

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

COURSE OUTLINE

COURSE TITLE NURSING PRACTICE CLINICAL

CODE NO NUR 117

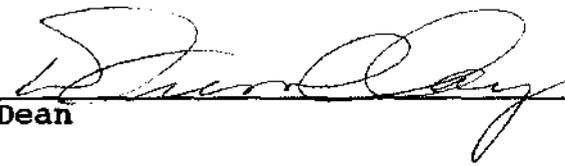
PROGRAMME NURSING

AUTHOR: MARY CATHERINE CAMERON

DATE: JAN/93

SEMESTER 1991/92

PREVIOUS OUTLINE DATED:

APPROVED:  _____

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TOTAL CREDIT HOURS: 16 5

PREREQUISITE(S): NUR 105, NUR 106, BIO 101

I. PHILOSOPHY/GOALS:

Supervised clinical nursing practice provides the opportunity for students to use the nursing process in assisting the client to maintain and promote adaptation. The student will apply the learning from the Nursing Practice Theory course, which is being taken concurrently.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will:

- 1) Demonstrate the use of the nursing process for individuals who require support to maintain adaptation.
- 2) Demonstrate the relationship between adaptation and nursing practice in assisting clients who require support to maintain and promote adaptation.
- 3) Apply theory concepts and principles of interpersonal relationships (in one-to-one relationships with client, faculty and nursing team members responsible for client care). The focus will be clients with adaptive communication patterns. The student will apply theoretical concepts of group dynamics in situations involving peers.
- 4) Demonstrate behaviours which reflect the inherent worth and dignity of the individual.
- 5) Recognize legal and ethical issues in nursing practice.
- 6) Describe the structure and function of the nursing team.
- 7) Recognize the need for personal and professional development.

III. TOPICS TO BE COVERED:

Labs:

Oral medications
Injectable medications
Elimination
Isolation technique
Deep breathing and coughing
Charting
Death & Dying Seminar

Health Projects:

Nutrition and Role
Function

IV.	LEARNING ACTIVITIES	REQUIRED RESOURCES
	Refer to clinical objectives for specific learning objectives.	Individual readings for lab and clinical will be posted.

V. **EVALUATION METHODS: (includes assignments, attendance requirements, etc.)**

Achievement of clinical objectives determines success and failure in the clinical course. Self-evaluation is itself a stated objective of the programme. Students are expected to participate in their own evaluation process.

GRADING;

Grading is based on clinical and lab performance (skill testing), health projects, community visit assignments, and clinical client assessments. Skill testing of medications, both oral and injections, will occur in Semester II.

ATTENDANCE;

Attendance is **mandatory** at all lab and clinical components. Refer to Programme Policies regarding attendance.

VI. **REQUIRED STUDENT RESOURCES;**

Andrews, H.A. and Roy, Sister C. The Roy Adaptation Model, The Definitive Statement, Appleton Century-Crofts, Norwalk, Connecticut, 1991.

Ford, Regina, Diagnostic Tests Handbook, newest edition, Springhouse Book Company, Springhouse, Pennsylvania, 1987

Gettrust, K.V., Ryan, S.C. and Engelman, D.S. Applied Nursing Diagnosis, Guides for Comprehensive Care Planning, Deimare Publishing Company, Nielson Canada, Toronto, 1985.

Kozier, B. and Erb, G.L. Fundamentals of Nursing - Concepts and Procedures, 4th edition, Addison-Wesley Publications, Menlo Park, California, 1991.

Kozier, B. and Erb, G.L. Techniques in Clinical Nursing, 3rd edition, Addison-Wesley Publications, Menlo Park, California, 1989.

Miller & Keane. Encyclopedia and Dictionary of Medicine, Nursing and Allied Health, 4th edition, W.B. Saunders Co. (economy version).

Skidmore-Roth, L. Mosby's 1992 Nursing Drug Reference, C.V. Mosby Company, Toronto, 1991.

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION: (title, publisher, edition, date, library call
number if applicable)

A selection of videos and filmstrips will be posted as required

VIII. SPECIAL NOTES;

Lab and clinical schedules will be posted. Refer to Programme Policies for Dress Code requirements for lab and clinical.

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.