



PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN 156

**NURSING FOUNDATIONS II:
BASIC NURSING**

WINTER 2018

January 8, 2018–March 20, 2018

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**PRACTICAL NURSE 156
NURSING FOUNDATIONS I: BASIC NURSING**

Course Outline

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NURSING FOUNDATIONS II:

BASIC NURSING COURSE OUTLINE

CALENDAR STATEMENT/COURSE DESCRIPTION

NURSING FOUNDATIONS II: BASIC NURSING * Semester II

Course Description: This second Nursing Foundations course builds on theory and skills learned in Nursing Foundations I, with a focus on the client and the nurse-client relationship. The primary purpose of this course is to prepare the student practical nurse for the continuing-care practicum. Topics include the metaparadigm of nursing, safety, professionalism and leadership, but the focus shifts from the application of these concepts to self to applying these concepts to the client.

Emphasis will be placed on using nursing process, demonstrating critical thinking, applying the concept of self-care, and setting priorities. Students will develop nursing care plans tailored to client needs, and will demonstrate effective documentation, mathematical calculations, communication, and client teaching skills. The lab setting will be used for students to apply theory, to practice skills, and to competently perform the selected nursing skills required for the continuing-care practicum.

Pre-requisites: PN155, PN158

Co-requisite: PN130

COURSE HOURS

TOTAL HOURS: 105 LECTURE 45 LAB: 60 CREDITS: 7

TUTOR INFORMATION

Instructor: Abby Boychuk

Phone (Office): 780-792-5629

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Office Hours: Monday-Friday- Please email instructor to set up a meeting time.

Instructor: Natalie McMullin

Phone (Office): 780-791-8977

E-mail: natalie.boychuk@keyano.ca

Office Hours: Monday-Friday- Please email instructor to set up a meeting time.

GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

1. Integrate the nursing metaparadigm, nursing theory, and related knowledge into professional nursing care.
2. Examine the role of the practical nurse and interdisciplinary team in providing basic nursing care.
3. Apply the nursing process and the nursing metaparadigm, including self-care and health promotion, to practise safe, holistic, basic nursing care of the adult client in a lab-simulated setting.
4. Demonstrate appropriate therapeutic communication techniques to establish the nurse-client relationship in a simulated lab setting.
5. Integrate concepts of nurse-client synergy when providing basic nursing care.
6. Demonstrate the safe application of basic nursing skills.
7. Demonstrate principles of safe administration of medications.
8. Apply principles of teaching and learning to basic nursing care and to client teaching.
9. Demonstrate documenting, reporting, and recording of pertinent client information.
10. Integrate professionalism and leadership in lab practice.
11. Examine the legal and ethical principles related to the provision of basic nursing care.
12. Examine research findings that support evidence informed practice in the delivery of basic nursing care.
13. Examine research findings that support best practice in the continuing-care setting.
14. Collaborate with peers and instructors during skill practice situations.
15. Maintain personal and client safety during skill practice following best practice guidelines.
16. Demonstrate reflective practice for personal and professional growth and continued competence.

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.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

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

This course consists of the following units:

Unit 1: Foundations in Basic Nursing Care

Topic 1.1: Nursing Concepts and Metaparadigm

Topic 1.2: Communication and Documentation

Topic 1.3: The Adult and Older Adult Client

Topic 1.4: Teaching and Learning

Topic 1.5: Setting Priorities for Nursing Care

Topic 1.6: Client Safety

Unit 2: Hygiene

Unit 3: Nutrition and Hydration

Unit 4: Sleep, Activity, Mobility

Unit 5: Medication Administration Principles and Responsibilities, Part A

Unit 6: Medication Administration Principles and Responsibilities, Part B

Unit 7: Oxygenation

Unit 8: Elimination - Bowel and Bladder

Unit 9: Sensory Alterations, Pain, and Comfort

Unit 10: Loss, Death, and Grief

LABS

Students will participate in 13 Labs. The labs covered in Nursing Foundations II: are

1. Oral, Buccal, Sublingual, G-Tube meds and Medication calculations
2. Narcotic and Controlled Medication Administration
3. Topical, Eye, Ear and Nasal Medication Administration
4. Medication Integration
5. Hygiene Care
6. Nutrition and Hydration
7. Urinary Elimination and Rectal Medication
8. Inhalation Medication Administration
9. Oxygenation
10. Subcutaneous medication Administration
11. Intradermal and Intramuscular Medication Administration
12. Alteration in Mobility
13. Integrated Lab

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 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.

