

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

COURSE OUTLINE <sup>II ? ,A</sup> LÛ HQV 1\* » X^J  
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COURSE TITLE: NURSING CLINICAL II

CODE NO: RNA 204-15

SEMESTER:

PROGRAM: NURSING ASSISTANT

AUTHOR: DEBBIE SARGENT

DATE: JANUARY, 1995

PREVIOUS OUTLINE DATED: JAN/94

New:

Revision:

APPROVED:  <sup>Date, / r/f<S</sup>  
Dean

NURSING CLINICAL II

RNA 204-15

**COURSE NAME**

**CODE NO.**

**TOTAL CREDIT HOURS:** 217.5

**PREREQUISITE(S):** RNA 103, RNA 104, BIO 104

**I. PHILOSOPHY/GOALS;**

The clinical practice course provides an opportunity for the student to use the nursing process in assisting a patient/client to promote and maintain adaptation. Acquired knowledge and skills are applied in a variety of settings. Supervised clinical practice periods are provided in the Nursing Skills Lab and hospitals. Common health problems encountered across the lifespan will be the focus for nursing intervention. Continuous reference is made to the College of Nurses Basic Nursing Skills List for R.N.A.'s. Sequencing is done so that as theory is learned each week, it can be then implemented in the clinical course. The independent and interdependent role of the Nursing Assistant will also be emphasized.

**II. STUDENT PERFORMANCE OBJECTIVES:**

All clinical objectives are mandatory (unless otherwise stated) and must be met to earn a "Satisfactory" grade.

Upon successful completion of this course the student will:

- 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.
  - a) Uses correct terminology eg: 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. Begin to identify psychological and sociological influences on a client's adaptation.

Participate in the Nursing Process as applied to clients by contributing to:

1. Continuous Assessment of Client

Transfers theory base to:

- a) collects data using appropriate resources
- b) makes relevant observations of client's responses and stimuli in all 4 modes
- c) compares the client's responses to accepted norms to determine ineffective responses
- d) determines client's 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

- a) identifies client care priorities
- b) plan and organize nursing care based on assessment data
- c) communicates effectively with members of the health care team
- d) sets realistic client-centred goals - short/long term goals (desirable)
- e) contributes to client's nursing care plan
- f) includes the client in planning care, client's preferences

3. Implementation of Nursing Care plans

- 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 medical and surgical aseptic techniques appropriately and explains procedures to client
- i) demonstrates awareness of community resources to assist client to adapt to changing lifestyles

4. Systematic and Continuous Evaluation
  - a) evaluates if client has met goals and states responses to support this
  - b) evaluates the effectiveness of care
  - c) contributes to the modification of client's plan of care
  
- IV. Maintain nursing records for clients for whom nursing care is provided utilizing effective verbal and written communication skills.
  - 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, discussions.
  - j) Completes written assignments for labs and clinical.
  
- V. Participate as a member of the health team, within a health system, fulfilling his/her own responsibilities as a member of the nursing discipline.
  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<sub>4</sub>

- d) Provides quality nursing care regardless of how others nurse, knows correct methods and performs 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 records with examples of how he/she met the objectives.
  - 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.
1. Demonstrate in nursing practice a commitment to protect the worth and dignity of man.
- a) Demonstrates respect for client's ideas, beliefs, and practices of the individual and family.
  - b) Respects client's right to make decisions regarding his/her own health.

VI. 2. Function in accordance with the Guidelines for Ethical Behavior in Nursing

- 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 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 aging population.

- a) Bases nursing care on respect for client's culture and client's right to own value system and moral code.
- b) Able to give quality nursing care to clients whose beliefs and lifestyles may conflict with your belief system.

. TOPICS TO BE COVERED:

- 1. Nursing Lab Skills
  - a) Continuous Bladder Irrigation
  - b) Blood Glucose Monitoring
  - c) Isolation
  - d) Traction
  - e) Cast Care
  - f) Stump Bandaging
  - g) Pre and Post-op Care
  - h) Assessment
    - chest assessment
    - abdominal assessment
    - apical and peripheral pulses
  - i) ostomy care
- 2. Practice in Health Care Settings
  - a) Long term/Medical
  - b) Surgery
  - c) Maternal-Child /Paediatrics

**LEARNING ACTIVITIES**

- field placement
- group discussions
- videos, filmstrips, overheads
- demonstrations
- self-learning
- Role playing/ simulations

**REQUIRED RESOURCES**

Semester I notes from Theory Lab/Clinical, Biology and Concepts

Resources for lab will be posted on Nursing Assistant's bulletin board prior to each lab.

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

Kozier, Erb & Olivieri, Fundamentals of Nursing

**EVALUATION METHODS: (INCLUDES 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.

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 assignments will be required for all components of this course.

Competency of lab skills from Semester 1 and 2 is expected to be maintained. This requires ongoing practice of skills.

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).

**NURSING PRACTICE  
CLINICAL EXPERIENCE**

**RNA 104**

**COURSE NAME**

**CODE NUMBER**

**V. EVALUATION METHODS CON'T:**

Summative evaluations are done with student and teacher at the end of each clinical rotation.

Formative and summative self-evaluations are required ongoing.

