

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Nursing Practice I
CODE NO. : PNG116 **SEMESTER:** 1
PROGRAM: Practical Nursing
AUTHOR: Northern Partners in Practical Nursing Education /
Donna Alexander, Gwen DiAngelo, Lucy Watson
DATE: Sept/06 **PREVIOUS OUTLINE DATED:** Sept/05

APPROVED:

	_____ ASSOCIATE DEAN	_____ DATE
TOTAL CREDITS:	4	
PREREQUISITE(S):	None	
HOURS/WEEK:	4	

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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. 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. 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. Integrate 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.
- Utilize appropriate medical terminology.
- Demonstrate basic mathematical skills.

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. 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. Utilize 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. 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/Standard Precautions | 9. Lifts & Transfers |
| 2. Fire Safety | 10. Range of Motion |
| 3. Back Safety/Body Mechanics | 11. Ambulation |
| 4. Observation and Assessment Skills | 12. Positioning |
| 5. Hygiene | 13. Safety Devices |
| 6. Bed Making | 14. Medical Terminology |
| 7. Feeding | 15. Mathematical Skills |
| 8. Toileting | 16. Health Presentation/Teaching Plan |

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario. *Compendium of standards of practice for nurses in Ontario* (2nd ed.). Toronto, ON: Author. (available on-line at www.cno.org)

Chabner, D. (2005). *Medical terminology: A short course*. (4th ed.). Elsevier W. B. Saunders.

Kozier, B., Berman, A. J., Erb, G., Snyder, S. (2004). *Techniques in clinical nursing* (5th ed.). Pearson Education/Prentice Hall.

Kozier, B., Erb, G., Burke, K., Bouchal, D.S., & Hirst, S.P. (2004). *Fundamentals of nursing: the nature of nursing practice in Canada* (1st Canadian ed.). Upper Saddle River, NJ: Prentice Hall.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Refer to the Student Success Guide for Lab/Practicum Policies.
2. The student must achieve 60% in Lab/Practicum and 60% in Medical Terminology.
3. There are no supplemental presentations, critiques or tests. Missed presentations, critiques or tests will be assigned a zero grade.

The student will be required to satisfactorily complete the following:

a. Satisfactory performance and completion of a daycare/elementary school health presentation.

b. Lab/Practicum

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|------------------------|-----|
| 1. Health Presentation | 30% |
| 2. Lab Critique #1 | 15% |
| 3. Lab Critique #2 | 15% |
| 4. Lab Test #1 | 20% |
| 5. Lab Test #2 | 20% |

c. Medical Terminology - Self Directed Study

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| 1. Test #1 | 35% |
| 2. Test #2 | 35% |
| 3. Test #3 | 30% |

Note: Lab/Practicum grades are not combined with Medical Terminology grades. They are separate components of the course.

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:

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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.