

I. COURSE DESCRIPTION:

This course is comprised of two components: lab theory and practice, and clinical.

The lab theory and practice component of the course further explores the concept of health promotion and health protection with at risk individuals. The learner will gain the knowledge and the skills related to performing basic assessment and nursing skills required to care for the individual in selected age groups. Topics covered include the following: documentation; gentle persuasive approach/behaviour management; blood glucose monitoring; specimen collection; mathematical processes; basic principles and concepts of pharmacology; assisting with elimination; administration of select non-parenteral medications; respiratory care and oxygen therapy; basic wound care and surgical asepsis; maternal, newborn and infant assessment and care during antepartum, intrapartum and postpartum stages and systems assessment of a paediatric client; paediatric assessment and care.

The clinical component of the course will provide the learner with opportunities to examine the role of the practical nurse when caring for at risk individuals. The learner will utilize critical thinking skills to plan and implement nursing care in long term care and simulated clinical settings. The learner is expected to safely apply theoretical knowledge from all past and present core nursing courses, including skills acquired in the laboratory practice setting (e.g. nursing skills and health assessment). The learner is expected to safely and competently care for two individuals by the end of this clinical experience.

The learner is expected to be successful in both components of the course.

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 completion of this course, the student will be able to demonstrate the ability to:

Component #1 – Clinical

1. Practice in a professional manner in accordance with the College of Nurses of Ontario "Standards of Practice".

Potential Elements of the Performance:

- 1.1 Take responsibility for own personal and professional growth.
- 1.2 Differentiate between social and professional roles.
- 1.3 Utilize reflective practice to promote further learning.
- 1.4 Use constructive criticism appropriately to effectively promote change.
- 1.5 Comply with established standards and practice in the practice setting.
- 1.6 Take responsibility for own decisions and actions.
- 1.7 Report significant information accurately, confidently and respectfully to appropriate individuals, peers, faculty and agency personnel.
- 1.8 Identify when personal values and beliefs conflict with those of the client.
- 1.9 Practice self-care to promote personal health and wellness.

- 1.10 Take responsibility for attending clinical placement according to college policy.
 - 1.11 Recognize the right of the client* to make their own health choices.
 - 1.12 Identify leadership qualities in your clinical experience.
2. Display caring behaviours when interacting with well clients*.

Potential Elements of the Performance:

- 2.1 Create an atmosphere of mutual trust, acceptance and respect.
 - 2.2 Demonstrate a supportive and client*-centred approach.
 - 2.3 Use a non-judgmental attitude, empathy and genuineness when interacting with/for clients*.
 - 2.4 Display sensitivity to beliefs, values and practices of various lifestyles and cultures.
 - 2.5 Promote the achievement of client's* expected health outcomes.
 - 2.6 Utilize appropriate therapeutic communication techniques.
 - 2.7 Incorporate a holistic approach with individuals.
 - 2.8 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:

- 3.1 Participate as a contributing member of the team in providing care for the client*.
 - 3.2 Identify potential and actual situations of conflict.
 - 3.3 Follow verbal and non-verbal directions safely, responsibly and consistently.
 - 3.4 Adapt communication strategies to meet the needs of the client*.
 - 3.5 Maintain client's* rights to privacy and confidentiality.
 - 3.6 Communicate in a professional manner with clients*, peers, faculty and agency personnel.
4. Apply the nursing process to organize and provide safe, competent basic nursing care for the well client*.

Potential Elements of the Performance:

- 4.1 Conduct purposeful client* interviews.
- 4.2 Capture data through history taking, interviewing, consultation, physical examination and review of available records.
- 4.3 Assess the client* accurately.
- 4.4 Report and record relevant observations.
- 4.5 Identify client's expected health outcomes (goals).
- 4.6 Determine individualized care according to assessment, pre-clinical preparation, current nursing strategies and the determinants of health.
- 4.7 Develop daily organizational plans to manage time select nursing responsibilities.
- 4.8 Apply and evaluate nursing knowledge and critical thinking to set priorities in providing comprehensive holistic nursing care.
- 4.9 Perform selected nursing interventions consistently in a safe, competent, client*-centered manner (for up to 2 clients).

- 4.10 Identify principles of selected basic nursing skills.
 - 4.11 Implement a plan of care within a reasonable timeframe.
 - 4.12 Identify the use of community agencies to assist client when appropriate.
 - 4.13 Record significant information according to agency policy and “CNO Standards” and agency policy.
5. Promote client’s* optimal health and wellness through the application of the theories of growth and development..

Potential Elements of the Performance:

- 5.1 Identify the individual’s and family’s needs based on the stages of life.
 - 5.2 Provide nursing interventions based on the selected stage of the growth and development of the individual client*.
 - 5.3 Provide nursing interventions for family members based on the selected stage of growth and development.
 - 5.4 Provide dignified, comfortable care for the dying client.
 - 5.5 Evaluate the effectiveness of the interventions.
6. Utilize principles of teaching-learning to promote optimal health, wellness, and safety of the client*.

