



**PRACTICAL NURSE COLLABORATIVE CURRICULUM**

**KEYANO COLLEGE**

**COURSE OUTLINE**

**PN 200  
NURSING FOUNDATIONS III:  
MEDICAL/SURGICAL NURSING**

**FALL 2019**

**September 03, 2019–October 8, 2019**

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**NURSING FOUNDATIONS III:  
MEDICAL/SURGICAL NURSING  
Course Outline**

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**NURSING FOUNDATIONS III:  
MEDICAL/SURGICAL NURSING  
COURSE OUTLINE**

**CALENDAR STATEMENT/COURSE DESCRIPTION**

**NURSING FOUNDATIONS III: MEDICAL/SURGICAL NURSING \*** Semester III  
The focus of this combined nursing theory and skills course is on nursing care and related skills based on evidence-informed medical/surgical nursing practice. The student builds upon previous knowledge, related theory and skills in adapting the nursing approach of the care of the medical/surgical client using the nursing metaparadigm and the nursing process. The student continues to develop leadership skills through the experience of mentorship. A laboratory component is included in which students apply theory and practice nursing skills related to medical/surgical nursing, including intravenous medication administration. This course prepares the student for the medical/surgical clinical practicum.

**Pre-requisites:** All Year One Courses

**COURSE HOURS**

**TOTAL HOURS: 135    LECTURE: 45            LAB: 90            CREDITS: 9**

**TUTOR INFORMATION**

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## GENERAL LEARNING OUTCOMES

**Upon completion of this course, you will be able to:**

1. Model professional attitudes, judgments and ability in the classroom and lab settings.
2. Apply the concepts of healthy living to maintain personal and professional well-being in the classroom and lab setting.
3. Integrate concepts from the arts, sciences and social sciences and nursing foundations into a developing professional practice.
4. Describe the role of the practical nurse and interdisciplinary team in providing nursing care to the adult medical-surgical client.
5. Perform appropriate client assessments, interpret the significance of findings and identify priority nursing diagnosis related to nursing for the adult medical-surgical client in a simulated lab setting.
6. Plan safe, effective, competent and holistic nursing care for the adult medical-surgical client based on analysis of available data and evidence-informed practice guidelines in a simulated lab setting.
7. Perform safe, effective, competent and holistic medical-surgical nursing interventions to optimize client strengths, achieve expected health outcomes, and promote wellness in a simulated lab setting.
8. Evaluate the outcomes resulting from nursing and healthcare interventions, and adjust priorities and the plan of care as required in a simulated lab setting.
9. Apply knowledge of documenting, reporting, and recording of pertinent client information to medical-surgical nursing.
10. Communicate effectively and accurately, and work collaboratively with instructors and classmates in the classroom and lab setting.
11. Describe the role of the practical nurse and interdisciplinary health-care team in the medical-surgical setting.
12. Apply principles of teaching and learning and health promotion related to the medical/surgical client.
13. Integrate knowledge of self-regulation, critical inquiry and clinical judgment, leadership, cultural competence, teamwork, reflection, and continuous learning and competency development into lab practice.

14. Apply knowledge of governing regulation/legislation and ethics related to the provision of medical-surgical nursing care.
15. Integrate research findings that support evidence-informed practice in the delivery of medical-surgical nursing care in the classroom and simulated lab setting.
16. Contribute to a culture of safety within the classroom and lab setting as it relates to medical-surgical nursing.

## **Instructional Methods**

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, lab demonstration and practice, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.
- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

### Expectations of Students Writing On-Line Exams

1. Each instructor will have the following options with regards to writing quizzes: writing on line from a location and computer of their choice; writing in a classroom with their own device invigilated by the instructor, or writing the quiz on paper. The course instructor will provide information related to where the student is to write the quiz.
2. If quizzes are written from a location and computer of their choice, these are **not** open book exams. The quiz is to have been studied for prior to the quiz or exam date and is to be completed independently: that is by oneself, not in collaboration with or in the company of another person or persons. No photos of quiz questions are to be taken via phones.
3. Midterm and Final exams will be invigilated by the instructor. The time and place can be found in the course syllabi. Students may be required to provide their own devices for these exams.
4. Students who are writing from a location and computer of their choice are responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed in the course timetable.

5. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
6. Time for all quizzes and exams will be strictly adhered to. For example if a quiz is 30 minutes, the quiz will be open for exactly 30 minutes.
7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of the quiz/exam questions in class will be done at the instructor's discretion.
8. If any problem arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.
9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in Sept 2016, all new students plus those moving from third year to fourth year will be mandated to sign the above form(s).

### **Statement on Plagiarism**

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.

Expectations:

1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.
2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.

