



**I. COURSE DESCRIPTION:**

This course will provide the learner with opportunities to apply concepts and knowledge gained in the classroom environment to practice settings. The emphasis will be on promotion of health and wellness of individuals throughout the lifespan. The learner will be introduced to various skills required to care for individuals of selected age groups through simulation and practice in laboratory and community facilities. Students are expected to work independently to gain an understanding of medical terminology and basic mathematical skills.

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

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

1. Describe how to 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. Identify differences between professional and social roles.
- c. Engage in reflective practice to promote further learning
- d. Accept feedback positively to promote further learning.
- 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
  - Demonstrating competency with client care assignment.
- 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. Report and record significant information accurately, confidently and respectfully to appropriate individuals, peers, faculty and agency personnel.
- j. Identify personal values and beliefs

2. Describe/display caring behaviours when interacting with well individuals.

Potential Elements of the Performance:

- a. Create an atmosphere of mutual trust, acceptance and respect.
  - b. Demonstrate a supportive, individual-centered approach.
  - c. Use a non-judgmental attitude, empathy and genuineness when interacting with individuals.
  - d. Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
  - e. Support the achievement of individuals' expected health outcomes.
  - f. Identify opportunities to utilize appropriate therapeutic communication techniques:
    - Active listening
    - Touch
    - Silence
    - Verbal/non-verbal communication
    - Reflection
    - Feeling tones
  - g. Use a humanistic attitude and holistic approach with the individual.
  - h. Foster the self-care abilities of the individual.
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. Adapt communication strategies to meet the needs of the individual.
- d. Support individual's rights to privacy and confidentiality.
- e. Act in a professional manner when communicating with individuals, families, peers, faculty and agency personnel.
- f. Identify potential and actual situations of conflict.

4. Describe and utilise nursing knowledge and critical thinking skills to provide competent basic nursing care for healthy individuals.

Potential Elements of the Performance:

Assessment

- Demonstrate the ability to conduct purposeful interviews with the individual.
- Gather data utilizing a prescribed tool.
- Demonstrate the ability to observe an individual.
- Identify relevant observations to be included in assessment.

Planning

- Identify individual's expected health outcomes (goals).
- Plan individualized teaching plan to address expected health outcomes (goals).
- Apply nursing knowledge and critical thinking to set priorities.

Implementation

- Identify principles of selected basic nursing skills.
- Implement teaching plan within a reasonable timeframe.
- Discuss community agencies to assist the individual when appropriate.
- Implement medical terminology and basic mathematical skills in caring for individuals

Evaluation

- Collect significant information according to agency policy and college guidelines.
- Evaluate the teaching plan in relation to achievement of the individual's expected health outcomes (goals).

5. Summarize and apply the theories of growth and development to promote individual's health and wellness.

Potential Elements of the Performance:

- a. Assess the individual based on age and stage of life.
- b. Work with agency staff to plan age appropriate activities to promote health.
- c. Carry out age appropriate activities to promote health.
- d. Evaluate the effectiveness of activities.

6. Discuss/utilise principles of teaching-learning to address health and wellness of the individual.

Potential Elements of the Performance:

- a. Provide information to facilitate decision-making related to the individual's health, wellness, safety and well-being.
- b. Implement health teaching at the individual's level of understanding.
- c. Evaluate the effectiveness of the health teaching for the individual.

7. Describe how to apply research findings to support nursing practice.

Potential Elements of the Performance:

- a. Provide a safe environment for the individual based on current and relevant research.

Note: Client\* refers to the well individual.

**III. TOPICS:**

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|---------------------------------------|---|
| 1. Medical Asepsis, Infection Control | 10. Elimination, Catheter Care, CBI Ostomy Care |
| 2. Standard Precautions               | 11. Medical Terminology                         |
| 3. Back Safety, Body Mechanics        | 12. Math Skills, Diagnostic Test                |
| 4. Bedmaking                          | 13. Assessment of Children                      |
| 5. Complications of Immobility        | 14. Health Teaching Plan                        |
| 6. Mobility, ROM, Positioning         | 15. Health Presentations                        |
| 7. Hygiene, Grooming, Dressing        |   |
| 8. Elastic Stockings, Tensors         |   |
| 9. Nutrition, Fluid Balance, I&O      |   |

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

Berman, A. & Snyder, S. (2012). *Skills in clinical nursing* (7<sup>th</sup> ed.). Pearson Education

Chabner, D. (2009). *Medical terminology: A short course* (5<sup>th</sup> ed.). Elsevier

College of Nurses of Ontario. *Compendium of standards of practice for nurses in Ontario*. Toronto, ON: Author. (available on-line at [www.cno.org](http://www.cno.org) )

Ladwig, G. & Ackley, B. (2011). *Mosby's guide to nursing diagnosis* (3<sup>rd</sup> ed.). Elsevier

Sault College LMS

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

A final grade of Satisfactory is required to pass PNG116. The student must achieve a satisfactory outcome in all components of the course. Each component is graded separately in the evaluation process.

**Grading will be determined by the following components:**

1. Written Lab tests – 1 Mid-term Test (50%) and 1 Final Test (50%)
2. Supervised Skill Practice and Performance at a Satisfactory Level
3. Scenario Testing at a Satisfactory Level
4. Medical Terminology – 5 on-line Quizzes (2% each), 1 Mid-term Test (45%) and 1 Final Test (45%)
5. Written Teaching Plan and Health Presentation at a Satisfactory Level

Lab Tests

The student will write a midterm lab test and a final lab test. A combined minimum average of 60% must be achieved in order to be satisfactory.

Supervised Skill Practice and Scenario Testing

The student must demonstrate all skills safely and competently to the professor and/or designate in order to be evaluated at a satisfactory level.

Medical Terminology

This is a self-directed study component whereby the student is expected to complete activities from each chapter and write the subsequent quizzes on-line. The student will complete the 5 medical terminology quizzes on-line in LMS/Blackboard within the established timeframe and write the mid-term and final tests during scheduled class time. The student must achieve a combined minimum average of 60% on the quizzes and tests in order to be satisfactory. There is a supplemental exam available in Medical Terminology for students who receive an overall average of 56-59% in this component and have been successful in the lab and clinical components of the PNG116 course.

Teaching Plan and Health Presentation

The student will prepare a satisfactory teaching plan and conduct a satisfactory health presentation both in the lab setting and at an elementary school. The student is expected to participate and work effectively as part of a group. The students will be evaluated by the professor and by his or her own peers within the group.

*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:**

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.

LMS/Blackboard Site:

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

Cell Phones:

Cell phones must be turned off during class time and on test days.

**VII. COURSE OUTLINE ADDENDUM:**

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