

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**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

**DATE:** Sept/08 **PREVIOUS OUTLINE DATED:** Sept/07

**APPROVED:** "Marilyn King"

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**CHAIR, HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** None

**HOURS/WEEK:** 4

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*For additional information, please contact the Chair Health Programs,  
School of Health and Community Services  
(705) 759-2554, Ext.2689*

**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.
- Implement medical terminology and basic mathematical skills in caring for individuals

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:**

- |   |                                 |
|---|---------------------------------|
| 1. Back Safety/Body Mechanics           | 9. Mobility/Ambulation          |
| 2. Fire Safety                          | 10. Range of Motion             |
| 3. Medical Asepsis/Standard Precautions | 11. Positioning                 |
| 4. Bed-making                           | 12. Safety Devices              |
| 5. Assisting with Hygiene               | 13. Medical Terminology         |
| 6. Assisting with Nutrition             | 14. Math Skills/Diagnostic Test |
| 7. Assisting with Elimination           | 15. Health Teaching Plan        |
| 8. Lifts and Transfers                  |                                 |

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

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

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

Doenges, M.E., Moorhouse, M.F., & Murr, A.C. (2008) *Nurse's pocket guide: Diagnosis, prioritized interventions and rationales* (11<sup>th</sup> ed.) F.A. Davis.

Kozier, B., Erb, G., Burke, K., Bouchal, D.S., & Hirst, S.P. (2004). *Fundamentals of nursing: The nature of nursing practice in Canada* (1<sup>st</sup> Canadian ed.). Pearson Education.

Smith, S.F., Duell, D.J. & Martin, B.C. (2008). *Clinical nursing skills* (7<sup>th</sup> ed.). Pearson Education.

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

1. Refer to the Student Success Guide for Lab/Practicum Policies.
2. The student must achieve 60% in Lab Testing and 60% in Medical Terminology Testing. These are two separate components within the course.
3. There are no supplemental quizzes or tests. Missed quizzes or tests will be assigned a zero grade.
4. There is a supplemental exam available in Medical Terminology if a student receives an overall average of 56% - 59% in this component provided the student has missed no more than one (1) Lab class for PNG116.
5. Diagnostic Math Test. This is not a graded component of the PNG116 course.

**The student will be required to complete the following evaluation criteria:**

- a. Develop and implement a satisfactory health teaching plan in the daycare/elementary school.
- b. Lab Testing
  1. Pre-Lab Quizzes (5) 10%
  2. Test #1 30%
  3. Test #2 30%
  4. Test #3 30%
- c. Lab Skill Record. The student must demonstrate skills safely and competently. Skills are to be supervised/observed by the Professor or designate within the established time frame. The student is responsible for ensuring that his/her Lab Skill Record is kept updated and current.
- d. Medical Terminology – Self-directed study component
  1. Test #1 25%
  2. Test #2 25%
  3. Test #3 25%
  4. Test #4 25%

*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.

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 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.

Tuition Default

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as a result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an official transcript and course outline related to the course in question.