Grading:

S - Satisfactory  
U - Unsatisfactory

A grade will be given at the end of each of 2 Clinical Rotations. A learning plan will be developed by the student and teacher for any student with an Unsatisfactory grade in Rotation 1. The learning needs identified must be met to achieve a Satisfactory grade in the final Rotation. For successful completion of RNA 204, a grade of "S" is required in the final Rotation and all clinical objectives must be met.

A student with an unsatisfactory grade in Rotation 1 must be present and demonstrate consistent satisfactory behaviours throughout Rotation 2 to obtain a satisfactory grade.

**VI. REQUIRED STUDENT RESOURCES:**

Anderson, K. and Anderson, L. Mosby's Pocket Dictionary of Medicine, Nursing and Applied Health, C.V. Mosby Company, St. Louis, Mo., 1990

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

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

Marieb, E.N., Essentials of Human Anatomy j& Physiology, (4th Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ontario), 1994.

Marieb, E.N., The A&P Coloring Workbook: A Complete Study Guide. (4th Ed) Benjamin/Cummings Publishing Co. Ltd. Redwood City Ca (Don Mills, Ont.), 1994.



**VI. REQUIRED STUDENT RESOURCES CONTINUED:**

Sargent, Debbie, Nursing Assistant Programme Maternity Workbook Part 1.

Sargent, Debbie, Nursing Assistant Programme Maternity Workbook Part 2.

Sparks, B.M., & Taylor, C.H., Nursing Diagnosis Reference Manual (2nd ed.), Springhouse Publishing, Philadelphia 1993.  
Lab Package and content from Labs

**OPTIONAL TEXTS;**

Health & Welfare Canada. Staff Reference Manual - Post-Partum Parent Support Programme

Matassarini-Jacobs, E. Review of Practical Nursing for NCLEX-LPN, W. B. Saunders Company, Philadelphia, 1992

Smith, G. and Davis, P. Medical Terminology; A Programmed Text, 6th edition, John Wiley & Sons, Toronto, 1991

Yannes-Ayles, M. Mosby's Comprehensive Review of Practical Nursing, 11th edition, C.V. Mosby Company, St. Louis, Mo., 1994

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

Bobak, I. and Jensen, M. ESSENTIALS OF MATERNITY NURSING, 3rd edition, C.V. Mosby Co., Toronto, 1991.

Brunner, L.S. and Suddarth, TEXTBOOK OF MEDICAL-SURGICAL NURSING, Lippincott Co., Toronto, 1988

Clark, J., Queener, S. and Karb, V., PHARMACOLOGY BASIS OF NURSING PRACTICE, C.V. Mosby Co., Toronto, 1990.

Long, B.C. & Phipps, W.J., MEDICAL-SURGICAL NURSING: A NURSING PROCESS APPROACH, C.V. Mosby Co., St. Louis, Mo., 1989

Varcarolis, E, FOUNDATIONS OF PSYCHIATRIC MENTAL HEALTH, W.B. Saunders Co., Toronto, 1990.

Whaley, L.F. and Wong, D.L., ESSENTIALS OF PEDIATRIC NURSING, 3rd edition, C.V. Mosby Co., Toronto, 1989

Williams, S., ESSENTIALS OF NUTRITION & DIET THERAPY, 5th ed., C.V. Mosby Co., Toronto, 1990

VIII. SPECIAL NOTES:

All tests and/or quizzes are the property of the School of Health Sciences, Sault College.

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities or other needs) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

NURSING ASSISTANT PROGRAMME  
SEMESTER II JAN/19T5 - APR7I595

| WEEK | START DATE | TUESDAY          | THURSDAY         | FRIDAY           |
|------|------------|------------------|------------------|------------------|
| 1    | JAN. 12-13 | LAB              | LAB              | UNIT ORIENTATION |
| 2    | JAN. 19-20 | LAB              | HOSPITAL         | HOSPITAL         |
| 3    | JAN. 26-27 | LAB              | HOSPITAL         | HOSPITAL         |
| 4    | FEB. 2-3   | LAB              | HOSPITAL         | HOSPITAL         |
| 5    | FEB. 9-10  | LAB              | HOSPITAL         | HOSPITAL         |
| 6    | FEB. 16-17 | LAB              | HOSPITAL         | HOSPITAL         |
| 7    | FEB. 23-24 | LAB              | HOSPITAL         | HOSPITAL         |
| 8    | MAR. 2-3   | LAB              | HOSPITAL         | HOSPITAL         |
| 9    | MAR. 9-10  | LAB              | HOSPITAL         | HOSPITAL         |
|      | MAR. 16-17 | <b>M A R C H</b> | <b>B R E A K</b> |                  |
| 10   | MAR. 23-24 |                  | UNIT ORIENTATION | HOSPITAL         |
| 11   | MAR. 30-31 |                  | HOSPITAL         | HOSPITAL         |
| 12   | APR. 6-7   |                  | HOSPITAL         | HOSPITAL         |
| 13   | APR. 13-14 |                  | HOSPITAL         | GOOD FRIDAY      |
| 14   | APR. 20-21 |                  | HOSPITAL         | HOSPITAL         |
| 15   | APR. 27-28 |                  | HOSPITAL         | HOSPITAL         |
|      | MAY 4-5    |                  | CONSOLIDATION    | »                |