### **Student Code Of Conduct**

Please refer to the Student Handbook and review the Student Code of conduct Policy (Policy 110.0), Students Rights policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behaviours



## **PRACTICAL NURSING PROGRAM POLICIES**

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, health centre ID, watch, penlight, black pen, bandage scissors and stethoscope.

### **LATE POLICY FOR ASSIGNMENTS**

Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

### **SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE**

#### **DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM**

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let your instructor know immediately so that we can discuss options. You are also welcome to contact Disability Services (780-791-8934) to establish reasonable accommodations.

#### **SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE**

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

## OVERVIEW OF LEARNING EXPERIENCES

1. Students will work through 10 Units in the classroom. Units to be covered in Nursing Foundations I: Introduction to Nursing are:

**Unit 1:** Foundations of Medical/Surgical Nursing

**Unit 2:** Management of Perioperative Client

**Unit 3:** Management of Client with Altered Gas Exchange or Respiratory Function

**Unit 4:** Management of Client with Altered Integumentary Function

**Unit 5:** Management of Client with Altered Fluid and Electrolyte and Acid-Base Balance

**Unit 6:** Management of Client with Altered Urinary or Renal Function

**Unit 7:** Management of Client with Altered Neurosensory Function

**Unit 8:** Management of Client with Altered Cardiovascular Function

**Unit 9:** Management of Client with Altered Blood or Immune Function

**Unit 10:** Management of Client with Altered Musculoskeletal Function

**Unit 11:** Management of Client with Altered Digestion and Gastrointestinal Function

**Unit 12:** Management of Client with Altered Endocrine or Metabolic Function

**Unit 13:** Management of Client with Altered Reproductive Function

2. Students will participate in 9 Lab Units. The nine lab units covered in Nursing Foundations III: Medical/Surgical Nursing includes:

- Perioperative Care
- Neurosensory Function
- Musculoskeletal Function
- Wound Care
- Oxygenation
- Fluid and Electrolyte Balance
- Nutrition
- Cardiovascular Function
- Elimination

In addition, there will also be a lab on Documentation, Lab Values, and Medication Calculation Review.

## Orientation to Lab Setting

Labs are professional settings that require professional behaviour. Each lab contains equipment required to perform the specific nursing skill. Equipment in the labs is expensive and is to be used only in the manner in which it is intended. (For example, wheelchairs are for practising transfers and should not be used by students as chairs or to perform stunts.)

**Please report any equipment malfunctions to your instructor. Familiarize yourselves with how each bed works as you will be using beds frequently during assessments and skill**

## Preparation for Labs

Preparation for lab is essential. Theoretical concepts will not be taught in the lab setting. You are responsible for completing the readings, lab exercises, and videos as well as practising the skills prior to coming to lab. Lab exercises must be completed and handed in as required. Each lab focuses on a specific personal safety skill and the underlying principles. Students are encouraged to practise and to coach each other as well as recognize best practice in performing the given skill. Students are expected to utilize their time effectively within the lab setting and come prepared for the learning experience. They are also expected to demonstrate reflective practice following each guided practice lab session.

## Guided Practice and How It Works

Guided practice encourages independent learning and critical thinking when learning nursing skills. It increases your ability to apply knowledge from theory to the lab to the clinical area.

Guided practice is defined as a “facilitated environment where interactive and experiential learning takes place.” Compare your skill practice and demonstration of nursing skills with the criteria in the marking guide. Instructors use these criteria to determine the final grade for guided practice.

Guided practice labs:

- Encourage discovery learning through the application of principles as opposed to “step-by-step” rote learning
- Validate learning from the curriculum and classroom
- Provide interactive performance experiences/opportunities
- Allow students to practise nursing skills until they “get it right”
- Encourage integration of knowledge into nursing skills
- Demonstrate there is more than one method or way of performing a skill safely
- Reduce student anxiety
- Encourage students to learn from each other

- Provide a way to assess student readiness for clinical practice

The theory related to each nursing skill is found in the assigned readings. Before each guided practice lab session, you are expected to complete the required readings and view the video demonstration on the nursing skill as directed in this guided practice Lab Manual. The lab instructor demonstrates the skill at the start of each guided practice lab session.

Small groups of students are assigned to each lab instructor. The lab instructor acts as facilitator/coach during the guided practice session. You are expected to practise your skills more than once during the lab session to develop your confidence and competency with each skill. Once you have practised the skill, the instructor will introduce situations/scenarios into the lab practice that provide opportunities to demonstrate critical thinking behaviours. You are also expected to coach/mentor each other, providing constructive feedback.

Once you have successfully demonstrated competence in a skill, you will receive a “pass” on that skill. You must demonstrate competence in each skill by the end of the course to achieve a “pass” in the guided practice nursing skills lab portion of any theory/lab course.

