

I. COURSE DESCRIPTION:

This course will provide an opportunity to develop caring relationships with individuals and families at various stages of the life cycle. The experience will take place in health care settings with a focus on chronic health challenges. Learning experiences are designed to promote the integration and consolidation of new and prior learning.

Class:	3 hours
Laboratory:	2 hours, Groups and Schedule posted on Year I board.
Practice Labs:	You will be required to attend a two hour practice lab each week. If you do not attend these labs, you will not be able to pass the course.
Clinical:	88 hours, Groups posted on Year I board. Schedule to be determined in collaboration with clinical teachers.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

This course will provide opportunities for learners to begin their practice of nursing. Learners will have opportunities to practice professionally, promote a safe and supportive environment, and develop caring relationships as they engage with individuals experiencing a chronic health challenge. During interaction with clients in the health care setting, opportunities will be provided to: establish a healing environment (i.e. listening, comforting and touch, bedmaking); promote exercise and movement (i.e. assisting with mobility, turning and positioning, transfers and lifts, walking devices, range of motion exercises); and provide comfort (i.e. bathing, skin care, oral hygiene, assisting with dressing, and assisting with elimination). Within the classroom, laboratory setting and health care setting, learners will have an opportunity to develop beginning nursing therapeutics including: medication administration (i.e. oral, topical, and parenteral); oxygen therapy; sterile technique (i.e. dressing changes), urinary catheterization and enteral feedings.

PROCESS

It is the intention that caring relationships develop between faculty and learners, modeling the type of relationships learners will develop with clients. It is intended that learners will derive knowledge from critically reflecting on both practical experience and theoretical learning. It is the faculty's intent to explore with the learner the role of the nurse working with individuals experiencing chronic health challenges.

Sequencing of topics and assignments is subject to change based on teaching/learning needs.

III. TOPICS:

PROPOSED CLASS SCHEDULE

WEEK	CLASS	LAB	EVALUATION
1	Introduction –units of measurement and medical terminology. Begin Documentation	Introduction and Dosage Calculation	
2	Phases of drug action; drug interactions & drug toxicity; site selection	Positioning	
3	Continuation of week 3 Review dosage calculation	Oral and Topical Medication administration	
4	Documentation; Swanson's Caring Theory	IM, s/c and intradermal injections	
5	Drugs affecting the Endocrine System	Medication Calculation Test; return demonstration of s/c injections	Medication Calculation Test Test #1
6	Drugs affecting the Gastrointestinal System	Enteral Feeding & Medications	Rewrite for those who have not passed Test #1
7	Drugs Affecting the Respiratory System	Oxygen Therapy	
8	Drugs Affecting the Cardiovascular System	Test #2	Test #2
9	Drugs Affecting the Nervous System	Wound Care	
10	Study Week		
11	Drugs Affecting the Urinary System	Urinary Catheterization	Client Profile Due
12	Test #3	Clinical Skills Testing	Test #3 Clinical Skills Testing
13	Review	Clinical Skills Testing	Clinical Skills Testing

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Learners will have access to the following resources: the master course outline, faculty members, peers, clinical setting, nursing laboratory, practice laboratory, texts, library acquisitions including journal articles, and self.

Johnson, G. E., Osis, M., & Hannah, K. J. (1998). *Pharmacology and the nursing process*. (4th ed.). Toronto: W.B. Saunders.

Deglin, J., & Vallerand, A., (2001). *Davis' drug guide for nurses*. (7th ed.) Philadelphia: F.A. Davis Co.

Morris, D.G. Gray, D. (2002). *Calculate with confidence*. (3rd ed.). Toronto: Mosby Inc.

Lab Kit: required for the first week of class. This kit can be purchased at Shoppers Home Health Care at 480 Pim Street.

Required, Previously Purchased Texts

Perry, A. & Potter, P. (2002). *Clinical skills and techniques*. (5th ed.). Toronto: Mosby.

Potter, P. & Perry, A. (2001). *Canadian fundamentals of nursing*. (2nd ed.). Toronto: Mosby Inc.

American Psychological Association. (2001). *Publication manual of the american psychological association*. (5th ed.). Washington: American Psychological Association.