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 II: Basic Nursing, the learner must complete all course requirements which includes exams, assignments, and demonstration of basic nursing skills in guided practice and in a clinical integration assessment. Course credit will not be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

THEORY			DATE
Midterm Exam multiple choice	Demonstrate knowledge of course content for Units 1–5	25%	Mar 5
Assignment 1	Development of a Teaching Plan	25%	Feb 14
Assignment 2	Building Your Professional Profile	10%	Mar 12
Medication Calculation Exam	Demonstrate knowledge and ability to calculate appropriate medication dosages. 90% pass mark required	Pass/Fail	Mar 1
Final Exam cumulative; multiple choice	Demonstrate knowledge of course content	40%	Mar 20
LAB			
Nursing Lab	Practice integration of nursing knowledge and demonstration of nursing skills in the lab setting	Pass/Fail	Mar 14-16
Total		100%	

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 with 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 a laboratory setting.

To receive credit for Nursing Foundations II, 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

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

***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.*

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.**

COURSE ASSESSMENT

Assessment of mastery of the content of Nursing Foundations II will be determined through the learner meeting expectations for the following:

- Complete all course requirements, which include exams, assignments, and demonstration of basic nursing skills in guided practice and in a clinical integrated assessment.

Assignment 1: Development of Teaching Plan

This assignment is to be submitted after Unit 1 at a date set by the instructor/tutor.

In this assignment, the learner will have the opportunity to complete the following:

- Demonstrate understanding of the principles of teaching and learning
- Develop a teaching plan appropriate to the assessment of the client
- Apply the concepts of the nursing metaparadigm to assessment and the teaching plan
- Gain experience applying the principles of teaching and learning through the development of the teaching plan
- Reflect on the implications for future practice in a clinical setting

This assignment contributes **25%** towards the course grade.

Assignment 2: Building Your Professional Portfolio

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

This assignment contributes **10%** towards the course grade.

Medication Calculation Exam- March 1, 2018

Medication calculations require the learner to apply skills in mathematics to prepare medications. Students are required to demonstrate knowledge and ability to calculate appropriate medication dosages. The medication calculation is **pass/fail** and the passing grade is **90%**. This exam will be written following Unit 7.

Students are required to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 2, 3, 5, 6, 7, 12, and 13 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.**

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 done on Moodle, supervised in the classroom.

Final Exam

This exam contributes **40%** toward the course grade. It is a cumulative, multiple-choice exam that covers all course information from Unit 1 through Unit 10. Exam will be done on Moodle, supervised in the classroom.

Nursing Lab

This activity is graded on a pass/fail basis. The learner must successfully demonstrate the knowledge and skills of Basic Nursing in the lab setting to achieve a grade of "**pass**" for the lab component of the course. If the learner does not receive a grade of "**pass**" in guided practice, he/she will be required to repeat the entire course.

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, holistic, basic nursing care. Basic nursing-care activities include activities of daily living, and preparation and administration of medication. Demonstration of these nursing skills is performed in a simulated clinical situation. The learner must achieve a passing mark of **80%** on this clinical integration assessment to receive a **Pass**.

If the learner does not receive 80% on the clinical integration assessment, a second opportunity will be provided. If the learner does not receive 80% on the second attempt, a repeat of the entire Nursing Foundation II course will be required.

In the clinical integration assessment, the learner will have the opportunity to do the following:

- Randomly select a case study
- Review the nursing care for the case study
- Prepare an organization plan that includes priority-setting and realistic interventions
- Demonstrate knowledge and skills in providing basic nursing care to a client in a simulated clinical situation
- Document assessments and nursing care provided immediately following the practical demonstration
- Reflect on own practice

ASSIGNMENT 1: TEACHING PLAN

DUE Date: February 14, 2018 by Noon

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

- Demonstrate understanding of the principles of teaching and learning
- Develop a teaching plan appropriate to assessment of the client (adult learner)
- Apply the concepts of the metaparadigm of nursing to the assessment and the teaching plan
- Gain experience applying the principles of teaching and learning through the development of the teaching plan
- Reflect on the implications for future practice in a clinical setting

For this assignment, the learner will utilize a teaching process, similar to the nursing process and assessment of the metaparadigm concepts, to develop and implement a teaching plan for a selected client as an adult learner. The client may be a family member or a friend with a health need or a need to learn how to promote health.

