

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

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COURSE OUTLINE

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COURSE TITLE: NURSING PRACTICE - CLINICAL EXPERIENCE
CODE NO: RNA 104 **SEMESTER:** ONE
PROGRAMME: NURSING ASSISTANT
AUTHOR: DEBBIE SARGENT
DATE: SEPTEMBER, 1992 **PREVIOUS OUTLINE DATED:** SEPT/91

APPROVED:

DEAN



DATE



**NURSING PRACTICE
CLINICAL EXPERIENCE**

RNA 104

COURSE NAME

CODE NUMBER

TOTAL CREDIT HOURS: 24 2

PREREQUISITE(S): Must be accepted into Nursing Assistant Programme

CO-REQUISITE(S): RNA 103

I. PHILOSOPHY/GOALS:

The clinical practice course provides an opportunity for a student to use the nursing process in assisting a patient/client to promote and maintain adaptation. The student applies the theory learned in the Nursing Theory, Professional Concepts and the other courses which are being taken concurrently. Supervised clinical practice periods are provided in the nursing skills lab.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course the student will have met the Clinical Objectives attached (See Section C). All clinical objectives are mandatory (unless otherwise stated) and must be met to earn a satisfactory grade for the semester.

III. TOPICS TO BE COVERED:

These topics correspond to the topics in RNA103 (Theory):

- I. Nursing Process/Adaptation
- II. Exercise and Safety
- III. Rest and Sleep
- IV. Nutrition
- V. Elimination: Skin, Bladder and Bowel
- VI. Fluids and Electrolytes
- VII. Self-Concept
- VIII. Oxygen and Circulation
- IX. Role
- X. Senses
- XI. Interdependence
- XII. Communication
- XIII. Maternity
 - a) antenatal
 - b) labour & delivery
 - c) postpartum
 - d) neonate

Components Of Nursing Practice Course

Section:

- A. Health Assessment Project
- B. Nursing Skills Labs
- C. Practice in Health Care Settings (hospital, homes for the aged, community)

**NURSING PRACTICE
CLINICAL EXPERIENCE**

RNA 104

COURSE NAME

CODE NUMBER

IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

Group discussions
Demonstrations
Lecture
Role playing/simulations
field placement
Videos, filmstrips, overheads
self-learning

Nursing Assistant
Lab Package

Kozier, B., Erb, G.,
Oliviera, R.,
Fundamentals of
Nursing

Christensen, B. and
Kockrow, E.,
Foundations of
Nursing.

**Required readings
will be posted on
the Nursing
Assistant bulletin
board prior to each
lab.**

**EVALUATION METHODS: (INCLUDE ASSIGNMENTS, ATTENDANCE
REQUIREMENTS, ETC.)**

The following documents contain learning outcomes and/or policies on which student performance is determined:

1. Clinical Objectives

Clinical objectives are based on the Standards of Nursing Practice set by the College of Nurses of Ontario as well as the •Provincial Standards for Nursing Assistant Programmes set by the Ministry of Colleges and Universities. These standards specify the expectations of the graduating nursing assistant student. Clinical objectives identify cues which represent these standards and students are expected to consistently meet the objectives. All components of this course are evaluated against these objectives. (See Section C)

2. Nursing Assistant Programme and Promotion Policies

This document represents policies and expectations of the student re: attendance, dress code, assignments and safety incidents. The school of Health Sciences philosophy of evaluation, evaluation policies and procedures as well as the role of the Department Progress Committee are also addressed in this document.

Written assignments will be required for all components of this course.

**NURSING PRACTICE
CLINICAL EXPERIENCE**

RNA 104

COURSE NAME

CODE NUMBER

V. EVALUATION METHODS CON'T:

Quizzes, mark-offs and tests will be used for evaluating lab skills. Competency is expected to be maintained following a satisfactory mark-off. This requires ongoing practice of skills, (see Section B: Evaluation and Section C: III 3, b&c, V 1 a,b,c & V 2 c)

Formative evaluation includes frequent meetings with clinical teachers throughout the semester to share student's and teacher's evaluation of student's ongoing performance, (progress)

Summative evaluations are done with student and teacher at mid-semester and at the end of the semester.

