88,  
end of rotation is Mar. 25/88

Rotation B - begins Mar. 31/88, mid-term progress is Apr. 22/88,  
end of rotation is May 20/88

COURSE DESCRIPTION

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.

COMPONENTS OF NURSING PRACTICE COURSE

Section:

- A. Health Assessment Project (description and guidelines attached)
- B. Nursing Skills Labs (description, skills list, lab guidelines, clinical objectives attached)
- C. Practice in Health Care Settings (hospitals, nursing home, homes for the aged, community health agencies). See rotation #2.

COURSE REQUIREMENTS

1. Attendance compulsory
2. Uniform regulations maintained
3. Assignments written and practical must be completed

\*See program policies related to clinical practice.

COURSE OBJECTIVES

See Clinical Objectives attached. All clinical objectives are mandatory (unless otherwise stated) and must be met to earn a satisfactory grade for both Rotation I and II.

COURSE EVALUATION

1. Student Daily Self Evaluation Tool.
2. Clinical Instructor's Daily/Weekly feedback.
3. Mid-term and end of semester summary evaluation.

All Lab test remain the property of Sault College.

GRADING

S - Satisfactory  
U - Unsatisfactory

A satisfactory grade must be achieved in semester I to proceed to semester II.

TEACHERS

Connie Baranyai  
Nancy McClelland

TEXTS

Kozier & Erb  
Reference texts available in the Library on Reserve.

Course Evaluation will be done in week #16 by May 20, 1988.

**SECTION A: 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 class.
2. Use communication techniques learned to date.
3. Use adaptation theory learned in class to identify adaptation level 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). We recommend that you do not use a relative or classmate as your family to visit. (Relatives may be used by other classmates.) 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.
5. Confidentiality must be maintained by the student
  - .no names on assignments
  - .no sharing of family information
6. All students are expected to operate at the level they have attained via learning at school. The student must identify this level to the parents.
7. Program requirements are expected to be followed while visiting your family. Please discuss with your clinical teacher which Program Requirements pertain to family visits.

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

FUNCTION (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.

EVALUATION

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

**LEARNING CONTRACT**

(for Health Project Experience)

NAME OF FAMILY:

NAME OF PARENT(S)

ADDRESS:

PHONE NUMBER:

**AGREEMENT BETWEEN STUDENT AND TEACHER**

IF		agree	If		will
	(teacher)			(student)	
to provide assistance to		during	meet my commitments & responsibilities to my designated		
	(student)	~~	family by making visits as outlined in the Directives. I		
the learning experience			will observe the Program		
associated with the family			Requirements outlined in the		
stated above.			Student Program Requirements.		
			I will complete the assign-		
			ment^) designated in the		
			Nursing Course. I understand		
			that if the above agreement is		
			violated it will be noted on my		
			clinical evaluation form.		

TEACHER

STUDENT

DATE

DATE

### HEALTH ASSESSMENT PROJECT EXPLANATION

In Semester I of the R.N.A. Program at Sault College, the students learn about a number of topics related to health (eg, nutrition, exercise, sleep and safety). The teachers believe that it is important to learn about health from people who are relatively healthy. Therefore, the students are asked to find a family who would assist them in their learning.

If you agree to help a nursing student, he/she will visit you, at your convenience, several times this winter. During these visits, the student will have questions related to the health topic under study. The student will keep you informed about the project and what he/she is learning.

We would like to assure you that we highly respect the confidential nature of this experience and any information regarding visits will be treated in strictest confidence by the students. Furthermore, your name will not be written on any part of this project.

If you have any questions about this project, please feel free to contact \_\_\_\_\_, at the Health Sciences Division, Sault College, Phone 949-2050, Ext. 689. If you are unable to contact me, please leave a message with the secretary of the Health Sciences Division and I will return your call.

Thank you for your kind cooperation.

Yours very truly,

Nursing Assistant Teacher

## SECTION B: NURSING SKILLS LABS

### DESCRIPTION

Competency is to be achieved in the attached list of skills, in order to protect the client's safety and comfort. The student will be assisted in achieving this competency by:

1. Learning the general guideline for all skills.
2. Learning the theory background for each skill.
3. Observing a demonstration of each skill by a teacher.
4. Independently practicing until the skill is learned.
5. Completing a supervised mark-off\* for a particular skill.

Time and equipment will be available in the nursing lab for independent practice.

### SUPERVISED \*MARK-OFFS

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

### EVALUATION OF NURSING SKILLS

The Clinical Skill Mark-off will be graded as "satisfactory" or "unsatisfactory".

The student is required to satisfactorily perform each nursing skill according to established criteria during the mark-off period.

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.

