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**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM**

Grande Prairie Regional College
Grant MacEwan College
Keyano College
Red Deer College
University of Alberta

**NURSING 2910
COURSE OUTLINE
Winter, 2001**

Originally developed by Clinical Experience Development Committee of

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Nursing 2910 Course Outline

NURS 2910- Nursing Practice III *7 (fi 14) (either term, 0-3s-28c in 7 weeks).

Practice focuses on restoration, rehabilitation and support (including health promotion and disease prevention) of clients with chronic and less acute variances in health across the life span. Practice occurs primarily in primary-level acute care centres and continuing care agencies.
Prerequisites: NURS 1940, 1950.

COURSE HOURS:

Lecture/Seminar: 21 Lab/Clinical: 196

SEMINARS:

Seminars will be held jointly between the two clinical groups on Thursdays from 1300-1550 in H223. The first seminar of the semester will be held separately.

LABS:

Thursday, February 22: 0900-1200 Portable A/1300-1600 H225

Friday, February 23: 0900-1200/1300-1600 H223

INSTRUCTORS:

Liz Richard

H 215

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COURSE DESCRIPTION:

This course will provide opportunities for students to continue to participate in health promotion and primary prevention activities while focusing on restoration, rehabilitation and support.

Nursing practice will include health assessment and intervention with clients with less acute and chronic variances in health. The student will experience nursing practice over a continuous block of time in institutional settings providing primary care. e.g. med/surg units, day or short stay surgery, subacute units, continuing care or rehabilitation units.

COURSE OBJECTIVES:

Upon completion of Nursing 2910, the nursing student will be able to:

1. Apply nursing knowledge as well as knowledge from other disciplines (research, models and theories) related to bio-psycho-socio-cultural-spiritual factors to nursing practice with clients experiencing chronic and less acute variances in health.

2. Demonstrate application of legal and ethical standards in nursing practice settings by: support of colleagues, decision making, respecting clients' values, beliefs, and rights within the mandate and the role of the professional association.
3. Demonstrate professional behaviors in nursing practice (respect, communication, integrity, responsibility, accountability, self-awareness, self-performance appraisal.)
4. Demonstrates openness and receptivity to change and an attitude of inquiry in nursing practice.
5. Apply concepts related to health promotion, primary prevention, support, restoration, rehabilitation, and death in selected practice settings with clients by:
 - demonstrating safe nursing practice
 - collects and records client data using appropriate technology
 - coordinating client care using clinical judgment, critical thinking, and innovation
 - at a beginning level, applies principles of change theory in nursing situations
 - understanding of diversity and ambiguity, supports clients in transition
 - identifies power structures in nursing situations.
6. Demonstrate beginning ability to interact with and develop collaborative partnerships with clients, nurses, and members of other disciplines, displaying valuing, caring, compassion and respecting autonomy.
7. Demonstrates competence in selected skills required for nursing care of clients experiencing chronic and less acute variances in health.

LEARNING EXPERIENCES AND EVALUATION:

In order to pass NURS 2910, students must demonstrate safe, ethical nursing practice, professional behavior, acquire a passing grade in the Direct Clinical Observation and complete the following experiences:

Nursing Practice

Nursing practice will be evaluated by means of the following:

- | | |
|-------------------|-----------|
| 1. Learning Plan: | Value 10% |
|-------------------|-----------|

Learning plans enable students to combine selected learning objectives for the course with their own learning objectives and consideration of their own particular learning style and areas of interest. **The intent of the learning plan is to explore personal learning objectives. Learning opportunities which students can reasonably expect would happen during the course of the clinical experience would not become part of the learning plan.**

A learning plan is the agreement between the student and the tutor specifying what the student intends to learn, how this will be accomplished, the time frame for meeting the objectives and the methods by which achievement of the objectives will be measured. An approach that can be used in developing a learning plan is to use the major headings of the DCO (form): professional development, helping relationship, knowledge, skills and nursing practice. (See guideline at end of course outline)

The learning plan is intended to enable the student to work through the steps of assessing, planning, implementing, and evaluating the learning process. The steps of the process are :

- provide the student with an opportunity to make individual learning goals within the framework of the objectives for the course. **The learning plan does not repeat the course objectives;**
- allow students to determine learning objectives in view of their own perception of their strengths and areas for improvement;
- identify strategies for meeting the objectives;
- identify evaluation strategies.

The student will provide evidence to support how the goals outlined in the learning plan have been met through the use of student identified methods of evaluation.

*******Submission of the learning plan is required on March 5. Please hand in your learning plan with each journal submission. Revisions to the learning plan if necessary will be requested by the instructor.**

2. Reflective Journal

Value: 10%

Components of this will include:

1. Reflection on the impact of clinical experience on personal and professional growth.
2. Possible modifications to future practice.

Journal submissions are due each week. Missing or late journal submissions will be subject to a 2% penalty.

2. Direct Clinical Observation

Value: 50%

A formative and written summative evaluation of Nursing Practice will be completed by the student and the instructor.

