



**I. COURSE DESCRIPTION:**

This course further explores the concept of health promotion and health protection with well clients\*. The learner will gain basic assessment and nursing skills required to care for the client\* in selected age groups. The course is also designed to assist the learner to acquire knowledge and develop mathematical skills required to safely calculate drug dosages.

Throughout this course outline, the term client\* will be used to include the well individual and/or family.

**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. Differentiate between social and professional roles.
  - c. Engage in reflective practice to promote further learning
  - d. Accept constructive criticism appropriately to effectively promote change.
  - 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
  - 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. Recognize the right of the client\* to make own health choices.
2. Display caring behaviours when interacting with well clients\*.

Potential Elements of the Performance:

- a. Create an atmosphere of mutual trust, acceptance and respect.
- b. Demonstrate a supportive, client\*-centred approach.
- c. Use a non-judgmental attitude, empathy and genuineness when interacting with clients\*.
- d. Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
- e. Support the achievement of client's\* expected health outcomes.
- f. Use a humanistic attitude and holistic approach with clients\*.
- g. Promote the self-care abilities of the client\*

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. Report significant information accurately, confidently and respectfully to appropriate personnel.
  - d. Adapt communication strategies to meet the needs of the client\*.
  - e. Support client\* rights to privacy and confidentiality.
  - f. Act in a professional manner when communicating with clients\*, peers, faculty and agency personnel.
4. Utilize principles of teaching-learning to promote health and wellness of the client\*.

Potential Elements of the Performance:

- a. Assess the health status of the client\* to determine learning needs.
  - b. Develop a plan to promote health and wellness of the client\*.
  - c. Apply principles of teaching-learning to promote client\* health and wellness.
  - d. Implement a relevant and age appropriate teaching plan to promote the health and wellness of the client\*.
  - e. Evaluate the effectiveness of health teaching for the client\*.
5. Apply the nursing process to provide organized safe, competent basic nursing care for the well client\*.

Potential Elements of the Performance

Assessment

- a. Demonstrate the ability to conduct purposeful client\* interviews.
- b. Gather data through history taking, interviewing, consultation, physical examination and review of available records.
- c. Demonstrate the ability to assess the client\* accurately.
- d. Differentiate between relevant and non-relevant data to be reported and recorded.

Planning

- a. Identify client's\* expected health outcomes (goals).
- b. Plan individualized care considering assessment, pre-clinical preparation, and current nursing strategies.
- c. Develop daily organizational plans to manage time and reflect nursing responsibilities.
- d. Apply nursing knowledge and critical thinking to set priorities in providing basic holistic nursing care.

Implementation

- a. Perform selected nursing interventions consistently in a safe competent client\*-centered manner.
- b. Identify principles of selected basic nursing skills.
- c. Implement plan of care within a reasonable timeframe.

Evaluation

- a. Evaluate the expected outcomes (goals) of the client\*.
  - b. Revise the plan of care if goals are unmet.
  - c. Report and record significant information according to agency policy and CNO Standards.
  - d. Demonstrate consistently the overriding principles of accountability, responsibility and safety.
6. Apply the theories of growth and development and the change process to promote client\* health and wellness.

Potential Elements of the Performance:

- a. Assess the health and wellness of the client\*.
  - b. Identify expected outcomes (goals) in collaboration with the client\*.
  - c. Plan nursing interventions in collaboration with the client\*.
  - d. Implement nursing interventions in collaboration with the client\*.
  - e. Evaluate the extent to which the desired outcomes (goals) have been met.
  - f. Modify the plan of care based on the evaluation results.
7. Apply research findings to support nursing practice.