Formative and summative self-evaluations are required ongoing.

Also see Evaluation under Section A,B & C attached.

GRADING

S - Satisfactory

I - Incomplete (used at mid-semester only)

U - Unsatisfactory

X - Temporary Grade which changes to "S" or "U" on a specified date.

* A satisfactory grade must be achieved for all clinical objectives at the end of Semester I to continue in Semester II.

VI. REQUIRED STUDENT RESOURCES:

Kozier, B., Erb, G., & Oliviera, R., Fundamentals of Nursing: Concepts, Process and Practice, 4th edition, Addison-Wesley Publishing Co., Menlo Park, California, 1991

Christensen, B. and Kockrow, E., Foundations of Nursing, C.V. Mosby Year Book, St. Louis, Mo., 1991

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION;

See list on RNA 103 course outline. Additional readings will be posted on the bulletin board.

VIII. SPECIAL NOTES;

1. All lab quizzes/tests remain the property of Sault College.
2. Student Rights & Responsibilities will be as per the Student Handbook
3. This course outline is subject to change at the teacher's discretion based on the learning needs of the students.

SECTION A: HEALTH ASSESSMENT PROJECT

A. PURPOSE

To study elements of the health of an individual as displayed by members of a family in the community.

B. OBJECTIVES (of the Health Project Experience)

1. Assess health in members of a family by using guides developed in RNA 103.
2. Use communication techniques learned.
3. Use adaptation theory learned in RNA 103 to promote adaptation of family members.

C. DIRECTIONS (for Health Project Experience using members of a family)

1. Attempt to find a family that is within walking distance from your residence (unless you have access to a car). Attempt to find a family with young children.
2. Once you have a family and have received permission from them to participate please contact your clinical teacher to discuss suitability of the family.
3. Once a suitable family has been selected, the student must sign a learning contract with the clinical teacher before family visits begin.
4. The student must explain the purpose of the project to the family.
5. Confidentiality must be maintained by the student
 - .no names on assignments
 - .no sharing of family information
6. All students are expected to operate at the level they have attained via learning at school. The student must identify this level to the parents.
7. Programme requirements are expected to be followed while visiting your family. Please discuss with your clinical teacher which Program Requirements pertain to family visits.

8. Any problems identified by the student must be referred to the clinical teacher for appropriate counselling.
9. Termination of the Health Project visits may be requested by the family. If this occurs, please have the family contact the clinical teacher.
10. Contract must be signed by the student before family visits start.

ROLE OF THE CLINICAL TEACHER

1. Sign learning contract with student.
2. Approve selection of family that will meet the learning objectives.
3. Discuss assignment with student before and after visits.
4. Assist student with any problems that may arise from visits.
5. Contact family to discuss project.
6. Evaluate assignments.

EVALUATION

Each assignment will be graded as Satisfactory or Unsatisfactory. Students will have one additional opportunity to improve the assignment if it is Unsatisfactory.

Due dates for assignments are:

Oct. 1	Visit #1	- Contract & Communication Checklist
Oct. 26	Visit #2	- Nutrition
Nov. 9	Visit #3	- Activity & Rest
Nov. 23	Visit #4	- Protection

These dates are subject to change.

The Health Project Experience is a component of the Clinical course and will be reflected in the overall grade the student achieves in RNA 104.

LEARNING CONTRACT

(for Health Project Experience;

NAME OF FAMILY:

NAME OF PARENT(S):

ADDRESS:

PHONE NUMBER:

AGREEMENT BETWEEN STUDENT AND TEACHER

I, (teacher) agree to provide assistance to (student) during the learning experience associated with the family stated above.

I, student' will meet my commitments & responsibilities to my designated family by making visits as outlined in the Directions. I will observe and abide by the Programme Policies. I will complete the assignment(s) designated. I understand that if the above agreement is violated it will be noted on my clinical evaluation form and may contribute to an Unsatisfactory grade.

