



**I. COURSE DESCRIPTION:**

This course is comprised of two components: clinical and lab theory and practice.

The clinical component will provide the learner with opportunities to examine to the role of the practical nurse when caring for individuals experiencing acute or chronic health challenges. The learner will utilize critical thinking skills to plan and implement nursing care in medical, surgical and simulated settings. The learner is expected to safely and competently care for three individuals by the end of this clinical experience.

The lab and theory and practice component of this course will provide learning to occur through application of theory and practice in the simulation lab setting. The lab component will focus on the following: adaptations of care for clients with mental health challenges; tracheostomy care; suctioning and airway management; management of chest tubes; urinary catheterization and bladder irrigation; palliative/end of life care and end of shift reporting. Preparation for preceptorship, registration exams and employment interviews will also be discussed.

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

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

**Component #1 – Clinical**

1. Practice in a professional manner in accordance with CNO “Standards of Practice”.

**Potential Elements of the Performance:**

- 1.1 Demonstrate accountability for own personal and professional growth.
  - 1.2 Model appropriate behaviour in professional and social roles.
  - 1.3 Engage in reflective practice to promote further learning.
  - 1.4 Accept constructive criticism appropriately to effectively promote change.
  - 1.5 Comply with practice setting established standards and practice expectations.
  - 1.6 Accept accountability for own decisions and actions.
  - 1.7 Report significant information accurately, confidently and respectfully to appropriate individuals, peers, faculty and agency personnel.
  - 1.8 Identify when personal values and beliefs conflict with those of the client.
  - 1.9 Demonstrate self-care practices that promote personal health and wellness.
  - 1.10 Demonstrate accountability and responsibility in attending clinical placement according to college policy.
  - 1.11 Recognize the right of the client to make own health choices.
  - 1.12 Explore the opportunities to improve the level of health care in the community by working with groups to advocate for health policy and health resources.
  - 1.13 Analyze how personal leadership qualities impact clients, peers, faculty, and agency personnel.
2. Display caring behaviours when interacting with complex care clients.

**Potential Elements of the Performance:**

- 2.1 Create an atmosphere of mutual trust, acceptance and respect.
- 2.2 Demonstrate a supportive and client-centred approach.
- 2.3 Use a non-judgmental attitude, empathy and genuineness when interacting and advocating with/for clients.

- 2.4 Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
  - 2.5 Maintain therapeutic relationships that promote the achievement of clients expected health outcomes.
  - 2.6 Integrate appropriate therapeutic communication techniques.
  - 2.7 Demonstrate confidence in promoting the self-care abilities of the client.
  - 2.8 Promote and preserve the self-esteem and self-confidence of the client.
  - 2.9 Balance technical and technological aspects of nursing with humanistic attitude and holistic approach.
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:

- 3.1 Participate as a contributing member of the team in providing care for the client\*.
  - 3.2 Analyze complex situations of conflict.
  - 3.3 Apply conflict resolution skills in clinical practice.
  - 3.4 Follow verbal and non-verbal directions safely, responsibly and consistently.
  - 3.5 Adapt communication strategies to meet the needs of the client\*.
  - 3.6 Support the right to privacy and confidentiality of the client\*.
  - 3.7 Act in a professional manner when communicating with clients\*, families, peers, faculty and agency personnel.
  - 3.8 Support the client\* with informed decision making.
  - 3.9 Promote the nurse's role as a client\* advocate
4. Apply the nursing process to organize and provide safe, competent basic nursing care for the client\* with chronic/completes health challenges.

Potential Elements of the Performance:

Assessment

- 4.1 Demonstrate the ability to conduct purposeful client\* interviews.
- 4.2 Gather data through history taking, interviewing, consultation, physical examination and review of available records.
- 4.3 Assess the client\* accurately on an on-going basis.
- 4.4 Differentiate between relevant and non-relevant observations to be reported and recorded.