This will be accomplished through observation assessment and evaluation of the student during clinical practice. Evaluations will be made by the instructor and may be supplemented with input from peers, the staff of an agency, and the client. The evaluation tool is attached to the end of this document.

A. Essential:

Over the 7 weeks students will have a continuous experience in an institutional setting which will include:

1. Use of a nursing model to guide nursing practice with adults or children experiencing chronic or less acute variances in health.
2. Collaborate with clients, families, nurses and members of other disciplines.

Experiences that could be incorporated to assist in meeting course requirements include:

1. Participating in the client experience during pre and post medical or surgical procedure (e.g. follow through).
2. Participating in discharge planning/referral from institutional setting:
 - liaise with home care nurse where possible
 - follow-up visit with client at home (assessment, client education). May include a telephone follow-up or home visit.

Students are expected to implement previously learned nursing skills.

3. Assignment: Value 30%

a) Application of a Nursing theory/model in a Nursing Care Plan

Develop a nursing care plan applying a nursing theory/model for a client with chronic or less acute variances in health. This includes plans for care while the client is in the institution as well as the follow up visit to the client's home where assessment and client education occurs.

Summary of Evaluation:

	Value
1. Learning Plan	10%
2. Reflective Journal	10%
3. Direct Clinical Observation	50%
4. Nursing Care Plan	<u>30%</u>
	100%

LABS

Utilizing previously learned knowledge, the student will make appropriate assessments for each psychomotor skill

Lab 1: Aseptic Technique: Dressing, Drains, Staples, and Sutures

At the completion of Lab 1, the student will be able to:

1. Demonstrate the principles of aseptic technique:
 - a. creating the sterile field
 - b. maintaining the sterile field
2. Assess the wound:
 - a. healing
 - b. complications
3. Apply principles of aseptic technique in doing:
 - a. simple dressing
 - b. dressing an open wound
 - c. wound care with drains, sutures, staples
 - d. wound drain management (including removal of drains)
 - Penrose
 - Hemovac
 - Jackson-Pratt
 - e. wound irrigation
 - f. wound packing
 - g. removal of sutures and staples
 - h. document assessments and actions accurately

Lab 2: Pulmonary Procedures

At the completion of Lab 2, the student will be able to:

1. Assess respiratory function.
2. Assess oxygenation via
 - a. pulse oximetry
3. Administer oxygen via
 - a. nasal canula
 - b. face mask
4. Teach client re: incentive spirometry.
5. Document accurately assessments and actions.
6. Perform oropharyngeal suctioning and nasopharyngeal suctioning.

Lab 3: Traction, casts, canes, crutches

Upon completion of the lab, the learner should be able to:

- differentiate the various traction devices and their purposes
- demonstrate care of skin and traction device
- demonstrate positioning of patients in traction
- discuss and demonstrate the use of canes and crutches
- discuss nursing assessments and care of a patient in an immobilization device

Ambulatory Assists:

1. Discuss the use of canes as mechanical walking aids according to:
 - a. Measurement.
 - b. Placement of cane in relation to body.
 - c. The side the cane is used on in relation to affected body part.
 - d. Walking pattern with use of one cane.
2. Discuss crutches according to:
 - a. Rationale for use.
 - b. Method of measuring crutch length.
 - c. Exercises done to prepare for crutch walking.
 - d. Gaits for crutch walking.
 - e. Safety measures used during crutch walking.
 - f. Patient instruction upon discharge.
 - g.
3. Describe how a patient who is unable to weight bear on affected leg should be taught to:
 - a. Ascend and descend stairs.
 - b. Sit down and rise from a chair.

Traction:

1. State the purpose and method of achieving the following traction systems:
 - a. Pull (traction)
 - b. Counterpull (countertraction)
 - c. Suspension
 - d. Balance
2. Traction Principles
3. Compare skin and skeletal traction.
4. Discuss the purpose of and demonstrate the method of performing the following exercises:
 - a. Isotonic
 - b. Isometric
 - c. Quadriceps setting
5. Discuss the nurse's responsibility in caring for an adult patient in traction.
6. State the potential complications that can occur with skeletal and skin traction.

Casts:

1. Compare and contrast synthetic vs plaster immobilizers.
2. Nursing assessments.

3. Neurocirculatory assessments.
4. Assessments for potential infection and pressures areas.
5. Discuss specific nursing care of a patient in an immobilization device.
6. Cast removal.
7. Discharge teaching.

SUGGESTED RESOURCES

PRINT:

Mourad, L. A. (1991). Orthopedic disorders: Mosby's clinical nursing series. St.Louis, MO: Mosby.

McCance, K. L., & Huether, S. E. (1990). Pathophysiology:-The biologic basis for disease in adults and children. St.Louis, MO: Mosby.

Phipps, W. J., Cassmeyer, V. L., Sands, J. K., & Lehman, M. K. (deceased) (1995). Medical-surgical nursing - concepts and clinical practice (5th ed.). St.Louis, MO: Mosby.

Smeltzer, S. C., & Bare, B. G. (1999). Medical-surgical nursing (8th ed.). Philadelphia, PA: J.B. Lippincott.