TEACHER

STUDENT

DATE

DATE

HEALTH ASSESSMENT PROJECT EXPLANATION

In Semester I of the Nursing Assistant Programme at Sault College, the students learn about a number of topics related to health (eg, nutrition, exercise, sleep and safety). The teachers believe that it is important to learn about health from people who are relatively healthy. Therefore, the students are asked to find a family who would assist them in their learning.

If you agree to help a nursing student, he/she will visit you, at your convenience, several times this winter. During these visits, the student will have questions related to the health topic under study. The student will keep you informed about the project and what he/she is learning.

We would like to assure you that we highly respect the confidential nature of this experience and any information regarding visits will be treated in strictest confidence by the students. Furthermore, your name will not be written on any part of this project.

If you have any questions about this project, please feel free to contact _____, at the Health Sciences Division, Sault College, Phone 759-6774, Ext. 689. If you are unable to contact me, please leave a message with the secretary of the Health Sciences Division and I will return your call.

Thank you for your kind cooperation.

Yours very truly,

Nursing Assistant Teacher

SECTION B: NURSING SKILLS LABS

DESCRIPTION

Clinical skill labs are intended to introduce the student to basic nursing skills required in the nursing home or the hospital setting. Each skill follows the steps of the nursing process.

Competency is to be achieved in the attached list of skills, in order to protect the client's safety and comfort.

Time and equipment will be available in the nursing lab for independent practice. Additional lab time may be booked with the Lab Technician.

EVALUATION

To contribute to a satisfactory grade for lab skills, the student must:

1. Complete assigned readings, worksheets and or pre-lab assignments.
2. Contribute in discussions on how the steps of the nursing process are utilized in each skill.
3. Achieve a passing grade on lab quizzes (60% or greater).
4. Participate in seminar discussions or case study presentations.
5. Practice each clinical lab skill using evaluation checklist or text guidelines.
6. Obtain a satisfactory grade in each skill mark-off (See below re: Markoffs).
7. Follow programme policy requirements for attendance, dress code and assignments.

MARK-OFFS

This is an individual test of student's ability to complete a nursing skill. Completing this successfully the first time, positively affects the clinical grade. The student is expected to take the responsibility to complete the mark-off successfully within a specified timeframe. For specific skills, this mark-off must be passed before doing this procedure in the clinical area.

Each markoff will be graded based on the following:

1. Satisfactory:
 - a) completes skill accurately following steps of the performance checklist (found in the Lab Package)
 - & b) answers questions about rationale and scientific principles accurately
 - & c) completes skill within the required timeframe specified on the bulletin board posting
2. Unsatisfactory:
 - a) misses important steps from the performance checklist
 - &/or b) is unable to state rationale for important steps in the procedure
 - &/or c) does not complete skill within the required timeframe

If the student is unable to achieve a satisfactory performance on the first attempt it will be his/her responsibility to utilize the available resources and time to meet the criteria. A second mark-off opportunity will be provided.

If the student is unable to achieve a satisfactory performance following the second attempt he/she will be interviewed by a Nursing Clinical Teacher to explore areas of self-directed learning to assist the student to meet the testing criteria.

If the student is unable to achieve a satisfactory performance on the third attempt, the Nursing Assistant faculty will review the student's performance. If, in the collective opinion of the faculty, the student has not proved to be capable of successfully meeting the testing criteria through remedial activities; the student may be required to withdraw from the program.

Dates and content of markoffs, quizzes & tests are as follows, but are subject to change:

- | | | |
|--------------|--------------|--|
| Sept. 11 | Quiz/M.O. #1 | - Medical Asepsis
- Handwashing
- Bedmaking |
| Sept. 24 | Quiz/M.O. #2 | - Body Mechanics, Body Alignment, Lifts & Transfers, Canes, Walkers, Wheelchairs, Crutches |
| Oct. 2 | Quiz/M.O. #3 | - Bed bath, ROM, Mouth Care, Nail Care, Hair care |
| Oct. 13 & 20 | Quiz/M.O. #4 | - T.P.R., B.P. |
| Dec. 18 | Lab Test | - all lab content from Sept. 1 - Dec. 8 |

Supplemental Lab Test

One supplemental lab test will be offered to students who have not achieved a Satisfactory grade (60% or higher) on the final lab test.

