

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Nursing Practice Re-Entry Lab

CODE NO. : NURS 2074 EL **SEMESTER:** Fall or Winter

PROGRAM: Collaborative Bachelor of Science in Nursing

AUTHOR: BScN Collaborative Partners, Lucy Pilon

DATE: May 2013 **PREVIOUS OUTLINE DATED:** N/A

APPROVED: “Marilyn King” Aug. 2013

	CHAIR, HEALTH PROGRAMS	DATE
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TOTAL CREDITS: 0

PREREQUISITE(S): Enrolment in BScN Program

HOURS/WEEK: 12 hours total

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I. COURSE DESCRIPTION:

This course is required by students to establish fundamental nursing practice competencies prior to re-entry into a nursing practice course, following failure of a nursing practice course in any year of the program, or absence from the BScN program, or from a nursing practice course for one semester or more. Lab: 12 hours, Credits: 0 cr

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

The students in this course will demonstrate successful performance in the following, if applicable:

- Fundamental Nursing practice competencies
- Psychomotor skills
- Therapeutic communication
- Health assessment and physical examination
- Medication administration
- Infection control
- Medical asepsis / sterile technique (i.e., wound care, dressings, specimen collection, catheterizations, etc.)
- Nursing documentation and reporting
- Critical thinking
- Professional Behaviour/Accountability/Responsibility

The above learning objectives will be individually tailored to the student's identified areas of weakness(s) and/or personal learning goals.

Learning Outcomes

N.B. Learning outcomes are statements that indicate the achieved results or consequences of learning. Each outcome statement should identify how the student will be able to apply or demonstrate learning of the course material. As such, learning outcomes should be measurable and must be reflected in the "Methods of Evaluation". When preparing learning outcomes, particularly for upper year courses, one should ensure that they are in line with the Ontario Council of Academic Vice Presidents "Guidelines for University Undergraduate Degree Level Expectations".

[http://www.laurentian.ca/Laurentian/Home/Departments/Provost and ViceP_resident Academic](http://www.laurentian.ca/Laurentian/Home/Departments/Provost_and_ViceP_resident_Academic)

1. **Ends-In-View**

At the end of this nursing practice laboratory course, students will be able to demonstrate safe professional nursing practice, and hence, their readiness to safely progress to the acute care clinical practice setting. Readiness to progress will be determined by the student's ability to demonstrate competency while performing in the following areas:

- Performing various basic nursing care procedures (i.e., personal hygiene care, bed making, vital signs, pressure ulcer care, assisting clients with nutrition, elimination, mobility, etc.)
- Organizing and prioritizing nursing care
- Utilizing the principles of effective therapeutic communication
- Performing health assessments and physical examinations
- Calculating dosages and administering medications
- Performing various infection control procedures (i.e., isolation precautions, hand washing, etc.)
- Utilizing the principles of medical asepsis / sterile technique (i.e., during wound care, dressing changes, specimen collection, catheterizations, etc.)
- Documenting and reporting nursing care
- Utilizing critical thinking skills to making sound clinical judgements regarding patient care.

2. **Process:**

After registering for the course, the student will arrange a meeting with the course professor. During this meeting, the student will be asked to develop a schedule, outlining how all required laboratory practice hours will be completed. If changes to this schedule are required at a later date, the student will be asked to notify the laboratory technician as soon as possible, so that an alternate schedule for completing the hours can be arranged.

It is an expectation that the student will come to the nursing laboratory dressed in a nursing uniform and prepared to practice the specific skills / procedures outlined in their individualized learning contract.

III. TOPICS:

In line with the learning objectives of this laboratory practice experience, and in response to identified individual student learning needs, topics that may be covered during this laboratory practice course include:

- Fundamental Nursing practice skills (i.e., personal hygiene care, bed making, vital signs, pressure ulcer care, assisting clients with nutrition, elimination, mobility, etc.)
- Organizing nursing care and managing time effectively
- Therapeutic communication
- Health assessment and physical examination
- Medication calculation and administration
- Infection control (i.e., isolation precautions, hand washing, etc.)
- Medical asepsis / sterile technique (i.e., while conducting wound care, dressing changes, specimen collection, catheterizations, etc.)
- Nursing documentation and reporting
- Critical thinking (i.e., identifying client health care needs and prioritizing subsequent nursing care)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

It is expected that the student will regularly refer to the nursing literature as well as core textbooks from previous nursing courses (i.e., Nursing Fundamentals, Nursing Skills & Procedures, Health & Physical Assessment, Medication Calculations, Medical / Surgical Nursing, Maternal-Child Nursing, Pharmacology, Pathophysiology, Mental Health Nursing, etc.).

V. EVALUATION PROCESS/GRADING SYSTEM:

	Evaluation Method	Outcome
A	Learning Contract	Satisfactory / Unsatisfactory
B	Reflective Journals- minimum of 2	Satisfactory / Unsatisfactory
C	Final Laboratory Practice Evaluation (i.e., Skills demonstration, medication calculation quiz, simulation / scenario testing, etc.)	Satisfactory / Unsatisfactory

Each evaluation method is described in further detail below.

(A) Learning Contract (Satisfactory / Unsatisfactory)

At the beginning of this laboratory practice course, students will be instructed to develop a formal written learning contract in consultation with the laboratory technician/faculty member. This learning contract, which should model the template below, will be used to guide all subsequent laboratory learning activities and final evaluations. As per the below template, students will be instructed to ensure that their individual learning objectives are specific, measurable, attainable, realistic and timely (SMART).

Clinical Learning Plan Template

LEARNING OBJECTIVES	LEARNING STRATEGIES AND RESOURCES	EVALUATION CRITERIA	EVIDENCE OF MEETING OBJECTIVES
What I need and want to learn based on an assessment of my needs and the availability of specific learning experiences (Think SMART)	Specifically, what will I do to meet my learning objectives? What resources will I use to achieve these objectives?	How will I demonstrate that I have achieved my objectives?	Who will evaluate my evidence? When? Based on what criteria?

(B) Reflective Journals (Satisfactory / Unsatisfactory)

Throughout the laboratory practice experience, students will also be required to submit a minimum of **two reflective journals** to the course professor for review and comment. The first journal will be submitted after completion of approximately 6 hours of laboratory practice, and the second, submitted at the end of the laboratory course. Each reflective journal (maximum 2 – 3 double spaced typed pages) should address the student's personal progress toward achieving all identified learning objectives. Reflective journals, in conjunction with the student's learning contract, will provide documentary evidence of the student's achievement of the course learning outcomes.

(C) Final Laboratory Practice Evaluation (Satisfactory / Unsatisfactory)

As a way of assessing the student's readiness to progress to the acute care clinical practice setting, the student will be required to undergo one final laboratory practice evaluation at the end of the course. The method for this final evaluation will be determined by the course professor in consultation with the lab technician, and will be based on the student's individualized learning contract (i.e., what the student actually practiced during this course).

Some methods that may be considered for final evaluation include return skills demonstrations, medication calculation quizzes, simulation / scenario testing, as well as any other evaluation methods deemed relevant to the student's individual practice experience. To assist the student in preparing for this final evaluation, the student will be notified of what testing method will be administered at least two weeks prior to their final evaluation. The student will also be given ample opportunity to practice a similar "mock" test prior to the final formal evaluation.

Once the final evaluation is complete, all evaluation documents (i.e., learning contract, reflective journals, and final evaluation assessment) will be reviewed, the faculty member will make a determination of whether or not all learning objectives have been successfully achieved by the student.

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.

VII. COURSE OUTLINE ADDENDUM:

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