

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. Preparation for Long Term Care Placement
2. Nursing process
3. Clinical reasoning and diagnostic reasoning
4. Health assessment interview and history taking
5. Physical assessment skills
6. Cultural & psychological assessment
7. Assessing the Integumentary system, Special Senses, Lymphatic System
8. Assessing the respiratory system
9. Assessing the gastrointestinal system
10. Assessing the cardiovascular system
11. Assessing the neurological system
12. Assessing the musculoskeletal system
13. Assessing the reproductive system

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

Ackley, B. J., & Ladwig, G. B. (2008). *Nursing diagnosis handbook: An evidence-based guide to planning care* (8th ed.). St. Louis, MO: Mosby.

Jarvis, C. (2009). *Physical examination & health assessment, 1st Canadian edition* (1st ed.). St. Louis, MO: Saunders

Jarvis, C. (2008). *Pocket companion for physical examination & health assessment* (5th ed.). St. Louis, MO: Saunders.

Jarvis, C. (2008). *Student laboratory manual for physical examination & health assessment* (5th ed.). St. Louis, MO: Saunders.

Pagana, K. D., & Pagana, T. J. (2006). *Mosby's manual of diagnostic and laboratory tests* (3rd ed.). St. Louis, MO: Mosby.

Wilkinson, J. M. (2007). *Nursing process & critical thinking*. (4th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

3. Recommended Texts

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

Potter, P. & Perry, A. (2006). *Canadian fundamentals of nursing*. (3rd ed.). Toronto, ON: Mosby Inc.

Perry, A. & Potter, P. (2006). *Clinical nursing skills and techniques*. (6th ed.). Toronto, ON: Mosby Inc.

Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2004). *Medical-surgical nursing: Assessment and management of clinical problems* (6th ed.). St. Louis, MO: Saunders.

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 Chair'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	30%
2. Health Assessment write-up	10%
3. Scenario Testing	15%
4. Final Exam	45%
5. Laboratory	Sat/Unsat
6. Clinical Performance	Sat/Unsat
7. 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:

Disability Services:

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 Disability Services 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 post-secondary 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 *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 March 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

VII. 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.