Planning

- 4.5 Identify the expected health outcomes (goals) of the client\*.
- 4.6 Plan individualized care according to assessment, pre-clinical preparation and evidence-based nursing practice.
- 4.7 Develop daily organizational plans to manage time and reflect nursing responsibilities.
- 4.8 Apply nursing knowledge and critical thinking to set priorities in providing comprehensive holistic nursing care.

Implementation

- 4.9 Implement the plan of care: adapt organizational plan to reflect changing priorities based on client\* needs; conserve time, energy and supplies; implement the plan of care within a reasonable timeframe.

- 4.10 Perform selected nursing interventions consistently in a safe competent client\*-centred manner that minimizes risk and maximizes benefits to client\*.
- 4.11 Apply the concepts of health promotion, health protection, and prevention, (therapeutic treatment), rehabilitation, palliation and/or restorative care to the client's\* plan of care.
- 4.12 Promote the use of community agencies to assist the client\* when appropriate.

Evaluation

- 4.13 Evaluate achievement of expected outcomes (goals) of the client\*.
  - 4.14 Revise the plan of care as needed.
  - 4.15 Document relevant data in a concise and timely manner, according to "CNO Standards" and agency policy.
5. Apply the theories of growth and development and the change process to promote the optimal health and wellness of the client\*.

Potential Elements of the Performance:

- 5.1 Assess the client\* based stages of life.
  - 5.2 Establish expected outcomes (goals) in collaboration with the client\*.
  - 5.3 Plan nursing interventions based on the selected stage of growth and development in collaboration with the client\*.
  - 5.4 Implement nursing interventions in collaboration with the client\*.
  - 5.5 Provide dignified, comfortable care for the dying client\*.
  - 5.6 Evaluate the extent to which the desired outcomes (goals) have been met.
  - 5.7 Modify the plan of care based on the evaluation results.
6. Integrate principles of teaching-learning to promote optimal health, wellness and safety of the client\*.

Potential Elements of the Performance:

- 6.1 Assess the health status of the client\* to determine learning needs.
  - 6.2 Develop a plan in collaboration with the client\*.
  - 6.3 Apply principles of teaching-learning to facilitate client's\* understanding.
  - 6.4 Implement relevant and age-appropriate teaching plan to promote optimal health, wellness and safety of the client\*.
  - 6.5 Evaluate the effectiveness of the teaching plan for the client\*.
  - 6.6 Modify the teaching plan based on the evaluation results.
7. Apply research findings to support nursing practice.

Potential Elements of the Performance:

- 7.1 Use evidence-based information to assess client\* health status.
- 7.2 Provide a safe environment for the client\* based on current and relevant research.
- 7.3 Participate in scholarly activities to support nursing practice.

**Note:** Client\* refers to individuals, their families and/or groups facing actual or impending acute health challenges.

**Component #2 – Lab Theory and Practice**

1. Examine end-of-shift reporting and practice transcription of Health Care Team orders.

Potential Elements of the Performance:

- 1.1 Critique shift reports.
  - 1.2 Prepare accurate, concise shift reports.
  - 1.3 Transcribe doctor's orders to MARS, Kardex.
  - 1.4 Discuss key information to include when reporting.
2. Apply knowledge of the principles of urinary catheterization and bladder irrigation management.

Potential Elements of the Performance:

- 2.1 Perform male and female catheterization using a straight and/or indwelling catheter.
  - 2.3 Obtain a sterile urine specimen and label appropriately.
  - 2.4 Remove a Foley catheter.
  - 2.5 Connect and maintain a catheter leg bag.
  - 2.6 Monitor a 3-way bladder irrigation.
  - 2.7 Discuss management of nephrostomy tube systems.
  - 2.8 Perform open and closed bladder irrigation.
  - 2.9 Document according to CNO standards.
3. Apply knowledge of the principles of hemodialysis and peritoneal dialysis.

