

I. COURSE DESCRIPTION:

This nursing practice course will provide the opportunity to develop caring relationships with people experiencing *chronic health challenges*. Experiences will include the care of individuals and families in a variety of long term care settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**ENDS-IN-VIEW**

Learners will have opportunities to practice health and physical assessment in the laboratory environment and then will apply their interviewing and assessment skills in their clinical experiences.

Learners will have opportunities to practice professionally and to promote safe, supportive healing environments for persons experiencing chronic health challenges.

PROCESS:

A variety of methods such as case studies, role-playing, group discussion, practice in interviewing, practice of physical assessment skills, and sharing of participant experiences will be used. Participants will be encouraged to integrate knowledge from previous and current courses to augment learning in Nursing Practice I.

III. TOPICS:

1. Nursing process
2. Clinical reasoning and diagnostic reasoning
3. Health assessment interview and history taking
4. Interviewing techniques
5. Pattern recognition
6. Gordon's Functional Health Patterns
7. Physical assessment skills
8. Cognition and perception
9. Stress & coping, values & beliefs, and roles & responsibilities
10. Nutrition and metabolism
11. Elimination and sexuality
12. Activity and exercise
13. Preparation for Long Term Care Placement

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**1. Assigned articles & readings.**

Some articles may be placed on reserve in the library. Any articles put on reserve in the library will be under "Nursing Practice I" For other readings, learners are expected to use their library skills to search and access relevant articles in health professional journals.

2. Required Texts

Jarvis, C. (2004). *Physical examination & health assessment*. (4th ed.). St. Louis, MO: Saunders

Jarvis, C. (2004). *Pocket companion for physical examination & health assessment* (4th ed.). St. Louis, MO: Saunders.

Fischbach, F. (2002). *Nurses' quick reference to common laboratory and diagnostic tests*. Philadelphia: Lippincott.

Wilkinson, J. M. (2001). *Nursing process & critical thinking*. (3rd Ed.) Upper Saddle River, NJ: Prentice Hall, Inc.

3. Recommended Texts

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

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

Smeltzer, S.C. & Bare, B.G.(2004). *Medical-surgical nursing*. (10th ed.). Philadelphia: Lippincott.

V. ATTENDANCE IN CLASS

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, email, in person or written note, prior to the class.

Attendance in Clinical and Lab Settings

Attendance in clinical and lab settings is **mandatory**.

When absent, the student is required to submit documentation regarding the circumstances related to their absence to the appropriate clinical/lab professor. Medical documentation may be requested for absenteeism due to illness. All documentation will be placed in the student's academic file in the Dean's office.

On return to the clinical or lab setting the student is to submit a learning plan with specific strategies to achieve the clinical/lab expectations missed during their absence. Each student case will be considered on an individual basis with respect to missed clinical/lab hours. Frequent absences may make it impossible for faculty to adequately assess a student's competence in the clinical or lab area and could result in failure of the course.

VI. EVALUATION METHODS

1. Midterm Exam	35%
2. Health Assessment write-up	15%
3. Final Exam	50%
4. Laboratory	Sat/Unsat
5. Clinical Performance	Sat/Unsat
6. Clinical Portfolio	Sat/Unsat

VII. EVALUATION POLICY

1. Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations will be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 703 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 post-secondary 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.