Recommended Texts

Smeltzer, S. C. & Bare, B. G. (2000). *Medical-surgical nursing*. (9th ed.). Philadelphia: Lippincott.

Fuller, J. & Shaller-Ayers, J. (2000). *Health assessment: a nursing approach*. (3rd ed.). Philadelphia: Lippincott.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. 10% Test #1

NOTE: A grade of 80% must be achieved on this test (i.e. Medication Dosage Calculation Test) in order to receive a passing grade. In the event that 80% is not achieved, the learner will be provided with one opportunity to rewrite this test. If a minimum satisfactory grade of 80% is achieved on the rewrite, the student may progress in the course, however, the original grade on this first test will be calculated towards the final course grade.

2. 15% Test #2

3. 15% Test #3

V. EVALUATION PROCESS/GRADING SYSTEM:

4. 40% Final Exam (to be scheduled by the Registrars Office)
5. 10% Client Profile
(to be submitted to nursing office– marked by the course professor)
6. 10% Clinical Skills Testing
7. “Satisfactory” completion of Clinical Portfolio (to be evaluated by the assigned clinical teacher).
8. “Satisfactory” completion of weekly Practice Labs
9. “Satisfactory” achievement during Clinical Learning Experience. Clinical attendance is mandatory. A student must achieve a rating of three on all of the indicators of clinical performance by the end of the clinical rotation for a passing clinical grade. Failure to achieve a passing grade in either the clinical and or class component of this course requires the student to repeat both components.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

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

- Punctual and regular attendance is required of all learners. If there are extenuating circumstances bearing upon a learner's absence, the course professor should be notified. Absences may jeopardize receipt of credit for the course. Attendance will be recorded.
- All assignments must adhere to the School of Nursing policies regarding assignments.
- Extensions must be requested in writing at least 24 hours before the due date. A penalty of 10% per day will be applied to all assignments handed in after the due date (except for medical emergencies supported by a doctor's note).

See NEOCNP Bachelor of Science Degree in Nursing: Student Manual 2001-2002, pp. 17-31 for policies pertinent to this course.

Laboratory Experiences

You must attend your scheduled lab. If you are ill, please contact your lab facilitator.

You will also attend weekly practice labs during the term. In the practice lab, you will practise skills that you learn in each of the laboratory sessions. **Practice labs are in addition to your regularly scheduled classes.**

Repeated absences from scheduled labs will necessitate withdrawal from the clinical setting. This will be strictly enforced. (Ask yourself this question: Would you want a nurse who doesn't know what he/she is doing caring for your mother/father, sister/brother, grandmother/grandfather?)

Clinical Practice

Learners will have clinical experiences in an agency setting. In this setting, each learner will be assigned to a clinical group of six to seven. A faculty member will serve as facilitator and resource for the clinical group activities.

Each learner will have an opportunity to work with and develop a caring relationship with a client experiencing a chronic health challenge. During this experience the learner will explore the meaning of chronic health challenges with the client.

Further, the learner will provide for client safety and comfort while applying knowledge and skills learned in NURS1006 (Self and Family Health), NURS1056 (Professional Growth I: Nursing Practice), and NURS1206 (Self and Others I: Self-Awareness).

It is expected that learners will integrate newly acquired knowledge and skills from NURS1007 (Health II: Facilitating Health in Families), NURS1207 (Self and Other II: Interpersonal Relations and Awareness) and NURS1094 (Nursing Practice I) during the clinical experience.

V. EVALUATION PROCESS/GRADING SYSTEM:**Clinical Evaluation Form**

The clinical evaluation form is based on existing tools developed by the faculty involved with the Collaborative Nursing Programs in British Columbia. The primary resource used to shape the tool was Benner's (1984) domains of nursing practice and respective competencies. Benner's work provides a sound conceptual framework for critiquing students' clinical work given that is based on research of actual nursing practice. Since Benner's work focused on experienced nurses' reflection on their practice, several of the domains were altered to more appropriately reflect student nurses' experiences.

VI. CLINICAL ASSIGNMENTS:**Clinical Portfolio**

You will be expected to submit the following written work to your clinical teacher:

A. Pathophysiology

For your assigned resident, complete a one page, referenced summary of their most significant medical diagnosis.