Following the assessment, the learner will identify a client teaching need (for example, select a topic related to a positive health habit) in the form of a nursing diagnosis. Using this teaching need/diagnosis, the learner will follow the instructions below to develop a teaching plan for the client.

Use the Teaching Plan Table included in this assignment guide. This table provides a format similar to the one used for a nursing care plan and includes directions. Use this table as a guide to develop this assignment. Enter information into the table, or develop the assignment using the headings within the table.

This plan does not have to be in essay format, but is required to follow APA format – title page, body of paper, reference list, and use of correct grammar. A reference list (bibliography of referenced texts) is to be submitted with the teaching plan. References may include the textbook, journal articles, or reputable websites. Use the web links and references at the end of the chapters in the textbook to guide the search for information. Follow the marking guide for a clear description of the APA expectations.

There is also a marking guide included with this assignment. Use this marking guide to plan and review your work.

Contact your instructor if you need further guidance.

1. This assignment must be typewritten (word-processed) and follow APA 6th edition format. A Teaching Plan Table form is provided.
2. The learner will submit the marking guide with the assignment.

***See Appendix A for Marking Guide**

Instructions

TEACHING PLAN GUIDELINES

STEP 1:

Assessment and Identification of Learning Needs and Barriers to Learning

Using concepts from the metaparadigm of nursing assess and identify the learning needs of the client. Consider age, sex, cultural considerations, developmental parameters, language, current health status, physical assessment, past medical history, cognitive ability, psychomotor ability, motivation, willingness to learn, socioeconomic considerations (such as financial status, living arrangements, and support systems), and psychosocial status. Identify factors and relevant characteristics of you, the learner that might affect the teaching/learning process. Identify others who may also need to be included in the learning activity. *Summarize your analysis of the client teaching need to identify any barriers to learning that will affect the teaching/learning process.*

Step 2:

Write a Nursing Diagnosis Addressing a Learning Need

After assessing the client, interpret the data to form a nursing diagnosis, identifying a specific learning need.

Step 3:

Develop a Client-Centred Goal

State the goal that applies to the learning needs of the client by using the SMART criteria. Include the client in setting the goal.

Step 4:

Identify Learning Objectives (may also be referred to as Expected Outcomes)

Identify two learning objectives that would indicate the client has met the goal. Choose the learning objectives from the following domains of learning:

- COGNITIVE
- PSYCHOMOTOR
- AFFECTIVE

Learning Objectives in the Cognitive Domain – The cognitive domain pertains to knowledge, comprehension, application, analysis, synthesis, and evaluation. Verbs that can be used when writing expected outcomes in the cognitive domain include: compares, defines, describes, states, explains, differentiates, names, plans, solves, summarizes, identifies, and gives examples. *The client will be able to state ...*

Learning Objectives in the Psychomotor Domain – The psychomotor domain emphasizes skills and motor/technical performance. Verbs that are used when writing expected outcomes in the psychomotor domain include: demonstrates, manipulates, shows, assembles, arranges, constructs, and works. *The client will be able to demonstrate...*

Learning Objectives in the Affective Domain – The affective domain emphasizes emotions, feelings, attitudes, and the value the client/family attaches to a behaviour. Verbs that can be used

when writing expected outcomes in the affective domain include: chooses, justifies, defends, values, initiates, displays, selects, shares, uses, relates, and justifies. *The client chooses to...*

STEP 5: Planning Implementations/Interventions

Identify the content of your teaching plan, teaching strategies/methods, time, place, types of sessions, teaching tools, and instructional resources such as pamphlets, videos, or demonstration. Some examples of teaching strategies include lecture, discussion, demonstration, role-playing, AV material, printed material, computer and panel discussion. Include a rationale for strategies selected.

STEP 6: Evaluation

Determine how the learning objectives will be achieved and how learning has occurred. How will the client meet the stated objectives? Write a statement that would indicate the client has achieved the goal.

For **cognitive domain learning**, evaluation may include questioning the client, having the client explain what was taught or providing a written test/quiz.

For **psychomotor domain learning**, evaluation would involve having the client do a return demonstration of a task (that is, have the client repeat a task he/she has just been taught).

For **affective domain learning**, evaluate learning through the client's response(s), attitudes, and feelings expressed.

STEP 7: Reflection

Discuss what you think are the strengths and weaknesses of the teaching plan. How has this experience influenced your future practice?