Potential Elements of the Performance:

- 6.1 Identify the health status of the client* to determine learning needs.
 - 6.2 Develop a plan to promote health and wellness of the client*.
 - 6.3 Apply principles of teaching-learning to promote client’s* health and wellness.
 - 6.4 Implement relevant and age appropriate teaching plans to promote the health and wellness of the client*.
 - 6.5 Examine the effectiveness of the teaching plan for the client*.
7. Apply research findings to support nursing practice.

Potential Elements of the Performance:

- 7.1 Use evidence-based information to assess client* health status.
- 7.2 Provide a safe environment for the client* based on current and relevant research.
- 7.3 Participate in scholarly activities to support nursing practice.

Component #2 – Lab Theory and Practice

1. Apply principles and concepts of pharmacology when practising administering select medications via the non-parenteral route:

Potential Elements of the Performance:

- 1.1 Discuss the CNO Medication Standard (2008) in relation to the safe and competent administration of medications.
- 1.2 Describe various forms of drug preparations.
- 1.3 Discuss the various routes, specifically for non-parenteral medication administration. (e.g. suppositories, enemas, topical skin preparations, eye drops, ear drops).

- 1.4 Identify the meanings of standard abbreviations used for medication administration.
 - 1.5 Interpret the components of a medication order.
 - 1.6 Collect the necessary information required for a complete drug profile.
 - 1.7 Analyze medication errors using practical examples of medication administration. (e.g. errors of commission, errors of omission, near misses).
2. Solve mathematical problems by applying different calculation techniques.

Potential Elements of the Performance:

- 2.1 Review basic mathematical concepts and assess skill requirement.
 - 2.2 Demonstrate skill and accuracy in the following mathematical processes: addition, subtraction and multiplication of whole numbers, fractions, decimals and percentages.
 - 2.3 Demonstrate skill and accuracy in the following algebraic process: ratio and proportion.
 - 2.4 Distinguish between Arabic numbers and Roman numerals.
3. Examine the purpose and methods of documentation.

Potential Elements of the Performance:

- 3.1 Discuss the purpose of charting.
 - 3.2 Identify legal guidelines for charting.
 - 3.3 Demonstrate different methods of charting including written and electronic medical records.
 - 3.4 Examine the College of Nurses Standards for documentation.
 - 3.5 Discuss common forms found on client's records/charts.
 - 3.6 Write a comprehensive nursing note using the FDARP guideline.
 - 3.7 Demonstrate concise verbal, written, and electronic reporting techniques.
 - 3.8 Describe student requirements for thorough data collection in preparation for clinical placement.
 - 3.9 Describe requirements for completion of common clinical forms for use in student clinical placement.
4. Demonstrate and assist clients with elimination in a variety of methods in the practice setting.

Potential Elements of the Performance:

- 4.1 Safely administer suppositories and small/large volume cleansing enemas in a lab setting.
- 4.2 Demonstrate the methods for obtaining urine and stool specimens.
- 4.3 Demonstrate the procedure for disimpaction.
- 4.4 Explain the purposes and methods of bladder training and continence care.

5. Apply the principles of maternal/infant care.

Potential Elements of the Performance:

- 5.1 Describe an antenatal history and assessment.
- 5.2 Demonstrate interventions including various breathing and positioning techniques to assist a labouring mother.
- 5.3 Conduct a post-partum and newborn assessment and document accurately.
- 5.4 Discuss the Apgar scoring system and its use.
- 5.5 Describe health teaching required for breast feeding.
- 5.6 Demonstrate postpartum and newborn care.
- 5.7 Assist a mother to breast feed a newborn.
- 5.8 Demonstrate infant care including baby baths, feeding and diapering.

6. Identify modifications required for paediatric care.

Potential Elements of the Performance:

- 6.1 Perform a systems assessment of children of various ages.
- 6.2 Demonstrate ability to modify previously learned skills to accommodate the needs of paediatric clients.

7. Demonstrate the principles of oxygen therapy.

Potential Elements of the Performance:

- 7.1 Demonstrate deep breathing and coughing exercises.
- 7.2 Explain the use of an incentive spirometer and peak flow meter.
- 7.3 Demonstrate sputum collection.
- 7.4 Discuss guidelines for chest physiotherapy and postural drainage.
- 7.5 Demonstrate principles and skills of safe oxygen administration systems including nasal prongs, simple masks, oxymasks, venti masks using wall oxygen delivery.

