

I. COURSE DESCRIPTION:

This nursing practice course will provide the opportunity to develop caring relationships with people experiencing *chronic health challenges*. Experiences will include the care of individuals and families in a variety of long term care settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**ENDS-IN-VIEW**

Learners will have opportunities to practice health and physical assessment in the laboratory environment and then will apply their interviewing and assessment skills in their clinical experiences.

Learners will have opportunities to practice professionally and to promote safe, supportive healing environments for persons experiencing chronic health challenges.

PROCESS:

A variety of methods such as case studies, role-playing, group discussion, practice in interviewing, practice of physical assessment skills, and sharing of participant experiences will be used. Participants will be encouraged to integrate knowledge from previous and current courses to augment learning in Nursing Practice I.

III. TOPICS:

1. Preparation for Long Term Care Placement
2. Nursing process
3. Clinical reasoning and diagnostic reasoning
4. Health assessment interview and history taking
5. Physical assessment skills
6. Cultural & psychological assessment
7. Assessing the Integumentary system, Special Senses, Lymphatic System
8. Assessing the respiratory system
9. Assessing the gastrointestinal system
10. Assessing the cardiovascular system
11. Assessing the neurological system
12. Assessing the musculoskeletal system
13. Assessing the reproductive system

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Assigned articles & readings.

Some articles may be placed on reserve in the library. Any articles put on reserve in the library will be under "Nursing Practice I." For other readings, learners are expected to use their library skills to search and access relevant articles in health professional journals.

2. Required Texts

Ackley, B. J., & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9th ed.). St. Louis, MO: Mosby.

Jarvis, C. (2009). *Physical examination & health assessment, 1st Canadian edition* (1st ed.). St. Louis, MO: Saunders

Jarvis, C. (2009). *Pocket companion for physical examination & health Assessment, 1st Canadian edition* (1st ed.). St. Louis, MO: Saunders.

Jarvis, C. (2009). *Student laboratory manual for physical examination & health assessment, 1st Canadian edition* (1st ed.). St. Louis, MO: Saunders.

Pagana, K. D., & Pagana, T. J. (2010). *Mosby's manual of diagnostic and laboratory tests* (4th ed.). St. Louis, MO: Mosby.

Wilkinson, J. M. (2007). *Nursing process & critical thinking*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

3. Recommended Texts

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Potter, P. & Perry, A. (2010). *Canadian fundamentals of nursing*. (Revised 4th ed.). Toronto, ON: Mosby Inc.

Perry, A. & Potter, P. (2010). *Clinical nursing skills and techniques*. (7th ed.). Toronto, ON: Mosby Inc.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. O'Brian, P. & Bucher, L. (2010). *Medical-surgical nursing: Assessment and management of clinical problems* (M. A. Barry, s. Goldsworthy, & D. Goodridge Canadian Eds.) (2nd ed.). Toronto, ON: Mosby.

V. ATTENDANCE IN CLASS:

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, email, in person or written note, prior to the class.

Attendance in Clinical and Lab Settings

Attendance in clinical and lab settings is **mandatory**.

When absent, the student is required to submit documentation regarding the circumstances related to their absence to the appropriate clinical/lab professor. Medical documentation may be requested for absenteeism due to illness. All documentation will be placed in the student's academic file in the Chair's office.

On return to the clinical or lab setting the student is to submit a learning plan with specific strategies to achieve the clinical/lab expectations missed during their absence. Each student case will be considered on an individual basis with respect to missed clinical/lab hours. Frequent absences may make it impossible for faculty to adequately assess a student's competence in the clinical or lab area and could result in failure of the course.

VI. EVALUATION METHODS:

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| 1. Weekly Quizzes | 15% |
| <i>On a weekly basis, all learners are required to complete the preparatory learning activities and assigned readings. Weekly quizzes will be administered in class to assess learning and understanding of readings and preparatory work. A total of 10 quizzes will be administered over the semester. Marks from 8 quizzes will be used to calculate the learner's grade.</i> | |
| 2. Class Presentation | 10% |
| <i>Learners will be assigned to a learning group. Each week one or two groups will be responsible for presenting a case study All learners in the course will be responsible for reviewing the weekly case studies and prepared to participate.</i> | |
| 3. Midterm Exam | 25% |
| 4. Scenario Testing | 15% |
| 5. Final Exam | 35% |
| 6. Laboratory | Sat/Unsat |
| 7. Clinical Performance | Sat/Unsat |
| 8. Clinical Portfolio | Sat/Unsat |

VII. EVALUATION POLICY:

1. Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations will be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

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:

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.

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

All NURS courses require 60% for a passing grade.

VI. SPECIAL NOTES:

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.