Potential Elements of the Performance:

- a. Use evidence-based information to assess client\* health status.
  - b. Provide a safe environment for the client\* based on current and relevant research.
8. Explain general concepts related to pharmacology:

Potential Elements of the Performance:

- describe relevant policies and legislation related to drug administration in Canada.
  - describe various forms of drug preparations.
  - identify various routes and equipment for medication administration.
  - differentiate between concepts of pharmacodynamics and pharmacokinetics.
9. Describe the principles of medication administration:

Potential Elements of the Performance:

- describe the eight rights of safe medication administration.
- relate the nursing process to administration of medications.
- identify the meanings of standard abbreviations used in medication administration.
- identify the necessary information on a medication profile.
- analyze errors using practical examples of medication administration.
- Interpret the components of a medication order.

10. Explain the action and interaction of selected pharmaceutical preparations and the impact on nursing care:

Potential Elements of the Performance:

- explain safe practices in administering and monitoring medications following the Standards from the College of Nurses of Ontario.

11. Utilize basic mathematical skills to accurately calculate drug dosages:

Potential Elements of the Performance:

- review basic math calculations.
- solve dosage calculation problems using a selected formula for oral and parenteral routes.
- calculate a safe pediatric dose based on weight.

**III. TOPICS:**

**Topics/skills/concepts to be learned and practiced in the HSRC (Lab) include:**

1. Documentation
2. Pressure Ulcers and Wound Care
3. Vital Signs
4. Elimination
5. Specimen Collection
6. Blood Glucose Monitoring
7. Oxygenation
8. Principles of Aseptic Technique
9. Simple Dressings (No-touch)
10. Restraints
11. Application of Heat and Cold
12. Comfort Measures for Labour and Delivery / Breastfeeding
13. Concepts of Pharmacology
14. Principles of Medication Administration
15. Drug Legislation
16. Mathematical Calculations

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

College of Nurses of Ontario. (2001). *Compendium of standards of practice for nurses in Ontario*. Toronto: ON: Author . (available on-line at [www.cno.org](http://www.cno.org))

Doenges, M.E., Moorhouse M.F. & Murr, A.C. (2008) *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11<sup>th</sup> ed.) F.A. Davis

Leifer, G. (2008) *Maternity nursing: An introductory text* (10<sup>th</sup> ed.). Elsevier W.B. Saunders.

Potter, P. & Perry, A. (2009). *Canadian Fundamentals of nursing* (4<sup>th</sup> Canadian ed.). Elsevier W.B. Saunders (from semester 1)

LMS, Sault College Student Web

Lab Equipment/Kit (as directed by lab/clinical teacher throughout the semester)

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

1. The student will be evaluated in a variety of practicum settings that include:
  - a. Health Science Resource Centre (HSRC) (Lab Practicum)
  - b. Long Term Care Clinical Placement (Clinical Practicum)
2. The student must receive a satisfactory evaluation in all components of the course in order to be successful. There are no supplemental lab tests or make-up for missed labs or clinical experiences offered in this course. Refer to the Student Success Guide for policies and procedures related to attendance and absenteeism.
3. Lab Practicum Evaluation  
The student will be required to satisfactorily complete the following coursework and achieve an overall 60% on written tests.
  - a. Quiz 1 (10%)
  - b. Quiz 2 (10%)
  - c. Mid-term Test (35%)
  - d. Final Test (45%)
  - e. Practicum Supervised Practice in HSRC (Lab) (S/U)
4. Clinical Practicum Evaluation  
The student will be required to satisfactorily demonstrate the outcomes of the course and fulfil the expectations related to the clinical experience. Expectations related to clinical practicum include:
  - a. Perform client care skills safely and competently in the clinical setting as learned and practiced in HSRC (Lab).
  - b. Prepare weekly evidence-based plans of care and client profiles to organize and provide safe and competent care for clients.
  - c. Develop a learning outcome and create a reflective journal to demonstrate reflective practice and promote further learning.
  - d. Research and apply evidence-based information to support nursing practice.

**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%	3.00
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.**

**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.

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.

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.

Transportation

It is the responsibility of each student to provide their own transportation to/from practicum agencies; other students are not obligated to provide transportation.