STEP 8: References

Develop a reference page using APA format to credit your sources of information. Use one additional resource beyond your Nursing Foundations textbook.

Resources to Assist in the Teaching Plan Assignment

Bloom's taxonomy of learning domain; Access at
<http://www.nwlink.com/~donclark/hrd/bloom.html>

Potter & Perry

Nursing Foundation I Reading: *SMART Goals: How to write and use with clients*

Teaching Plan Table

CLIENT NAME:	
ASSESSMENT Assessment Considerations: Factors that might affect the teaching and learning process:	
NURSING DIAGNOSIS: (IDENTIFY THE LEARNING NEED) 1.	
PLANNING (ESTABLISH GOAL AND LEARNING OBJECTIVES: COGNITIVE, AFFECTIVE, AND/OR PSYCHOMOTOR) 1. Client Goals: 2. Learning Objectives: 3. 4.	Expected Outcomes
IMPLEMENTATION (HOW WILL YOU FACILITATE LEARNING?) Planned Teaching Strategies:	Rationale for Strategies:
EVALUATION (HOW WILL YOU KNOW THAT LEARNING HAS TAKEN PLACE?) Nursing Actions/Assessment Strategy	
REFLECTION Strengths and weaknesses of plan? Influences for future practice?	

ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL PORTFOLIO

Due Date: March 12, 2018 by Noon.

You are expected to maintain and enhance the 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 maintaining and enhancing 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 is **worth 10% of your final grade.**

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 is an essential aspect of the Professional Portfolio and is recorded through a review the competencies from the Course Outline or from the Competency Profile on the CLPNA website at www.clpna.com. Make a list of the competencies learned in this course and rate the proficiency achieved in each of the competencies.

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

*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**.*

CLINICAL INTEGRATION ASSESSMENT

Due Date: March 14-16, 2018

In this assessment, the learner will have the opportunity to do the following:

- 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 simulation 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 II course.

***See appendix C for Marking Guide**

Instructions

There are three components to the clinical integration assessment and the learner will have 30 minutes to complete each component for a total of 60 minutes. The components are the organization plan, nursing care, and documentation and reflective practice.

ORGANIZATION PLAN

Complete the following within 30 minutes:

- Select a case study from the choices provided at the integrative assessment and use the organization plan form to record your information
- 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 within 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; explaining care, promoting comfort, safety, and privacy.
- Demonstrate effective communication when caring for the client.

DOCUMENTATION AND REFLECTIVE PRACTICE

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 and what could have been improved upon, and identification of modifications.

Clinical Integration Assessment – Student Guidelines

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

Students must demonstrate as well as vocalize their assessment and care so the instructor observing their performance is aware of what the student is assessing and his/her findings.

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

ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT

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

Nursing assessment (prior to medication administration)	
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Documentation Guidelines

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

CLPNA Competencies

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

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- F: Respiratory Care
- I: Neurological/Neurovascular Nursing
- O: Gerontology Nursing
- P: Palliative Care
- T: Occupation Health and Safety
- U: Medication Administration
- W: Professionalism
- X: Licensed Practical Nurse Leadership Role

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

- The CLPNA Code of Ethics and Standards of Practice (2015).

Refer to www.clpna.com for references

REQUIRED TEXTS

Required Textbooks and Resources

PRIMARY TEXT

Lipe, S.K., & Beasley, S. (2004). *Critical thinking in nursing: A cognitive skills workbook*. Philadelphia, PA: Lippincott Williams & Wilkins.

Ochs, G. (2010). *Study guide and skills performance checklists for Potter and Perry Canadian fundamentals of nursing* (4th ed.). Ross-Kerr, J.C., & Wood, M.J. (Eds.). (Canadian ed.). Toronto, ON: Elsevier.

Potter, P.A., & Perry, A.G. (2010). *Canadian fundamentals of nursing* (5th ed. Rev.). Ross-Kerr, J.C., & Wood, M.J. (Eds., Cdn. ed.). Toronto, ON: Elsevier.