## **Guided Practice**

Guided practice provides a lab practice environment that is a **safe** place for students to learn clinical skills and begin to integrate theory into practice and continue the development of critical thinking skills. Learning within the lab setting takes place in small groups (8 to 12 students) and is interactive, giving students the opportunity to learn from one another in a collaborative atmosphere.

Each lab focuses on a specific personal safety skill and the underlying principles. Students are encouraged to practise and to coach each other as well as recognize best practice in performing the given skill. Students are expected to utilize their time effectively within the lab setting and come prepared for the learning experience. Students are also expected to demonstrate reflective practice following each guided practice lab session.

**Completion of each corresponding lab exercise is required to pass (successfully complete) the guided practice skills session. Failure to complete and hand in the required lab exercises will result in an incomplete for that particular session.**

**All guided practice skills and exercises must be successfully completed in order for you to be eligible to participate in the Practical Exam.**

## OVERVIEW OF COURSE ASSESSMENT

To receive credit in Nursing Foundations III: Medical/Surgical Nursing, the learner must complete all course requirements, which include medication calculation component, critical thinking assignment, research paper, clinical integration assessment, building a professional profile, a mid-term exam, and a final exam. Course credit will not be given if only parts of the course have been completed.

### DISTRIBUTION OF MARKS

<b>THEORY</b>		
	Medication Calculation Proficiency	<b>Pass/Fail</b>
<b>Midterm Exam;</b> multiple choice	Demonstrate knowledge of course content (Units 1–5)	<b>25%</b>
<b>Math Calculation Proficiency Exam</b>	Demonstrate knowledge of math calculations	<b>Pass/Fail</b>
<b>Assignment 1</b>	Research of Best Practice – Application to Nursing Care	<b>25%</b>
<b>Assignment 2</b>	Building Your Professional Profile	<b>10%</b>
<b>Final Exam</b> Cumulative; multiple choice	Demonstrate knowledge of course content	<b>40%</b>
<b>LAB</b>		
<b>Clinical Integration Assessment</b>	Demonstration of integration of nursing knowledge and skills in the lab setting	<b>Pass/Fail</b>
<b>Total</b>		<b>100%</b>

### PASSING LEVEL AND GRADING SCALE

This is a combined theory and lab course. A learner cannot pass this course by being proficient in theory but not proficient in the integration of nursing theory and application of nursing skills in a guided practice laboratory setting.

Learners must complete **all** assignments and examinations to receive a final theory grade. Learners must successfully demonstrate nursing skills in guided practice laboratory setting.

To receive credit for Nursing Foundations III a learner must achieve each of the following:

- A minimum overall grade of 1.7 (C–) or 60%
- A pass in the guided practice lab component

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

## **Nursing Labs**

### **Attendance at Nursing Labs is MANDATORY**

Learners must successfully demonstrate nursing skills learned in this course in the lab setting during guided practice. They will also practise giving feedback and participating in reflective practice during the lab sessions. **If a learner does not receive a grade of “pass “in the guided practice nursing skills component, he/she will be required to repeat the course.**

## **Important Additional Information**

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***Note to all learners:** It is the learner's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.*

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## **COURSE ASSESSMENT**

Assessment of mastery of the content of Nursing Foundations III: Medical/Surgical Nursing will be determined through the learner's meeting of expectations for the following:

- Mastery of medication calculations related to a medical/surgical client
- Application of research to best practice nursing of a medical/surgical client
- Demonstration of safe, competent nursing care related to a medical/surgical client
- Demonstration of critical thinking and reflective practice
- Building a professional profile
- Clinical Integration Assessment
- Midterm and final exams

## **Medication Calculation Proficiency**

The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%**.

**Students are required** to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, and 9 in the current Clinical Calculation text (Henke' Med Math) is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the Medication exam. Failure to do so will result in a course failure.

Students will have **two opportunities to pass** the Medication Calculation Proficiency exam. **Failure to pass the exam will result in a course failure.** Should it be necessary, the student and the tutor will schedule the exam re-write in the Skill Centre at a mutually agreed upon time.

## **Assignment 1: Research of Best Practice and Application to Nursing Care**

This assignment will be due in stages as assigned by your instructor/tutor. The purpose of this assignment is to apply research of evidence of best practice to a nursing care plan and/or teaching plan for a medical/surgical client. This assignment contributes **25%** towards the course grade.

## **Assignment 2: Building Your Professional Portfolio**

You are **expected** to maintain and enhance your Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course. At the end of each of these courses, you will submit to your instructor/tutor evidence of having maintained and enhanced your Professional Portfolio.

