

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Nursing Practice II

CODE NO. : PNG126

SEMESTER: 2

PROGRAM: Practical Nursing

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DATE: Jan. 2005 **PREVIOUS OUTLINE DATED:** Jan 2004

APPROVED:

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	DEAN	DATE
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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 will consist of three components: independent learning, laboratory practice and clinical experience within community agencies.

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 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:

- a. Demonstrate accountability for own personal and professional growth.
- b. Differentiate between social and professional roles.
- c. Engage in reflective practice to promote further learning
- d. Accept constructive criticism appropriately to effectively promote change.
- e. Comply with the practice setting established standards and practice expectations by:
 - Displaying self-direction
 - Seeking out 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 an awareness of 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 own health choices.

2. Display 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, 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 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 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. Utilize principles of teaching-learning to promote 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.

6. Apply the 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.

8. Explain general concepts related to pharmacology:

Potential Elements of the Performance:

- describe relevant policies and legislation related to drug administration in Canada.
- describe various forms of medication administration.
- identify various routes of medication administration.
- differentiate between the concepts of pharmacodynamics and pharmacokinetics

9. Describe the principles of medication administration:

Potential Elements of the Performance:

- describe the six rights of safe medication administration.
- relate the nursing process to administration of medications
- identify the meanings of standard abbreviations used in medication administration.
- identify the necessary information on a medication profile.
- analyze errors using practical examples of medication administration.

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

Potential Elements of the Performance:

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

III. TOPICS:

Students will practice in a variety of settings that include:

1. Long Term Care Facilities
2. Health Science Resource Centre (HSRC)

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

1. Documentation
2. Wound Care
3. Vital Signs
4. Elimination
5. Specimen Collection
6. BG Chem
7. Oxygenation
8. Surgical Asepsis
9. Dressings
10. Caring for Immobilized Clients
11. Obstetrical Care
12. Medical Terminology
13. Concepts of Pharmacology
14. Principles of Medication Administration
15. Drug Legislation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Edelman, C.L., & Mandle, C.L. (2002). *Health promotion throughout the lifespan*. (5th ed.). Mosby.

Lafleur Brooks, M. (2002). *Exploring medical language*. (5th ed.). Toronto, ON: Mosby.

Lane Lilley, L., Harington, S., Snyder, J. (2005). *Pharmacology and the nursing process*. (4th ed.). Mosby

Potter, P.A., & Perry, A.G. (2001). *Canadian fundamentals of nursing*. (J. Ross-Kerr & M. Woods, Eds.). (2nd ed.). Toronto, ON: Mosby.

College of Nurses of Ontario. (2001). *Compendium of standards of practice for nurses in Ontario* Toronto: College of Nurses of Ontario.

Lab Equipment (as directed by lab teacher/clinical instructor throughout the semester)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Refer to your Student Success Guide regarding practicum attendance.
2. The student must receive a satisfactory grade in all components of the course to pass. A variety of assignments and tools will be submitted.
3. The student will be required to satisfactorily complete the following assignments during the practicum course.
 - a. Lab Tests (60% average of 3 tests)
 - b. Pharmacology Tests (60% average of 2 tests)
 - c. Medical Terminology (60% average of 3 tests)
 - d. Clinical Practicum (S/U)
 - e. Supervised Practice (S/U)
4. No supplemental exam.

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%	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

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

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

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.

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.