SEMESTER I, SEPTEMBER, 1992

UNITS OF STUDY

1. Activity & Rest

- a) Bedmaking (occupied, unoccupied, post-op)
- b) Body Mechanics (squatting, pivoting, lifting, reaching, pushing, pulling, carrying)
- c) Body Alignment
- d) Range of Motion
- e) Assisting Out of Bed (to chair, wheelchair, stretcher)
- f) Assisting with Ambulation (walker, cane, crutches)
- g) Lifts and Transfers
 - moving to edge of bed
 - moving to lateral position and up to sitting position
 - moving up in bed
 - mechanical lifts
- h) Protective Positioning
- i) Fitness
- j) Traction
- k) Pre and Post-Natal Exercises
- l) Backrubs

2. Protection

- a) Medical Asepsis (handwashing)
- b) Surgical Asepsis (gloving, gowning, dressings)
- c) Isolation (gowning, gloving, bagging, universal precautions)
- d) Restraints
- e) WHMIS

3. Nutrition

- a) Height/Weight
- b) Metric
- c) Assisting with Feeding Clients
- d) Assisting with Menu Planning
- e) Breast/Bottle Feeding (Post Partum & Newborn)

4. Elimination

- a) Skin
 - Bed Bath
 - Dressing Clients
 - Skin Care (preventing decubitus ulcers)
 - Shaving (face, surgical shave prep)
 - Hair washing and Care
 - Oral Hygiene (mouth care, dental care, flossing)
 - Foot Care
 - Nail Care
 - Eye Care (glasses, contact lenses, prosthesis)

UNITS OF STUDY

4. Elimination con't

b) Bladder *i Bowel

- Perineal Care
- Catheter Care
- Measures to Encourage Voiding & Defecating
- Use of Bedpans, Urinals, Commode, Diapers
- Enemas, Suppositories
- Disimpacting
- Continuous Bladder Irrigation
- Collecting and Labelling Specimens (urine, stool, sputum)
- Urine Testing

5. Fluids & Electrolytes

- a) Intake & Output
- b) Blood Glucose Monitoring

6. Self-Concept

- a) Death & Dying

7. Oxygen & Circulation

- a) Temperature (oral, rectal, axillary, tympanic)
- b) Pulse (various sites)
- c) Respiration
- d) Assessing chest sounds (Paediatrics lab)
- d) Blood Pressure
- e) Post-partum Assessment
- f) Application of Heat and Cold
- g) Pre & Post-op exercises
- h) Cast care
- i) Incentive spirometer
- J) Oxygen administration
- k) Suctioning

8. Interdependence

- a) Group Dynamics
- b) Communication
- c) Charting

SECTION C: PRACTICE IN HEALTH CARE SETTING

DESCRIPTION

Nursing care will be carried out by the students in a local nursing home or home for the aged.

EVALUATION

All clinical objectives below must be met for a Satisfactory grade.

CLINICAL OBJECTIVES I-VII

- I. Use Roy's Adaptation Model as a conceptual basis for nursing practice, facilitating optimum adaptation for clients, at any point on the health illness continuum. (Semester I)
 - a) uses correct terminology ex. client responses, stimuli,...
 - b) 4 modes - physiological, self concept, role function, interdependence
 - c) identifies specific units of study under each of the 4 modes.
- II. Begins to identify psychological and sociological influences (stimuli) on a clients adaptation (Semester II) (See objective III 1b)
- III. Participate in the Nursing Process as applied to clients by contributing to: (Semester I)
 1. Continuous assessment of clients. Transfers theory base to:
 - collects data using appropriate resources
 - makes relevant observations of clients responses and stimuli in all 4 modes
 - compares the clients responses to accepted norms to determine ineffective responses
 - determines clients adaptation level
 - recognizes appropriate Nursing Diagnosis based on assessment data
 - assists nursing team in reaching nursing diagnosis
 - establishes a priority of care with directionDevelopment and modification of Nursing Care Plans (Semester I)
 - identifies client care priorities
 - plan and organize nursing care based on assessment data
 - communicates with members of the health care team
 - sets realistic client centered goals - short/long term goals
 - contributes to clients nursing care plan
 - includes the client in planning care, clients preferences