This assignment contributes **10%** to final grade

## **Clinical Integration Assessment**

The clinical integration assessment provides the opportunity to demonstrate the integration of the nursing process, nursing metaparadigm, client teaching, and nurse-client relationship required to practise safe medical/surgical nursing care. Demonstration of nursing skills is performed in a simulated clinical situation. You must achieve a passing mark of 80% on this clinical integrative assessment to receive a **pass**.

If you do not receive 80% on the clinical integration assessment, a second opportunity will be provided. If you do not receive 80% on your second attempt, you will be required to repeat the entire Nursing Foundations III course.

## **Midterm Exam**

This multiple-choice exam contributes **25%** toward the course grade. It covers course information from Unit 1 through Unit 5. Exam will be delivered through Moodle.

## **Final Exam**

This multiple-choice exam contributes **40%** toward the course grade. It covers all course information from Unit 1 through Unit 12. Exam will be delivered through Moodle.

# MEDICATION CALCULATION PROFICIENCY EXAM

**Due date: September 23, 2019**

The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%**.

**Students are required** to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, and 9 in the current Clinical Calculation text (Henke's Med Math) is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the Medication exam. Failure to do so will result in a course failure.

Students will have **two opportunities to pass** the Medication Calculation Proficiency exam.

**Failure to pass the exam will result in a course failure.**

Should it be necessary, the student and the tutor will schedule the exam re-write in the Skill Centre at a mutually agreed upon time.



# ASSIGNMENT 1: RESEARCH AND APPLICATION TO NURSING CARE

**Due date: September 30, 2019**

In this assignment, you will have the opportunity to do the following:

- Research best practice nursing related to a medical/surgical client.
- Apply research of best practice to a nursing care plan to promote health for a medical/surgical client.
- Demonstrate critical thinking applicable to care of a medical/surgical client.

Through this assignment, you will write a scholarly paper on a procedure or issue that may have an impact on the recovery and health of a medical/surgical client. You will apply your research to the care of the client by identifying how the evidence applies to the best care of the client, including health teaching that is applicable to the recovery and health promotion of the client in the acute-care or home setting.

You may be requested to submit various portions of this assignment at different times by your instructor/tutor.

1. This assignment must be typewritten (word-processed) and follow APA 6th edition format.
2. **Part A: Research.** The research portion of this assignment should identify the impact on the care and recovery of the medical/surgical client and how the evidence supports best practice of nursing care. Reference at least three (3) sources published within the last three years – current journal articles, reputable medical websites or textbooks. This section of the assignment should not be more than three (3) pages long.
3. **Part B: Care Plan or Teaching Plan.** Select a medical/surgical client that you cared for in your acute-care practicum experience. The care plan portion of this paper may be completed using the forms provided or in a scholarly paper format (maximum 3 pages). If you choose to submit your plan in a scholarly paper, use APA 6th edition format.
4. Submit the marking guide with your assignment. See **APPENDIX A** for marking guide

## Instructions

### PART A: RESEARCH

Select one of the potential topics below, or select a topic that interests you. Ensure your topic addresses an issue or procedure that impacts the recovery or health promotion of the medical/surgical client. You are strongly encouraged to discuss any topics not listed below with your instructor/tutor prior to starting this assignment.

You are asked to research your topic of choice for evidence-based practice (“best practice”) that allows optimal recovery and health promotion for an adult medical/surgical client.

## Potential Topics

- Care and use of different types of chest tubes (e.g., wet/dry/Heimlich valves)
- Different types of wound dressings (Adaptic, VAC wound care, All Dress, etc.) and their impact on wound healing
- Increasing incidents of super-infections (ESBL, VRE, MRSA, etc.) in the acute-care setting and how these can be avoided
- Types and trends of post-op infections in the acute-care setting in Alberta
- Clean vs. sterile techniques for tracheostomy care, bladder irrigation, or intermittent catheterization
- Preventing complications such as DVTs, respiratory complications, and skin breakdown in the immobilized client (skeletal traction, external fixators, strict bed rest, etc.)
- Issues of early discharge of the post-op client from the acute-care setting

## PART B: CARE PLAN

Use the evidenced-based practice you researched and apply it to a care plan for a chosen medical/surgical client. Include interventions applicable to the care of the client, and health promotion teaching that is applicable to the acute-care setting as well as the home setting after discharge.

