

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: RPN Skills Transition

CODE NO. : CED1899

SEMESTER: F10

PROGRAM: RPN Diploma Completion

AUTHOR: Gwen DiAngelo and Laurie Poirier

DATE: Fall 2010

PREVIOUS OUTLINE DATED: Fall
2007

APPROVED:

DEAN

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): RPN – 2 or 3 semester certificate graduate, current CNO
Certificate of Registration

HOURS/WEEK: 3 hours per week

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I. COURSE DESCRIPTION:

This course is designed to provide a theoretical basis to safely implement the skills within the scope of practice for the RPN as identified in the Standards of Practice For Nurses in Ontario, College of Nurses of Ontario. This experience will take place in a laboratory setting.

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. Model appropriate behaviour in professional and social roles.
 - c. Accept constructive criticism appropriately to effectively promote change.
 - d. 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 gradually increased client* care assignment.
 - e. Accept accountability for own decisions and actions.
 - f. Report and record significant information accurately, confidently and respectfully
 - g. Demonstrate accountability and responsibility according to college policy.
2. Display caring behaviours when nursing the client*.

Potential Elements of the Performance:

- a. Create an atmosphere of mutual trust, acceptance and respect.
- b. Demonstrate a supportive client*-centred approach.

Balance technical and technological aspects of nursing with a 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:

- a) Follow verbal and non-verbal directions safely, responsibly and consistently
- b) Support the right to privacy and confidentiality of the client*.
- c) Act in a professional manner when communicating with clients*, families, peers, faculty and agency personnel.
- d) Support the client* with informed decision making.

4. Integrate nursing knowledge and critical thinking skills to assess, plan, implement and evaluate holistic nursing care for the client* experiencing diverse health challenges in a variety of life situations.

Potential Elements of the Performance:Assessment

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

Planning

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

Implementation

Implement the plan of care:

- Adapt organizational plan to reflect changing priorities based on client* needs

- Conserve time, energy and supplies.
- Within a reasonable timeframe.
- Perform selected nursing interventions consistently in a safe competent client*-centred manner that minimizes risk and maximizes benefits to client*.
- 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.
- Promote the use of community agencies to assist the client* when appropriate.

Evaluation

- Evaluate achievement of expected outcomes (goals) of the client*.
 - Revise the plan of care as needed.
 - 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:

- a. Assess the client* based stages of life.
 - b. Plan nursing interventions based on the selected stage of growth and development in collaboration with the client*.
6. Integrate principles of teaching-learning to promote optimal health, wellness and safety of the client*.

Potential Elements of the Performance:

- a. Assess the health status of the client* to determine learning needs.
 - b. Develop a plan in collaboration with the client*.
 - c. Apply principles of teaching-learning to facilitate client's* understanding.
 - d. Implement relevant and age-appropriate teaching plan to promote optimal health, wellness and safety of the client*.
7. Apply research findings to support nursing practice.

Potential Elements of the Performance:

- a. Use evidence-based information to assess client* health status.
- b. Provide a safe environment for the client* based on current and relevant research.

Note:

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

III. TOPICS:

1. Medication Administration – IM and Intradermal Injections
2. Wound Care – Surgical Wound Care including sutures, surgical asepsis, staples, drains, packing
3. Intravenous Therapy
4. Administration of Blood and Blood Products
5. Promotion of Oxygenation including oxygen therapy, chest tubes and drainage, tracheostomy care
6. Obstetrical and gynecological care
7. Gastric intubation including suction, enteral nutrition and medication administration
8. Urinary care including urinary catheterization, bladder irrigation and continuous bladder irrigation (CBI)
9. Documentation and Reporting

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Fundamentals of Nursing, 4th Ed by Potter and Parry
Physical Examination and Health Assessment, 5th Ed by Jarvis
Pocket Companion: Physical Examination and Health
Manual for Physical Examination and Health Assessment

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Demonstrate consistently the overriding principles of safety, accountability and responsibility;
2. Achieve the learning outcomes of CED1899
3. Achieve 60% (overall) on 2 lab tests. Supplemental testing is not available
4. Achieve a satisfactory result on lab critique. No repeat is available.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	
A	80 – 89%	4.00
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.	

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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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.

<include any other special notes appropriate to your course>

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.

IX. SPECIFIC CONSIDERATIONS – CED1899

Practicum/Health Sciences:

Attendance at all practicum experiences is **mandatory** because:

- a) Consistent and continuous practicum experience is essential to gain competence and the level of skill necessary to demonstrate progression of learning and the consistent achievement of learning outcomes and program goals. Repeated absenteeism is an obstacle to student success and may slow a student's progress through the program. Clinical makeup is not available during the course semester.
- b) Practicum experience involves the coordination of many people, and all are disadvantaged when the student fails to attend.
- c) Attendance reflects accountability. Agencies may request attendance records during the hiring process.
- d) **Health Science Resource Centre (Lab Experience)**

Demonstration labs will not be repeated. The student who misses this demonstration lab will be responsible for obtaining new content and/or practicing new skills prior to the next lab and before practicing the skill in the practicum area.

Students are encouraged to make use of peer tutoring (if available) and to access the Health Science Resource Centre (Lab) during evenings and weekends to assist with skill mastery.

Absences

HSRC Experience

If you are scheduled for HSRC (Nursing Lab) Experience, notify the Lab teacher **prior** to the scheduled class.

Practicum includes the lab classes. Attendance is mandatory and will be recorded and traced throughout the entire program. Absences related to illness, bereavement and subpoena may require documentation.