3. Implementation of Nursing Care Plan (Semester I)
 - a) implements the organizational plan to assist assigned client to maintain and support adaptation
 - b) performs nursing measures consistent with scientific principles (applies nursing theory, concepts and biology content)
 - c) carries out nursing measures safely
 - d) anticipates safety hazards in the environment to ensure client safety
 - e) assists clients and family to accept realistic expectations
 - f) utilizes time and equipment effectively
 - g) adapts to unexpected situations without stress/with direction - seeks assistance as necessary
 - h) utilizes aseptic technique appropriately and explains procedures to client
 - i) demonstrates awareness of community resources to assist client adapt to changing lifestyles.
4. Systematic and continuous evaluation (Semester I)
 - a) evaluates if client has met goals and states responses to support this
 - b) evaluate the effectiveness of care
 - c) contributes to the modification of clients plan of care

Maintains nursing records for clients for whom nursing care is provided utilizing effective verbal and written communication skills. (Semester I)

- a) develops an awareness of own behaviour and that of others
- b) demonstrates beginning competency in therapeutic communication and interpersonal skills effective with client, family and health team.
- c) develops a genuine trusting, empathetic relationship with clients
- d) suspends personal judgment about client or what client is saying - listens and accepts client's thoughts and feelings.
- e) records and reports information accurately, legibly
- f) charts information in accordance with agency policies
- g) uses correct spelling, grammar and punctuation, correct terminology
- h) uses appropriate channels of communication
- i) participates fully and willingly in post conferences, labs, discussion
- j) completes written assignments for labs and clinical

Participates as a member of the health team, within a health system, fulfilling his/her responsibilities as a member of the nursing discipline (Semester I)

1. PROFESSIONALLY

- a) maintains competence in all skills taken to date
- b) accepts responsibility for his/her own learning
- c) accountable for own nursing actions
- d) provides quality nursing care regardless of how others nurse, knows correct methods and does them accordingly.
- e) maintains a safe environment for clients and health team members
- f) reports information accurately, truthfully and honestly
- g) performs nursing care within the boundaries of the legal role
- h) follows program policies and those of institution of clinical practice
- i) shows initiative and enthusiasm
- j) reports and takes corrective action for errors

2. PERSONALLY

- a) completes daily achievement record with examples of how he/she met the objective
- b) responds positively to suggestions for improvement and makes changes as necessary
- c) shows evidence of preparation and research for clinical work
- d) consistently present and punctual for labs and clinical
- e) seeks feedback about progress from clinical instructor regularly
- f) adheres to uniform policy
- g) hands in assignments on time
- h) notifies lateness/absence appropriately
- i) demonstrates role of a continuous learner

Demonstrates in Nursing Practice a commitment to protect the inherent worth and dignity of man. (Semester I)

- a) demonstrates respect for clients ideas, beliefs and practices of the individual and family
- b) respects clients right to make decisions regarding his own health

2. Function in accordance with the Guidelines for Ethical Behavior in Nursing (Semester I)
 - a) maintains confidentiality of client and family information
 - b) contributes to clients' and families' confidence in members of the health team
 - c) demonstrates responsibility to consistently deliver a high quality of nursing care
 - d) behaves in a manner consistent with the expectations of a health care professional
 - e) uses professional judgement in supporting the clients right to information regarding his health status.
 - f) recognizes ethical conflicts and uses Guidelines for Ethical Behaviour to resolve conflicts

- VII. Demonstrate in Nursing Practice an understanding of the cultural and health needs of an increasingly ageing population. (Semester I)
 - a) bases nursing care on respect for clients culture and client's right to own value system and moral code
 - b) able to give quality nursing care to clients whose beliefs and lifestyle may conflict with your belief system