Below are some examples of scenarios of patients your instructor may let you choose for your careplan if you have not had experience with a client that fits your research. Please see your instructor if you would like to use one of these scenarios

1. A 45 year old gentleman arrived in the Emergency Department after falling from his roof while hanging Christmas lights. He has a fractured pelvis and a fractured left femur. He went to the Operating Room and arrived on your surgical unit post-operatively. He had an ORIF to his pelvis and left femur. He has an external fixator to both wounds and skeletal traction to his left leg. You will be his nurse.
2. You are caring for a 23 year old male who came from work to the ER with difficulty breathing. He was diagnosed with a spontaneous pneumothorax of his left lung field. A chest tube was inserted. The patient was stabilized and sent to your medical unit. You will be his nurse.
3. You have been performing in and out catheterizations q4-6h on your patient who is unable to void on her own. She will be going home tomorrow, performing this procedure at home on her own. You are going to teach her today how to perform this procedure at home.
4. There has been an outbreak of c-difficil on your unit. You are caring for 2 of the 4 patients who have been confirmed cases.

5. You are caring for a 47 year old woman who had an abdominal hysterectomy yesterday evening. She calls you into the room and states “I heard a pop and my dressing feels wet”.
6. The ER department has 4 patients that require beds on your unit. You are caring for a 21 year old newly diagnosed diabetic who has been stabilized. He still requires education regarding his disease and how to manage it. You are told to discharge him home as the bed is needed for another patient.
7. You are caring for a 20 year old male patient who was involved in a motor vehicle collision three days ago. He has a large open wound to his left calf. A wound vac has been placed in the wound. He also has a simple dressing to his left arm that covers a wound that is approximately 15 cm and has been sutured.

# ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL PORTFOLIO

**Due date:** October 1, 2019

You are **expected** to maintain and enhance your Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course.

The purpose of a cumulative Professional Portfolio is to develop documentation you can use to secure employment in a health-care setting as a practical nurse graduate.

- At the end of each Nursing Foundations course you will submit to your instructor/tutor evidence of having maintained and enhanced your Professional Portfolio.
- Submission may be electronically through websites available in the College or in hard copy using the form below.
- **Do not submit** the entire Professional Portfolio unless requested to do so by your instructor/tutor.
- The **report** does **not** replace work on the Professional Portfolio but is an indication that you met expectations.
- This assignment will contribute **10%** towards the final grade for this course.
- See Appendix C for marking guide.

Categories to continue to build as applicable to the learning of each Nursing Foundations course are:

## A. Personal:

- Personal goals
- Personal interests
- Education
- Experiences
- Achievements

## B. Professional:

- Philosophy of practical nursing
- Resume and cover letter
- Appraisals and evaluations
- Reflective practice
- Leadership
- Scholarly papers

- Nursing care plans
- Client teaching plans
- Professional goals
- CPRNE study plan
- Continuing competency achievement

## Continuing Competency Achievement

Continuing competency achievement is an essential aspect of the professional portfolio. Review the competencies from the Course Outline or from the Competency Profile on the CLPNA website at [www.clpna.com](http://www.clpna.com) that apply to this course. Choose the most significant competency you learned in this course. Reflect on the following questions: Using the “Proficiency Categories” below, how would you rate your proficiency in this competency? What did you do to achieve this competency? Why is this competency meaningful or significant? How will you use this learning in your nursing practice?

### PROFICIENCY CATEGORIES

**Excellent:** integrates competency theory with other knowledge, skills, and attitudes so that it becomes seamless/automatic as part of everyday nursing practice

**Good:** understands competency in theory and in scenarios and nursing practice

**Fair:** understands the competency in theory; unable to apply it to scenarios or nursing practice

**Poor:** does not understand content related to the competency

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*You will be expected to finalize your Professional Portfolio and to create a Continuing Competency Program Learning Plan/Binder upon completion of **Nursing Foundations VIII**.*

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## Report on Progress of Professional Portfolio

<b>DESCRIPTION OF <u>ONE</u> SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE</b>	
<b>WHAT I LEARNED</b>	
<b>WHY IT WAS MEANINGFUL/ SIGNIFICANT</b>	
<b>HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE</b>	
<b>ADDITIONAL COMMENTS</b>	

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor/Tutor: \_\_\_\_\_

# Clinical Integration Assessment

In this assignment, you will be assessed on your performance in the following manner:

- The clinical integration assessment provides the opportunity to demonstrate the integration of the nursing process, nursing metaparadigm, client teaching, and nurse-client relationship required to practise safe medical/surgical nursing care. Demonstration of nursing skills is performed in a simulated clinical situation. **You must achieve a passing mark of 80% on both the clinical integration assessment testing (scenario) and the written portion of this clinical integrative assessment to receive a pass.**
- If you do not receive 80% on the clinical integrative assessment, a second opportunity will be provided. If you do not receive 80% on your second attempt, you will be required to repeat the entire Nursing Foundations III course.
- See **APPENDIX B** for marking guide

## Instructions

You will be given scenarios prior to clinical integration assessment testing.