Potential Elements of the Performance:

- 3.1 Explain the difference between hemodialysis and peritoneal dialysis.
  - 3.2 Discuss advantages and disadvantages of both types of dialysis treatment.
  - 3.3 Identify the nursing care required by the client before, during and after both types of dialysis treatment.
  - 3.4 Identify the possible complications of hemodialysis treatment.
4. Demonstrate application of suctioning techniques, management of chest tubes and oral airways.

Potential Elements of the Performance:

- 4.1 Identify equipment needed.
- 4.2 Perform technique for oropharyngeal suctioning correctly.
- 4.3 Describe disposal of equipment including suction reservoir.
- 4.4 Describe assessment of client before, during and after suctioning.
- 4.5 Observe chest tube drainage systems.
- 4.6 Monitor drainage system and assessment of client.
- 4.7 Discuss complications and management of chest drainage systems.
- 4.8 Demonstrate oral airway insertion.
- 4.9 Demonstrate correct procedure for use of a variety of oxygen delivery systems including use of an ambubag.
- 4.10 Document according to CNO standards.

5. Apply principles and standard of care when practicing tracheostomy and airway care and suctioning.

Potential Elements of the Performance:

- 5.1 Perform oropharyngeal suctioning and tracheostomy care.
  - 5.2 Describe assessment of client before, during and after procedure.
  - 5.3 Discuss complications and management.
  - 5.4 Document according to CNO standards.
6. Apply the principles of the mental Health Act when planning care for mental health clients in a variety of settings.
- Potential Elements of the Performance:
- 6.1 Identify levels of observation.
  - 6.2 Discuss the nursing responsibilities associated with the Form 1, Form 42, Form 3 and Form 5.
  - 6.3 Discuss the Mental Health Act legislation and how a nurse will incorporate this knowledge into the plan of care.
  - 6.4 Demonstrate competence in a variety of mental health scenarios.
7. Participate in consolidation and job preparation activities and in course review in preparation for writing the Canadian National Registration Examination.

Potential Elements of the Performance:

- 7.1 Reflect on learning needs and develop a learning plan for the preceptorship experience.
  - 7.2 Identify personal strengths and weaknesses.
  - 7.3 Participate in exam preparation and course review activities.
  - 7.4 Participate in self-directed skills practice in preparation for skills testing.
  - 7.5 Prepare for and partake in a job related mock interview.
8. Apply current evidence-based practice knowledge as it relates to learned skills.

### III. TOPICS:

Students will practice in a variety of settings that include:

1. Hospitals
2. Health Science Resource Centre (HSRC)

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

1. End of Shift Reporting
2. Urinary Catheterization/Bladder Irrigation
3. Hemodialysis and Peritoneal Dialysis
5. Tracheostomy Care/Suctioning/Chest Tubes
6. Grief, Caring and Loss/End of Life Care
7. Care of Mental Health Clients
8. Preparation for Consolidation

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

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

Handouts (provided by the professor)

Lab Manual (provided by the lab teacher)

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

Year One and Two Textbooks and Supplies

**Optional:** *MediQuik Drug Cards (18<sup>th</sup> ed.) Lippincott, Williams and Wilkins*

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

A final grade of Satisfactory is required to pass PNG253. 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:**

**Lab Tests**

- Achieve 60% (overall) on 2 lab tests. Supplemental testing is not available.

**Clinical Placement**

- Demonstrate consistently the overriding principles of safety, accountability and responsibility in all practicum components
  - Achieve the learning outcomes of PNG253
  - Complete and be prepared to discuss evaluation requirements at scheduled mid rotation and end of rotation meeting with clinical teacher (supporting grades with comments demonstrating self-reflection).
- For further information relating to practicum/lab program policies, refer to the Student Success Guide. Clinical makeup is not available for missed clinical hours.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

#### 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.

#### VII. COURSE OUTLINE ADDENDUM:

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