Markoffs

Markoffs will be graded based on the following criteria:

- A - The student misses none of the steps on the checklist and completes the skill within the required timeframe.
- B - The student misses one minor step on the checklist and completes the skill within the required timeframe.
- C - The student misses 2 minor steps on the checklist and completes the skill within the required timeframe.
- I - (Incomplete and must repeat skill markoff) The student misses 3 or more minor steps on the checklist and/or does not complete the 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 and quizzes are as follows, but are subject to change:

- Sept. 13 Quiz/M.O. #1 - Medical Asepsis  
- Handwashing
- Sept. 20 Quiz/M.O. #2 - Bedmaking
- Sept. 27 Quiz/M.O. #3 - Body Mechanics, Body Alignment, Lifts & Transfers, Canes, Walkers, Wheelchairs, Crutches
- Oct. 11 Quiz/M.O. #4 - Bed bath, ROM, Mouth Care, Nail Care, Hair care
- Oct. 17 Quiz/M.O. #5 - T.P.R., B.P., Elimination

Supplemental Lab Test

One supplemental lab test may be offered to students who have achieved a Satisfactory grade (80%) on 3 of the 5 quizzes if the student has achieved Satisfactory on all skill markoffs.

Elimination: Skin	Bed bath Grooming and dressing Skin care, prevention of decubiti Shaving Hair washing Oral hygiene: mouth care, denture care flossing Foot care: nail care Eye care: contact lens
Bladder & Bowel:	Perineal care Catheter care Measures to encourage voiding & defecating Use of urinals, bedpans, commode, diapers
Fluids & Electrolytes	Intake/Output Collecting & Labelling of specimens urine, stool, sputum Urine Testing
Oxygen & Circulation:	Temperature - oral, rectal, axillary Pulse - brachial, radial, carotid, apical Respirations Blood Pressure
Self-Concept:	Death & Dying Seminar Care of body after death

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## SKILLS GUIDELINES

The following Skills Guideline illustrates the format for each nursing skill.

For:

(name of lab)

### 1. INTRODUCTION

Explain the purpose of this lab.

List new terminology used for this particular lab.

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### 2. NURSING PROCESS

a) Assess and

b) Plan what is necessary for this lab in terms of the:

i) Client:

ii) Environment:

iii) Equipment:

- c) List the steps to Implement this skill and provide scientific reason/rationale for each step.
  
- d) Observation and Charting - Chart what is necessary for this skill:
  - what you have observed in the patient
  
  - what actions you took
  
  - what would you verbally report to the R.N.
  
- e) What health teaching measures might you do for a client with this skill.

f) How would you evaluate this skill, steps "a" to "e".

3. DIRECTIONS FOR LAB

Required Reading:

Equipment Student Brings:

Other Equipment:

Details of Lab Organization:

%

**SECTION C: PRACTICE IN HEALTH CARE SETTINGS**

For Semester I, Rotation A, Feb. 4, 1988 to March 25, 1988.

This rotation is intended to introduce the student to basic nursing skills required in the nursing home or the hospital setting. Each skill follows the steps of the nursing process.

To earn a satisfactory grade in this rotation, the student must:

1. Demonstrate that the reading assignment for each complete by:
  - a) completing skill guideline questions
  - b) contributing in discussions on how the steps of the nursing process are utilized in each skill
  - c) achieved passing grade on each quiz related to the clinical lab content.
2. Practice each clinical lab skill using evaluation checklist or text guidelines
3. Obtain a satisfactory mark in each skill mark-off.
4. Participate in seminar discussions or case study presentations.
5. Follow policy requirements for attendance and uniforms.

NAME:

DATE:

**DAILY/WEEKLY SELF EVALUATION TOOL**

Weekly Notes on Student Clinical Work

1. Written assignments (skills guidelines, self evaluation, work-sheets, family visit reports)
  
2. Readings for classes and lab (List what was actually read in preparation for lab or clinical)
  
3. Participation in class discussions, question and answer times. (Give examples of your participation)
  
4. Seeks information as a continuous learner. (Give examples of how your demonstrated this.)
  
5. Use of lab time to practice. (mark offs)  
  
What was practices - how often?  
Was mark-off satisfactory?  
How did you use 12 hours of lab day?
  
6. Use of body mechanics.  
  
Which skills required body mechanics?  
What specific body mechanics did you use?
  