8. Utilize the principles of wound care and surgical asepsis.

Potential Elements of the Performance:

- 8.1 Apply the principles of surgical asepsis.
- 8.2 Demonstrate the proper application of sterile gloves.
- 8.3 Prepare a sterile field and add required items.
- 8.4 Demonstrate a dressing change using sterile technique on a simple wound with and without sterile gloves.
- 8.5 Demonstrate basic wound irrigation.
- 8.6 Describe a variety of basic wound dressings.
- 8.7 Document wound care according to CNO standards.
- 8.8 Explain the risk factors for pressure ulcer formation and impaired wound healing.
- 8.9 Describe stages of pressure ulcers.
- 8.10 Demonstrate the proper application of heat and cold therapy.

9. Assist the client with limitations in mobility.

Potential Elements of the Performance:

- 9.1 Demonstrate common bandaging techniques with and without tensors.
- 9.2 Demonstrate care and wrapping of a residual limb.
- 9.3 Apply a variety of slings.
- 9.4 Demonstrate use of anti-embolism devices including stockings and sequential compression devices.

10. Apply the principles of blood glucose monitoring.

Potential Elements of the Performance:

- 10.1 Perform capillary puncture and blood glucose analysis using a glucometer.
- 10.2 Interpret findings from blood glucose results.
- 10.3 Document appropriately on a diabetic record.

11. Discuss the gentle persuasive approach and other behaviour management techniques/strategies.

Potential Elements of the Performance:

- 11.1 Identify nonviolent behaviours.
- 11.2 Discuss interventions used to manage nonviolent behaviours.
- 11.3 Discuss safety concerns to consider when managing nonviolent behaviours.
- 11.4 Demonstrate learned interventions in a variety of situations.
- 11.5 Discuss the causes of anxiety and aggression.
- 11.6 Recognize anxious and aggressive behaviour.
- 11.7 Explore verbal and physical interventions for the uncooperative client including safe and ethical use of physical restraints.
- 11.8 Examine safety concerns when interacting with uncooperative clients.
- 11.9 Demonstrate learned verbal and physical interventions in a variety in a variety of situations.

12. Apply current evidence-based practice knowledge as it relates to learned skills.

III. TOPICS:

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

- 1. Documentation
- 2. Basic Principles/Concepts of Pharmacology
- 3. Non-Parenteral Medication Administration (Selected Routes)
- 4. Drug Legislation
- 5. Elimination/Suppositories/Enemas/Disimpaction
- 6. Specimen Collection
- 7. Blood Glucose Monitoring
- 8. Pressure Ulcer Prevention and Care

9. Surgical Asepsis
10. Simple Dressings, Wound Care
11. Behaviour Management/Least Restraint/Gentle Persuasive Approach
12. Wound Irrigation, Application of Heat and Cold
13. Bandaging Techniques/Compression Devices
14. Respiratory Care/Oxygen Therapy
15. Maternal Care/Comfort Measures for Labour and Delivery / Breastfeeding
16. Infant Care/Paediatric Assessment and Care
17. Mathematical Concepts/Calculations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Ackley, B.J. & Ladwig, G.B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care.* (10th ed.). Elsevier

Berman, A. J. and Snyder, S. (2011). *Skills in clinical nursing* (7th ed.). Upper Saddle River, NJ: Pearson.

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

Kozier, B. [et al.]. (2014). *Fundamentals of Canadian nursing.* (3rd Canadian ed.). Pearson Canada

LeFever Kee, J. (2009). *Handbook of lab and diagnostic tests* (6th ed.). Pearson Education.

Ogden, S.J & Fluharty, L.K., (2012). *Calculation of drug dosages.* (9th ed.). Mosby: Elsevier

White,L., Duncan, G., & Baumle, W. (2011). *Foundations of Maternal & Pediatric Nursing (3rd Ed.)*. Clifton Park. NY; Delmar Cengage Learning.

White,L., Duncan, G., & Baumle, W. (2011). *Study Guide to accompany Foundations of Maternal & Pediatric Nursing (3rd Ed.)*. Clifton Park. NY; Delmar Cengage Learning.

Wold, G. (2012). *Basic geriatric nursing* (5th ed.). Mosby: Elsevier

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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 both 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 Evaluation**
The pass mark for the lab theory and practice component of the course is 60%. The evaluation process for this component includes the following:
 - a. Lab Theory Test 1 (25%)
 - b. Lab Theory Test 2 (25%)
 - c. Lab Theory Test 3 (25%)
 - d. Skill Testing (25%)
4. **Clinical 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. Performing client care skills safely and competently in the clinical setting as learned and practiced in HSRC (Lab).
 - b. Preparing weekly evidence-based clinical assignments to organize and provide safe and competent care for clients.
 - c. Creating and implementing health teaching plans.
 - d. Researching and applying evidence-based information to support one's own nursing practice.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

VI. SPECIAL NOTES:

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.

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.

Cell Phones:

Cell phones are to be turned off during class time and on test days.

VII. COURSE OUTLINE ADDENDUM:

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