



**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. Introduction to health assessment
2. Clinical reasoning and diagnostic reasoning: The nursing perspective
3. Cultural assessment
4. Assessment of skin, head, and neck
5. Assessment of the respiratory system
6. Assessment of the gastrointestinal system
7. Assessment of the musculoskeletal system
8. Assessment of the cardiovascular system
9. Assessment of the neurological system, eyes, ears and nose
10. Assessment of the reproductive system
11. Basics of documentation

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

##### 1. Assigned articles & 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. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care* (9<sup>th</sup> ed.). St. Louis, MO: Mosby.

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

Jarvis, C. (2009). *Pocket companion for physical examination & health Assessment, 1<sup>st</sup> Canadian edition* (1<sup>st</sup> ed.). St. Louis, MO: Saunders.

Jarvis, C. (2009). *Student laboratory manual for physical examination & health assessment, 1<sup>st</sup> Canadian edition* (1<sup>st</sup> ed.). St. Louis, MO: Saunders.

Pagana, K. D., & Pagana, T. J. (2010). *Mosby's manual of diagnostic and laboratory tests* (4<sup>th</sup> ed.). St. Louis, MO: Mosby.

Wilkinson, J. M. (2012). *Nursing process & critical thinking*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

##### 3. Recommended Texts

American Psychological Association. (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: Author.

Potter, P. & Perry, A. (2010). *Canadian fundamentals of nursing*. (Revised 4<sup>th</sup> ed.). Toronto, ON: Mosby Inc.

Perry, A. & Potter, P. (2010). *Clinical nursing skills and techniques*. (7<sup>th</sup> ed.). Toronto, ON: Mosby Inc.

**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. Absences in excess of 20% may jeopardize receipt of credit for the course.

**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 health 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. 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. All clinical absences will be made up. There may be a cost associated with this make-up clinical time.

Please note that your Student Handbook and the NURS 1194 Course Syllabus is attached to this outline.

**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.
3. The passing grade for this course is a C (60%). All evaluation strategies must be submitted/completed in order to receive a credit for the course.

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:**

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.

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.

**VI. SPECIAL NOTES:**

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.