

# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

<b>COURSE TITLE:</b>	Nursing Practice III		
<b>CODE NO. :</b>	NURS2144	<b>SEMESTER:</b>	4
<b>PROGRAM:</b>	Collaborative Bachelor of Science in Nursing		
<b>AUTHOR:</b>	Vila Smith ( Sault College) (Theory), Angela Hyden (Sault College) (Labs), Francoise Gravelle Caroline Nurmikivi, (Cambrian College) Mimi Walsh, Johanne, Carbonneau (Northern College), Florence Luhanga, Lori Rietze (Laurentian University)		
<b>DATE:</b>	Jan 2010	<b>PREVIOUS OUTLINE DATED:</b>	Jan 2009
<b>APPROVED:</b>	"Marilyn King"		Dec/09
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	<b>CHAIR, HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>			
<b>PREREQUISITE(S):</b>	NURS 2006, NURS 2184 BIOL 2111		
<b>HOURS/WEEK:</b>	6 hours theory per week, 3 hours laboratory per week, 110 hours clinical, 22 hours community, credits 7		

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**I. COURSE DESCRIPTION:**

This course focuses on peoples' (individual and family) experience with healing, specifically related to a variety of complex health challenges. Using a concept approach and the nursing process learners will continue to develop their repertoire of cognitive practice skills, interpersonal and organizational skills to promote healing. Pattern recognition, critical decision-making and increased self-directedness will be emphasized. Through clinical experience in both the community and a health care agency, students will refine their clinical judgment by exploring and utilizing the expertise of a variety of health team members.

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

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

**Ends-In-View**

- increase their understanding of a variety of concepts of relevance to clients (individual and family) experiencing complex health challenges
- apply the nursing process in the care of clients in a variety of settings
- practice safely through the development of critical decision-making and pattern recognition
- further develop documentation and independent nursing practice skills

***Important notes:***

- *It is crucial that students come to class, lab and clinical prepared to participate.*
- *Students must understand that although they may have seen or performed a skill in clinical that the theory in the readings is the process that will be tested. This theory is based on the best available, up-to-date evidence.*
- *Laboratory and class theory inform and enrich practice. Clinical practice experiences are meant to facilitate the development of all clinical skills necessary for professional nursing practice. Remember that your clients deserve 100% of your attention, preparation and professional care. Come to clinical prepared to care for your clients by being aware of the following:*

1. *Client specific pathophysiology*
2. *Client specific medications (what they are, why the client is on them, the safe dose, frequency, route, action, side effects and adverse reactions)*
3. *How your day will be organized*
4. *Client priorities (using some type of theory to guide this process)*
5. *Priority client centered nursing diagnoses*

### Process

With the help and guidance of a faculty member, learners will explore selected practice situations, and further develop assessment, analytic and nursing practice skills. Through case studies, discussion, role-play and clinical practice, learners will refine clinical judgment skills, and explore safe professional nursing practice. The utilization of a framework for intervention will facilitate priority setting and decision-making and will help to highlight specific nursing roles when working with individuals and their families experiencing complex health challenges. Learners will be encouraged to integrate knowledge from previous and current courses to explore healing, caring and holism when interacting with clients and families experiencing complex health challenges.

### Classes

Please refer to Syllabus for more detailed information

**As active participants in the learning process, it is expected that all students will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course (please refer to student handbook).**

### Class

The learning activities provided with the course syllabus and the specific case studies will outline the preparatory material for each class. It is very important that students come to class prepared and bring along necessary texts and resources needed to function as a group member.

Punctual and regular attendance at the various academic exercises is required of all students.

### Labs

Laboratory experiences are three (3) hours in length and will take place in two sections.. **Attendance at lab is mandatory.** As in other years, you are not allowed to move between sections, you must ask. Students are expected to come to lab prepared.

### Practice lab

A practice lab is available for students to further develop their clinical skills (for access see the Sault College Bachelor of Science Degree in Nursing Student Manual – Student Services). If a student has problems with the performance of skills in the clinical area any needed remedial work must be discussed with their clinical instructor and Course Professor. If a student is inadequately prepared for clinical the clinical educator may send the student to practice lab or home. This will be documented on the Clinical Evaluation form.

Regular attendance is encouraged and will be documented in a lab passport.

### Clinical practice

The clinical experience in NURS 2144 includes 110 hours of hospital placement in a variety of clinical areas and 22 hours of community practice. Students are expected to prepare for each clinical day as instructed by their professor and to complete journals and post-clinical activities as assigned.

**Clinical practice is mandatory.** Students who miss ANY clinical time must contact both course professor and your clinical instructor. Please refer to Student Manual *The only valid reason for any missed clinical time is illness.* If time is missed during the clinical experience, a medical note documenting illness is NECESSARY. If a student is inadequately prepared for clinical, the clinical teacher may send the student to the practice lab, or home. This will be documented on the clinical evaluation form and in the student's academic file. You must arrange a meeting with your clinical instructor to explore options to meet the required clinical hours.

\* *Note:* Clinical experiences include hospital and community. The learner must demonstrate “SATISFACTORY” performance on the Clinical Evaluation for hospital placement, including a rating of three on all of the indicators of clinical performance and have completed the assigned community hours in order to obtain a passing grade in NURS 2144.