SAULT COLLEGE NURSING ASSISTANT PROGRAMME
LAB/CLINICAL SCHEDULE

TUESDAY 2 HOURS	THURSDAY 6.5 HOURS	FRIDAY 6.5 HOURS
SEPT. 1 - INTRO	SEPT. 3 - LAB HANDWASHING BEDMAKING	SEPT. 4 - LAB BODY MECHANICS PROTECTIVE POSITIONING SUPERVISED PRACTICE
SEPT. 8 - LAB HAIR CARE NAIL CARE	SEPT. 10 - LAB LIFTS & TRANSFERS ASSIST. WITH AMBULATION	SEPT. 11 - QUIZ & M.O. HANDWASH, BEDMAKING LAB- MOUTH CARE
SEPT. 15 - LAB - ROM	SEPT. 17 - LAB NUTRITION PART 1	SEPT. 18 LAB - BED BATH, BACK RUB, DRESSING CTS.
SEPT. 22 LAB CHARTING	SEPT. 24 - QUIZ & M.O. L&T, & POSITIONING LAB - METRIC, RESTRAINTS	SEPT. 25 LAB COMMUNICATION
SEPT. 29 - LAB COMMUNICATION	OCT. 1 - LAB T.P.R., B.P.	OCT. 2 - QUIZ & M.O. BED BATHS & BACK RUBS SUPERVISED PRACTICE
OCT. 6 - LAB FOOT CARE	OCT. 8 - LAB NUTRITION PART 2, FITNESS	OCT. 9 LAB CHARTING EYE & DENTAL CARE
QUIZ & MARKOFF - TPR & OCT. 13 - LAB - HEAT & COLD, DECUBITUS ULCERS	OCT. 15 - LAB - BLADDER ELIMINATION, CHARTING	OCT. 16 - LAB - BOWEL ELIMINATION, WHMIS
OCT. 20 - LAB MARKOFF - TPR CON'T	OCT. 22 - LAB DEATH & DYING	OCT. 23 - GENERAL HOSP. ORIENTATION
OCT 27 - LAB GROUP DYNAMICS	OCT. 29 - DAVEY HOME & 200 Y UNIT ORIENTATION	OCT. 30 - CLINICAL
NOV. 3 - LAB ANTENATAL, L&D	NOV. 5 - CLINICAL	NOV. 6 - CLINICAL
NOV. 10 LAB NCP REVIEW	NOV. 12 - CLINICAL	NOV. 13 - CLINICAL
NOV. 17 LAB POST PARTUM	NOV. 19 - CLINICAL	NOV. 20 - CLINICAL
NOV. 24 LAB NEWBORN	NOV. 26 - CLINICAL	NOV. 27 - CLINICAL
DEC. 1 LAB PAEDIATRICS	DEC. 3 - CLINICAL	DEC. 4 - CLINICAL
DEC. 8 LAB TRACTION, CAST CARE	DEC. 10 - CLINICAL	DEC. 11 - CLINICAL
DEC. 15 LAB PRE OP SHAVE PREP	DEC. 17 - LAB POST OP EXERCISES, INCENTIVE SPIROMETER SURGICAL DRESSINGS	DEC. 18 - TEST (1 HOUR) CBI, BG CHEM, INTRO TO SEMESTER 2
DEC. 22 LAB O & SUCTION	DEC. 24 - HOLIDAY	DEC. 25 MERRY CHRISTMAS

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
 NURSING ASSISTANT PROGRAMME
 RNA 104

STUDENT EVALUATION FORM
 (Semester 1, Rotation 1)

Name: _____ Done by Teacher _____ Self _____

To earn a "Satisfactory" grade in this Rotation, the student must:

	Met	Not Met	Comments
1. Demonstrate that the reading assignment for each week was complete by:			
a) completing required pre-lab assignments.	_____		
b) contributing in discussions on how the steps of the nursing process are utilized in each skill.	_____		
c) achieving a passing grade on each quiz related to the clinical lab content.	_____		
2. Work with a partner to practice each clinical lab skill using evaluation checklist or text guidelines.	_____		
3. Obtain a "Satisfactory" mark in each skill mark-off.	_____		
4. Participate in seminar discussions or case study presentations.	_____		
5. Follow policy requirements for attendance.	_____		
6. Follow policy requirements for dress code.	_____		

Eligible for Supplementary Test: Yes: _____ No: _____

Grade Assigned:

S

U

Incomplete

Target Date

Additional Comments:

Student's Comments:

Teacher's Signature

Date

Student's Signature

Date