You must bring a care plan for the scenario you are given for testing (Remember you will not know which scenario you will be given)

You will be given one of the previous scenarios and will be asked to provide care to the patient

You will have 30 minutes to review the patients chart, organize your plan of care and perform nursing care for your patient.

You will have 30 minutes for documentation and reflective practice.

## ORGANIZATION PLAN

Bring to your clinical integration assessment testing:

- A nursing care plan for the scenario you will be given. Remember you will not know which scenario you will be given so you must prepare a nursing care plan for ALL scenarios.
- From the information provided in the case study, write one priority nursing diagnosis and one client-centred goal. Plan the nursing care for three nursing interventions, including one intervention focusing on teaching.
- Research any medication in the case study that you have selected. Include the medication name, purpose, safe dosage, and nursing assessment required prior to administration.

## NURSING CARE

Complete the following within 30 minutes:

- Demonstrate nursing care following the nursing process: assess client, implement interventions in a safe manner, and explain how each intervention would be evaluated.

- Demonstrate the nurse/client relationship by establishing rapport. Explain care, and promote comfort, safety, and privacy.
- Demonstrate effective communication when caring for the client.

## **DOCUMENTATION**

Complete the following within 30 minutes:

- Document your assessment findings following the documentation criteria.
- Identify the priority information that requires reporting.
- Reflect on the clinical integration assessment – what went well, what could have been improved upon, and identify modifications.

## **Clinical Integration Assessment: Student Guidelines**

The Clinical Integration Assessment will take a total of **60** minutes.

You must demonstrate as well as vocalize your assessment and care so the instructor observing your performance is aware of what you are assessing and your findings.

You will chart only those assessments and nursing care that you provided during the clinical demonstration. You **should not** chart assessments and nursing care you did not perform.

**REMEMBER: You must pass each section with 80% in order to pass the Clinical Integration Assessment. Failure of one section will constitute a failure in the course.**



## ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT

<b>PRIORITY NURSING DIAGNOSIS</b>			
<b>CLIENT-CENTRED GOAL</b> (Using SMART Criteria)			
<b>NURSING INTERVENTION</b> <ul style="list-style-type: none"> <li>• Identify one intervention related to nursing care.</li> <li>• Identify one intervention related to medication administration.</li> <li>• Identify one intervention related to teaching.</li> </ul>	1)	2)	3)
<b>MEDICATION RESEARCH</b>			
Medication name			
Purpose			
Safe dose? (Yes or no). Show rationale.			
Nursing assessment (prior to medication administration)			

## Documentation Guidelines

<b>CRITERIA</b>	
<b>Assessments</b>	All relevant information included
<b>Interventions:</b> <i>Medications</i>	Documented medications on applicable forms – MAR/Narcotic Record/ Diabetic Record
<i>Nursing Care</i>	Nursing care documented: <ul style="list-style-type: none"> <li>• in chronological order</li> <li>• pertinent information included</li> <li>• used appropriate terminology</li> </ul>
<b>Evaluation</b>	Assessed effectiveness of nursing interventions and client response to treatment <ul style="list-style-type: none"> <li>• medications administered</li> <li>• nursing care provided</li> </ul>
<b>Documentation format</b>	<ul style="list-style-type: none"> <li>• Wrote date appropriately</li> <li>• Used 24-hour clock</li> <li>• Used correct spelling</li> <li>• Used appropriate terminology</li> <li>• Demonstrated appropriate use of “Do Not Use” abbreviations</li> <li>• Corrected written errors appropriately or documented without written errors</li> <li>• Did not have blank spaces</li> <li>• Wrote legibly</li> <li>• Wrote signature and designation appropriately</li> </ul>

## **CLPNA Competencies**

The following CLPNA competencies are learned during the Nursing Foundations I course:

All students must practice in a manner that is consistent with:

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- F: Respiratory Care
- G: Surgical Nursing
- H: Orthopedic Nursing
- I: Neurological/Neurovascular Nursing
- J: Cardiovascular Nursing
- N: Emergency Nursing
- O: Gerontology Nursing
- Q: Rehabilitation Nursing
- T: Occupational Health and Safety
- U: Medication Administration
- V: Infusion Therapy
- W: Professionalism
- X: Licensed practical Nurse Leadership Role

Refer to [www.clpna.com](http://www.clpna.com) for references

## REQUIRED TEXTS

### Required Textbooks and Resources

#### PRIMARY TEXT

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C., & Bare, B. (2016). *Textbook of medical/surgical nursing* (3rd Cdn. ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Potter, P.A., Perry, A.G., Ross-Kerr J.C., & Wood M.J. (2019). *Canadian fundamentals of nursing* (6th ed.). Toronto, ON: Elsevier.