Practical Nurse Collaborative Curriculum. (2012). *Nursing foundations II: Basic 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>

METI eDose. Online medication calculation program. <https://www.edose.net/>

Appendix A
NURSING FOUNDATIONS II: BASIC NURSING
Marking Guide for Assignment 1

ASSIGNMENT 1: TEACHING PLAN MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
ASSESSMENT OF CLIENT AND CLIENT LEARNING NEEDS					
<ul style="list-style-type: none"> • Used concepts from the metaparadigm to identify the learning needs 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified factors and relevant characteristics of the client that might affect the teaching/learning process and indicated whether or not others need to be included in teaching 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly evident how assessment supports selection of nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
					/15
Comments:					
NURSING DIAGNOSIS (IN TERMS OF LEARNING NEED), GOAL, AND LEARNING OBJECTIVES					
<ul style="list-style-type: none"> • Identified and stated nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly formulated goal and identified how client was involved with setting the goal 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified 2 learning objectives that indicate how the client will meet the goal 	Excellent	Satisfactory	Minimal	None	
					/15

KEY CONTENT**MARKING GUIDE**

POINTS:	5	3	1	0
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Comments:**TEACHING STRATEGIES AND RATIONALE**

- | | | | | |
|---|-----------|--------------|---------|------|
| • Identified relevant teaching strategies | Excellent | Satisfactory | Minimal | None |
| • Included rationale to support teaching strategies | Excellent | Satisfactory | Minimal | None |

/10**Comments:****EVALUATION AND REFLECTION**

- | | | | | |
|--|-----------|--------------|---------|------|
| • Identified how the learning objectives will determine client learning | Excellent | Satisfactory | Minimal | None |
| • Discussed the strengths and weaknesses of using the teaching plan | Excellent | Satisfactory | Minimal | None |
| • Identified implications for using the teaching plan in future practice | Excellent | Satisfactory | Minimal | None |

/15**Comments:**

TOTAL **/55**

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	1	0.5	0.25	0
TITLE PAGE					
<ul style="list-style-type: none"> Included: header and page number; running head. Remaining items centred: title of paper, student name, college name; course and section number; assignment name and number, and instructor name (all centred), and date. 	Excellent	Satisfactory	Minimal	None	
BODY OF PAPER					
<ul style="list-style-type: none"> 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	
REFERENCES					
<ul style="list-style-type: none"> Citations in body of paper follow APA format 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> References, on separate page, follow APA format 	Excellent	Satisfactory	Minimal	None	
GRAMMAR AND SPELLING					
<ul style="list-style-type: none"> Grammar appropriate and words spelled correctly (< 5 errors) 	Excellent	Satisfactory	Minimal	None	
	TOTAL				/5
Comments:					
	GRAND TOTAL (ALL MARKING GUIDES)				/60

Submit this marking guide with the assignment.

Appendix B
NURSING FOUNDATIONS II: BASIC NURSING
Marking Guide for Assignment 2

ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL PORTFOLIO

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

Submit this marking guide with the assignment.

Appendix C
NURSING FOUNDATIONS II: BASIC NURSING
Marking Guide for Clinical Simulation

CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE

	5	3	1	0
ORGANIZATION PLAN				
Nursing Diagnosis and Goal	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
Planning of Nursing Interventions	Identified 3 nursing interventions: one focusing on teaching	Identified 2 nursing interventions	Identified 1 nursing intervention	Unable to identify any nursing interventions
Medication Research	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
TOTAL	/15			
Comments:				

		5	3	1	0
NURSING CARE					
Focused Assessment	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	
Implementation of Nursing Interventions	Demonstrates independent practice, application of safety principles, 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	
Evaluation	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	
Nurse/Client Relationship	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	
Communication	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	
TOTAL	/25				

	5	3	1	0
Comments:				
DOCUMENTATION AND REFLECTION				
<p>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</p>	<p>Missed minority of the documentation guidelines. May or may not be able to identify priority information to report</p>	<p>Missed majority of the documentation guidelines. Unable to identify priority information to report.</p>	<p>Missed all of the documentation guidelines. Unable to identify priority information to report.</p>	
Documentation and Reporting				

	5	3	1	0
Reflection	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
TOTAL	/10			
Comments:				
GRAND TOTAL	/50			
Comments:				

Competency Achievement

Review the competencies from the Course Outline or from the Competency Profile on the CLPNA website at www.clpna.com. Make a list of the competencies learned in this course and rate the proficiency achieved in each of the competencies.

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 situations, scenarios, and nursing practice

Fair: Understands the competency in theory; unable to apply it to situations, scenarios or nursing practice

Poor: Does not understand content related to the competency

*You will be expected to set up a **Continuing Competency Binder** of competency achievement as a requirement for the completion of the professional portfolio in Nursing Foundations VIII.*