B. Caring Event

In a few paragraphs identify and discuss a caring event in which you were directly involved or an active observer. Integrate theory into your discussion to support your position that this indeed was a caring event. Reference your work.

C. Reflective Journal Entry

Include a reflective entry for each day of your clinical experience.

These entries may be:

- In response to an issue or event to which you have been exposed (heard, seen, read, experienced) or anticipate encountering
- Self-evaluations
- An illuminating thought, idea, or experience you may have had in "real life" which also related to course content
- Critical reviews of articles, books, TV programs, films related to course content

Evidence of quality in your entries:

1. Language feature – words and concepts are used correctly, context bound; expressive; ideas are clearly described and explained.
2. Cognitive activity – questioning, connection, integration of information, inquiry, specific rather than vague and broad, speculation, confirmation, doubt
3. Formal features – frequency of entries, patterns of entries
 - Date and title each entry
 - Write detailed entries as often as possible (minimum of once per clinical day) to help develop ideas fully. Better entries have specific details and examples. Thoughtful reflection on the subject must be demonstrated
 - Be as specific as possible providing the context or an adequate explanation of an experience/ event/ insight/ perception
 - Make many entries to allow the development of patterns
 - Typing is not necessary. Be legible.

D. Organizational Worksheet

For your assigned resident, prepare a one page organizational worksheet each evening before clinical. Carry this worksheet with you during the next clinical day, making entries as required. Each original completed organizational worksheet is to be included in your clinical portfolio. A sample organizational worksheet will be provided.

E. Pharmacology

In order to demonstrate that you have developed insight into the nursing responsibilities related to the administration of medication, you will complete a written profile of each medication that your assigned resident is ordered.

- a) Obtain a list of all medications that your assigned resident is ordered.

Include:

Name of the drug

Dose of the drug

Frequency it is to be administered

Route it is to be administered

- b) For each of the ordered medications complete a drug profile using the following headings:

- i) Pharmacological and Therapeutic classification
- ii) Mechanism of Action
- iii) Indication for administration (Why was this medication specifically ordered for your assigned resident?)
- iv) Dosage/ Frequency (Are the dosage and frequency ordered within normal parameters? If not, then why?)
- v) Adverse effects (What are the predominant adverse effects associated with this medication? Did your assigned resident exhibit such responses?)
- vi) Nursing considerations (What relevant assessments did YOU perform prior to the administration of this medication? Or, if you did not administer it, what relevant assessments should be performed prior to the administration of this medication? What assessments did YOU perform following the administration of this medication? Or, if you did not administer it, what assessments should be performed following the administration of this medication? What teaching was or should have been carried out with the resident?)

NOTE: reference your sources of information.

F. Anything else as designated by your clinical teacher.

NOTE: Failure to meet clinical expectations, including the submission of clinical assignments will constitute a clinical failure in NURS1094.

Client Profile Assignment (10%)

Select **ONE** resident from your clinical experience for this assignment.

Include:

- 1) Description of the selected individual from your clinical experience (this section to be a maximum of one page in length)
- 2) Pathophysiology of selected individual (this section to be a maximum of one page in length and must be referenced using APA format)
- 3) A complete list of all medications ordered for this individual. Additionally, include client-specific information for each drug on the list:
 - a) Drug Classification
 - b) Drug name: i) Generic ii) Trade
 - c) Mechanism of action
 - d) Indications for administration to this selected individual
 - e) Pharmacokinetics: i) Absorption ii) Distribution
iii) Metabolism iv) Excretion
 - f) Side Effects and Adverse Reactions (note whether this individual experienced any of these reactions)
 - g) Dosage and Administration
 - h) Nursing Considerations (including relevant assessment and teaching that you completed or should have completed)
- 4) Reference List

This assignment is to be submitted in type-written, APA form.

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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.

Student		Resident Initials	Room	Staff Nurse	
Medical Diagnoses		Allergies			
Vital Signs T___ P___ R___ BP___		Time:		T___ P___ R___ BP___ Time:	
Time	Planned Activities	Actual Assessments/Interventions			Medications
0700					
0730					
0800					
0830					
0900					
0930					
1000					
1030					
1100					
1130					
1200					
1230					
1300					
1330					
1400- 1500	POST CONFERENCE				