Potter, P.A., Perry, A.G., Ostendorf, W. (2018). *Clinical Nursing Skills and Techniques* (9<sup>th</sup> edition). Toronto, ON: Elsevier

Practical Nurse Collaborative Curriculum. (2019). *Nursing foundations III: Medical/surgical nursing*. Course materials.

#### OTHER REQUIRED RESOURCES

Drug guide or online drug guide such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/druginformation.html>

Medical dictionary or online medical dictionary such as Medline Plus:

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

### Internet Resources to Supplement Text Readings

Allen, S.L. (2006). Mentoring: The magic partnership. *Canadian Operating Room Nursing Journal* 24.4: 30-38.

Canadian Medical Association. (2004). *The Canadian adverse events study: The incidence of adverse events among hospital patients in Canada*. Retrieved from <http://www.cmaj.ca/content/170/11/1678.full>

Institute for Healthcare Improvement. (n.d.). *SBAR technique for communication*. Retrieved from <http://www.ihl.org/knowledge/Pages/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.aspx>

**Appendix A**  
**NURSING FOUNDATIONS III: Medical/Surgical Nursing**  
**Marking Guide for Assignment 1**

**ASSIGNMENT 1: RESEARCH AND APPLICATION TO NURSING CARE – MARKING GUIDE**

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
<b>PART A: RESEARCH PAPER</b>					
Identified the issue or trend that may impact the recovery and health of the client in the acute-care setting	Excellent	Satisfactory	Minimal	None	
Discussed how the issue or trend impacts the recovery and health of the client in the acute-care setting	Excellent	Satisfactory	Minimal	None	
Identified how evidence supported by literature applies to the best care of the client	Excellent	Satisfactory	Minimal	None	
Identified health promotion teaching supported by literature applicable to the client	Excellent	Satisfactory	Minimal	None	
Identified how literature-supported evidence promotes recovery and health of the client in the home setting	Excellent	Satisfactory	Minimal	None	
				<b>/25</b>	
<b>Comments:</b>					
<b>PART B: CARE PLAN</b>					
<b>Nursing Diagnosis</b>					
Wrote a nursing diagnosis statement that relates to an actual problem and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None	
Wrote a nursing diagnosis statement that focused on a potential problem and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None	

<b>KEY CONTENT</b>	<b>MARKING GUIDE</b>			
<b>POINTS:</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
Wrote a nursing diagnosis statement that focused on wellness and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
<b>Comments:</b>				<b>/15</b>
<b>GOALS/EXPECTED OUTCOMES</b>				
Wrote one goal/expected outcome for each diagnosis	Excellent	Satisfactory	Minimal	None
Wrote a goal/expected outcome that included measurable criteria by using the SMART criteria	Excellent	Satisfactory	Minimal	None
<b>Comments:</b>				<b>/10</b>
<b>INTERVENTIONS</b>				
Included 3 nursing interventions per goal related to trend/issue; recovery and health promotion teaching applicable to acute care as well as home setting after discharge	Excellent	Satisfactory	Minimal	None
Provided support for interventions with evidence from the literature	Excellent	Satisfactory	Minimal	None
<b>Comments:</b>				<b>/10</b>
<b>TOTAL</b>				<b>/60</b>

***Submit this marking guide with the assignment.***

## APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	1	0.5	0.25	0
<b>TITLE PAGE</b>					
Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name	Excellent	Satisfactory	Minimal	None	
<b>BODY OF PAPER</b>					
Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font.	Excellent	Satisfactory	Minimal	None	
<b>REFERENCES</b>					
Citations in body of paper follow APA format	Excellent	Satisfactory	Minimal	None	
References, on separate page, follow APA format	Excellent	Satisfactory	Minimal	None	
<b>GRAMMAR AND SPELLING</b>					
Grammar appropriate and words spelled correctly (< 5 errors)	Excellent	Satisfactory	Minimal	None	
	<b>TOTAL</b>				<b>/5</b>
<b>Comments:</b>					
	<b>GRAND TOTAL (ALL MARKING GUIDES)</b>				<b>/65</b>

*Submit this marking guide with the assignment.*

**Appendix B**  
**NURSING FOUNDATIONS III: Medical/Surgical Nursing**  
**Marking Guide for Clinical Integration Assessment**

**CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE**

	5	3	1	0
<b>ORGANIZATION PLAN</b>				
<b>Nursing Diagnosis and Goal</b>	Identified a priority nursing diagnosis and a client-centred goal using the SMART criteria	Identified a nursing diagnosis that is not a priority, but able to identify a client-centred goal	Only able to identify the nursing diagnosis or client-centred goal (not both)	Unable to identify a nursing diagnosis or a client-centred goal
<b>Planning of Nursing Interventions</b>	Identified 3 nursing interventions: one focusing on teaching	Identified 2 nursing interventions	Identified 1 nursing intervention	Unable to identify any nursing interventions
<b>Medication Research</b>	Medication researched, medication name provided, purpose explained, safe dose identified, and nursing assessment required prior to administration included	Partial completion: majority of information included on organization plan	Partial completion: only 2 pieces of information included on the organization plan	Medication not researched
<b>TOTAL</b>	<b>/15</b>			
<b>Comments:</b>				
<b>NURSING CARE</b>				



