

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 /
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DATE: Sept/09 **PREVIOUS OUTLINE DATED:** Sept/08
APPROVED: "Lucy Pilon"

	CHAIR, HEALTH PROGRAMS	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:

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|---------------------------------------|----------------------------------|
| 1. Medical Asepsis, Infection Control | 9. Nutrition, Fluid Balance, I&O |
| 2. Standard Precautions | 10. Elimination, Catheter Care |
| 3. Back Safety, Body Mechanics | 11. Medical Terminology |
| 4. Bedmaking | 12. Math Skills, Diagnostic Test |
| 5. Complications of Immobility | 13. Assessment of Children |
| 6. Mobility, ROM, Positioning | 14. Health Teaching Plan |
| 7. Hygiene, Grooming, Dressing | 15. Health Presentations |
| 8. Elastic Stockings, Tensors | |

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)

Chabner, D. (2009). *Medical terminology: A short course* (5th ed.). Elsevier W. B. Saunders.

Potter, P. & Perry, A. (2009). *Canadian Fundamentals of Nursing* (4th ed.) Elsevier W.B. Saunders

V. EVALUATION PROCESS/GRADING SYSTEM:

A final grade of Satisfactory is required to pass PNG116. The student must achieve a satisfactory outcome in all 4 components of the course. Each component is graded separately in the evaluation process.

Grading will be determined by the following components:

1. 2 Lab Tests (50% each)
2. Supervised Skill Practice
3. 5 Medical Terminology Tests (20% each)
4. Teaching Plan and Health Presentation

Lab Tests

The student will write a midterm test and a final test. A combined minimum average of 60% must be achieved in order to be satisfactory.

Supervised Skill Practice

The student must demonstrate all skills safely and competently to the professor or designate in order to be satisfactory.

Medical Terminology

This is a self-directed study component whereby the student is expected to complete activities from each chapter and write the subsequent tests. The student will complete the medical terminology tests on LMS within the established timeframe. The student must write and submit all five (5) tests and achieve a combined minimum average of 60% in order to be satisfactory. There is a supplemental exam available in Medical Terminology if a student receives an overall average of 56-59% in this component.

Teaching Plan and Health Presentation

The student will prepare a teaching plan and conduct a health presentation at an elementary school. The student is expected to participate and work effectively as part of a group in order to be satisfactory.

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.

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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance 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 unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

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 of the 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.