### III. TOPICS:

1. Introduction, Nursing Process, Critical Thinking (Wound Care)
2. Concepts for Complex Health (Chest Tubes, specimen collection)
3. Diabetes, stress and adaptation (Diabetic Client)
4. Cardiovascular Health Challenges (CVAD, TPN)
5. Congestive Heart Failure (Blood Transfusions, Tests)
6. Concepts for Complex Health (Epidural, pain)
7. Asthma and COPD (Tracheostomy care, suctioning)
8. Trauma Burns (Perioperative care, diagnostic tests)
9. Renal (Fractures and mobility devices)
10. Fractures and Arthritis (Death and dying)
11. Concepts for Health Challenges (skill testing)
12. Cancer experience (Skill testing)
13. Skill testing

Topics may be adjusted according to learner/professor needs.

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

Ackley, B. J., & Ladwig, G. B. (2008). *Nursing diagnosis handbook: A guide to planning care* (8th ed.). St. Louis, Mo: Mosby.

Karch, A. (2007). *2007 Lippincott's nursing drug guide Canadian version..* Philadelphia: Lippincott.

Jarvis, C. (2004). *Physical examination & health assessment* (4th ed.). St. Louis, MO: Saunders.

Lehne, R.A. (2007). *Pharmacology for nursing care* (6th ed.). St. Louis, Mo: Saunders

Lewis, S.M., Heitkemper, M., Dirksen, S., Barry, M., Goldsworthy, S., & Goodridge, D. (2010). *Medical surgical nursing in Canada: Assessment and management of clinical problems* (2<sup>nd</sup> ed.). St. Louis: Mosby.

McCance, K.I. & Heuther, S. E. (2006). *Pathophysiology: The biological basis for diseases in adults and children* (5th ed.). St. Louis: Mosby.

Pagana, K.K., & Pagana, T.J., (2006). *Mosby's manual of diagnostic and laboratory tests* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby.

Perry, A. & Potter, P. (2006). *Clinical nursing skills and techniques.* (6th ed.). Toronto, ON: Mosby.

Potter & Perry Nursing Skills Online Laboratory Resource

Potter, P. & Perry, A. (2006) *Canadian fundamentals of nursing.* (3<sup>rd</sup> ed.) Toronto: Mosby Inc.

Wilkinson, J.M. (2001). *Nursing process and critical thinking* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.

You will need to seek out additional library resources such as journals, and internet sources such as CINAHL and Proquest and the Cochrane Library for your weekly case studies.

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

A passing grade of 60% is required for all nursing courses. The grade for NURS 2144 will be based on 5 methods of evaluation. These will be derived from the following:

## Evaluation

- 1. Mid term test 20%**  
The format for this test may include a combination of multiple choice questions, short answer questions, and or a case study.
- 2. Major Assignment 25%**  
Please refer to Syllabus for further instructions. APA format will be required.

Please refer to the NEOCNP handbook for policies related to the submission of assignments.

- 3. Community Assignment 10%**  
Students will participate in a health fair. Topics will be discussed during the first class.
- 4. Laboratory skill testing 15%**  
Each week in the laboratory, students will be learning new clinical skills. Students will be expected to prepare and practice the skill until they develop expertise and confidence. This will involve practicing outside of scheduled laboratory time.

Laboratory skill testing will constitute 15% of your final grade in NURS 2144. On the day of the laboratory skill test, the student will randomly draw a scenario which incorporates a skill which was covered during the first 11 weeks of the laboratory course. Should the student's performance of a skill be, in the opinion of the lab instructor unsatisfactory or unsafe (i.e. if the student places the client at risk), the student will be required to practice the skill in the practice lab and demonstrate the skill to the appropriate lab instructor prior to the last class. If no progress is demonstrated, the student may be unsuccessful in the lab component of NURS 2144 (Note that this will constitute a failure in NURS 2144).

- 5. Final examination 30%**

This examination will be a combination of multiple choice and short answer questions. It will cover content from both the class and lab for the entire course. Failure to achieve a grade of "60" in the class component or satisfactory in the lab and clinical areas **constitutes a failure** in NURS 2144. The philosophical beliefs surrounding praxis preclude students from repeating parts of Nursing practice courses. **Therefore, a failure in ANY component (class, lab or clinical) will require that the student repeat ALL areas of the course. There are no exceptions to this policy.**

## Evaluation Policy:

Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory. Students must contact the course professors for alternate arrangements. Medical notes must be provided in the event of illness. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations could be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

All NURS courses require a 60% for a passing grade

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%	
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: 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:

### 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.

### 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.

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Daily checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

**This course's Blackboard site, its features, and its contents are for the exclusive use of 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.**

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.



Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November for fall courses, March for winter courses, or June for summer courses* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**All students please note the following:**

- 1) Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. The second copy can be emailed via email ([vila.smith@saultcollege.ca](mailto:vila.smith@saultcollege.ca)) or web ct. All assignments are due at the beginning of class unless otherwise directed.
- 2) Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.
- 3) Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade. To receive approval for late assignments you must present all your work up to the point of the due date.

- 4) See Course Syllabus for additional information.
- 5) Group Work: If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment with the course professor as soon as possible. Please note, the course professor will have the final discretion of potentially assigning different marks for members of a group based on the group members' contribution.