	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>Focused Assessment</b>	All appropriate focused assessments completed related to nursing care required	Components of the focused assessment related to nursing care incomplete	Unable to focus the assessment; missed an essential focused assessment	No assessment completed
<b>Implementation of Nursing Interventions</b>	Demonstrates independent practice, <b>application of safety principles</b> , and is able to adapt nursing care by modifying practice. Demonstrates realistic time management and performs interventions by priority.	Demonstrates independent practice, application of safety principles, and is able to adapt nursing care by modifying practice. Demonstrates realistic time management, but does not perform interventions by priority.	Demonstrates independent practice and application of safety principles but is unable to adapt nursing care by modifying practice. Demonstrates unrealistic time management; does not perform interventions by priority.	Unprepared; unorganized; not individualized; unsafe or inappropriate interventions demonstrated. Does not recognize violations of nursing principles and does not modify practice
<b>Evaluation</b>	Explained how the three interventions would be evaluated	Explained how two interventions would be evaluated	Explained how one intervention would be evaluated	No evaluation performed
<b>Nurse/Client Relationship</b>	Introductions provided. Demonstrates privacy and respect. Goal achieved with client collaboration	Introductions are provided. Demonstrates privacy and respect, goal not achieved with client collaboration	Introductions are provided. Does not demonstrate privacy and respect, and goal not achieved with client collaboration	Introductions are not provided. Does not demonstrate privacy and respect, and goal not achieved with client collaboration
<b>Communication</b>	Clearly explains plan of care to the client	Generally communicates well; explains carefully to client; gives clear directions; could be more effective to establish rapport	Shows some communication ability (giving directions); displays caring but not competence	Has difficulty communicating; explanations are confusing; directions are unclear or contradictory. Level of anxiety impedes performance
<b>TOTAL</b>	<b>/25</b>			

		5	3	1	0
<b>Comments:</b>					
<b>DOCUMENTATION AND REFLECTION</b>					
<b>Documentation and Reporting</b>	Followed all of the following documentation guidelines: Relevant assessment documented; nursing care charted in chronological order with pertinent information included and appropriate terminology used. Effectiveness of nursing interventions and client response to treatment evident. Followed correct documentation: date written correctly, used correct spelling, used 24-hr clock, corrected any written errors appropriately, did not leave blank spaces, wrote legibly, and wrote signature and designation appropriately. Medication documented on applicable forms. Able to identify the priority information to report	Missed minority of the documentation guidelines. May or may not be able to identify priority information to report	Missed majority of the documentation guidelines. Unable to identify priority information to report.	Missed all of the documentation guidelines. Unable to identify priority information to report.	

	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>Reflection</b>	Able to identify what went well and not so well during the clinical integration assessment by capturing all three components: organizational plan, nursing care, and documentation. Able to identify future modifications	Able to identify what went well and not so well during the clinical integration assessment by capturing only 2 components: organizational plan, nursing care, or documentation. Able to identify future modifications	Able to identify what went well and not so well during the clinical integration assessment by capturing only one component: organizational plan, nursing care, or documentation. Unable to identify future modifications	No reflection demonstrated
<b>TOTAL</b>	<b>/10</b>			
<b>Comments:</b>				
<b>GRAND TOTAL</b>	<b>/50</b>			
<b>Comments:</b>				

*Appendix C*  
**NURSING FOUNDATIONS III: Medical Surgical Nursing**  
**Marking Guide for Assignment 2**

**ASSIGNMENT 2: COMPETENCY PROFILE**

<b>DESCRIPTION OF <u>ONE</u> SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE</b>	5 Marks Description of Event
<b>WHAT I LEARNED FROM THE EXPERIENCE</b>	10 marks Reflect on experience and its relationship to the course content and how it impacted your learning
<b>WHY IT WAS MEANINGFUL/ SIGNIFICANT</b>	15 marks Explain the significance of the learning experience as to why it was meaningful for you
<b>HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE</b>	15 marks Demonstrate the application of the learning experience to your nursing practice now and in the future
<b>ADDITIONAL COMMENTS</b>	5 Marks Other experience that may enhance learning in the course  Any other comments that may be pertinent to the course

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_ Instructor/Tutor: \_\_\_\_\_