7. Clinical lab quiz.  
  
Mark  
Strength/weakness
  
8. Policy Requirements:  
Uniform/nursing apron, name tag, neat  
Attendance  
On time/late

For Semester I, Rotation B, March 31, 1988 to May 20, 1988

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 social influences (stimuli) on a clients adaptation (Semester II) (See objective III lb)
  
- 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



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)

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

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

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

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

Demonstrate in Nursing Practice an understanding of the cultural and health needs of an increasingly ageing population.  
(Semester I)

- a) base 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

NURSING ASSISTANT PROGRAMME1991-92

<u>DATES</u>	<u>MONDAY AND/OR WED.</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
Sept. 3-6		Lab #1	Lab #2
Sept. 9-13		Lab #3	Quiz/M.O. #1 Lab #4
Sept. 16-20		Lab #5 Lab #6	Quiz/M.O. #2 Lab #7
Sept. 23-27		Home Visit #1 Due Lab #8	Quiz/M.O. #3 Lab #9
Sept. 30-Oct		Lab #10	Lab #11
Oct. 7-11		Quiz/M.O. #4 Lab #12	Home Visit #2 Due Lab #13
Oct. 14-18		Quiz/M.O. #5 Lab #14	Lab #15
Oct. 21-25	Wed Home Visit #3 Due Lab Supp. Test	Lab #16	Lab #17 Mid-Sem. Eval.
Oct. 28-Nov. 1		Orientation to Nsg. Home	Home Visit #4 Due Nursing Home
Nov. 4-8	Mon - NCP Due Exercise & Rest	Lab #18	Nursing Home
Nov. 11-15		Nursing Home	Nursing Home
Nov. 18-22	Mon - NCP Due Rest & Sleep Nutrition Fluids/Electrolytes	Nursing Home	Nusing Home
Nov. 25-29	Mon - NCP Due Elimination	Nursing Home	Nursing Home
Dec. 2-6	Mon - NCP Due O <sub>2</sub> & Circulation	Nursing Home	Nursing Home
Dec. 9-13	Mon - Home Visits #5 & #6 Due	Lab #19	Lab #20
Dec. 16-20		Lab #21	Final Eval.

**NURSING ASSISTANT PROGRAMME**

**SCHEDULE OF LABS - 1991**

\*\* This schedule is tentative and is subject to change.

- LAB #1 Handwashing
- LAB #2 Bedmaking - unoccupied, occupied, stretcher
- LAB #3 Body Mechanics, Body Alignment, Lifts & Transfers, Protective Positioning \*
- LAB #4 Canes, Walkers, Wheelchairs, Crutches
- LAB #5 Nutrition, Part 1 - CFG, Feeding Clients
- LAB #6 Mouth Care, Hair Care, Nail Care, Face Shaving
- LAB #7 Bed Bath, Range of Motion (ROM), Backrubs, Dressing Clients
- LAB #8 Charting, 24-hour clock
- LAB #9 Metric System, Restraints
- LAB #10 Elimination - Specimen Collection, Urine Testing, Catheter Care Positioning on Bedpan
- LAB #11 Temperature, Pulse, Respirations, Blood Pressure
- LAB #12 Communication
- LAB #13 Foot Care
- LAB #14 Eye Care, Dental Care
- LAB #15 Nutrition, Part 2 - Fitness
- LAB #16 Death and Dying
- LAB #17 WHMIS Training, Mid-semester Evaluation
- LAB #18 Self-Directed Lab
- LAB #19 Care of Decubitus Ulcers, C.B.I. , B.G. Chem.
- LAB #20 Surgical Asepsis - Gloving, Sterile Dressings, Enemas, Suppositories, Disimpaction, Catheter Irrigation, Sterile Specimens from Catheter
- LAB #21 T.B.A.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
 NURSING ASSISTANT PROGRAMME  
 RNA 104

STUDENT EVALUATION FORM  
 (Semester I, Rotation I)

**V**

Name \_\_\_\_\_ Done by Teacher \_\_\_\_\_ Self \_\_\_\_\_

To earn a "Satisfactory" grade in this Rotation, the student must

- |  | Met | Not Met | Comments |
|--|-----|---------|----------|
| 1 Demonstrate that the reading assignment for each week was complete by:                           |     |         |          |
| a) completing required pre-lab assignments.  |     |         |          |
| b) contributing in discussions on how the steps of the nursing process are utilized in each skill. |     |         |          |
| c) achieving a passing grade on each quiz related to the clinical lab content.                     |     |         |          |

Work with a partner to practice each clinical lab skill using evaluation checklist or text guidelines.

**V**

Obtain a "Satisfactory" mark in each skill mark-off.

Participate in seminar discussions or case study presentations.

Follow policy requirements for attendance.

6. Follow policy requirements for dress code.

Eligible for Supplementary Test: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Grade Assigned:

S                      U                      Incomplete                      Target Date

Additional Comments:

**J** Student's Comments:

Teacher's Signature                      Date                      Student's Signature                      Date