



PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

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

FALL 2012

September 5, 2012–October 15 , 2012

**INSTRUCTOR: Barb Reitz
Alesha Grant
Catharine Szpak**

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

Table of Contents

PRACTICAL NURSING 200.....	Error! Bookmark not defined.
CALENDAR STATEMENT	5
COURSE HOURS	5
COURSE DESCRIPTION.....	5
TUTOR INFORMATION	5
GENERAL LEARNING OUTCOMES	6
INSTRUCTIONAL METHODS	6
PRACTICAL NURSING PROGRAM POLICIES	7
LATE POLICY FOR ASSIGNMENTS	7
SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE	7
DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM.....	7
SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE	7
OVERVIEW OF LEARNING EXPERIENCES	8
ORIENTATION TO LAB SETTING	8
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	9
PREPARATION FOR LABS	9
GUIDED PRACTICE AND HOW IT WORKS	9
GUIDED PRACTICE.....	10
OVERVIEW OF COURSE ASSESSMENT	10
DISTRIBUTION OF MARKS	11
PASSING LEVEL AND GRADING SCALE.....	11
NURSING LABS	11
IMPORTANT ADDITIONAL INFORMATION.....	12
ASSIGNMENT 1: MEDICATION CALCULATION PROFICIENCY.....	12
ASSIGNMENT 2: CRITICAL THINKING AND REFLECTIVE PRACTICE.....	12
ASSIGNMENT 3: RESEARCH OF BEST PRACTICE AND APPLICATION TO NURSING CARE.....	12
ASSIGNMENT 4: BUILDING YOUR PROFESSIONAL PORTFOLIO	13
CLINICAL INTEGRATION ASSESSMENT.....	13
MIDTERM EXAM.....	13
FINAL EXAM.....	13
Assignment 1: Medication Calculation Proficiency	14
INSTRUCTIONS.....	14
Assignment 2: Critical Thinking and Reflection of Practice.....	15
INSTRUCTIONS.....	15
SCENARIO 1	16
SCENARIO 2	16
SCENARIO 3	16
SCENARIO 4	17
SCENARIO 5	17

Assignment 3: Research and Application to Nursing Care	18
INSTRUCTIONS.....	18
PART A: RESEARCH	18
PART B: CARE PLAN	19
Assignment 4: Building Your Professional Portfolio	20
CONTINUING COMPETENCY ACHIEVEMENT	21
PROFICIENCY CATEGORIES	21
REPORT ON PROGRESS OF PROFESSIONAL PORTFOLIO	21
INSTRUCTIONS.....	23
ORGANIZATION PLAN	23
NURSING CARE	23
DOCUMENTATION	24
CLINICAL INTEGRATION ASSESSMENT: STUDENT GUIDELINES.....	24
ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT	24
DOCUMENTATION GUIDELINES.....	25
CODE OF ETHICS.....	26
CLPNA COMPETENCIES.....	26
REQUIRED TEXTS	26
REQUIRED TEXTBOOKS AND RESOURCES	26
PRIMARY TEXT	26
OTHER REQUIRED RESOURCES	27
INTERNET RESOURCES TO SUPPLEMENT TEXT READINGS	27
Appendix A.....	28
NURSING FOUNDATIONS III: Medical/Surgical Nursing.....	28
Marking Guide for Assignment 2	28
ASSIGNMENT 2: CRITICAL THINKING AND REFLECTION OF PRACTICE – MARKING GUIDE..	28
Appendix B	29
NURSING FOUNDATIONS III: Medical/Surgical Nursing.....	29
Marking Guide for Assignment 3	29
ASSIGNMENT 3: RESEARCH AND APPLICATION TO NURSING CARE – MARKING GUIDE	29
APA AND GRAMMAR: MARKING GUIDE.....	31
Appendix C.....	32
NURSING FOUNDATIONS III: Medical/Surgical Nursing.....	32
Marking Guide for Clinical Integration Assessment	32
CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE	32

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

CALENDAR STATEMENT

NURSING FOUNDATIONS III: MEDICAL/SURGICAL NURSING * Semester III

This nursing foundations course provides instruction in the integration of knowledge and skills required to provide competent nursing care to the medical/surgical client. A client may require medical or surgical intervention to achieve optimal health. The practical nurse plays a major role in the care of the client admitted to hospital for medical or surgical interventions.

Pre-requisites: All Year One Courses

Co-requisite: Pathophysiology, Pharmacology

COURSE HOURS

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

COURSE DESCRIPTION

The focus of this nursing course is on nursing care and related skills based on evidence-informed medical/surgical nursing practice. The learner builds upon previous nursing knowledge and related theory in adapting the nursing approach to the care of the medical/surgical client using the nursing metaparadigm and the nursing process. The learner continues to develop leadership skills through the experience of mentorship. A laboratory component is included in which learners apply theory and practise nursing skills related to medical/surgical nursing, including intravenous medication administration.

TUTOR INFORMATION

Alesha Grant
Phone (Office) 780 791-8917
e-mail: alesha.grant@keyano.ca

Office hours: Mondays 1-4 pm

GENERAL LEARNING OUTCOMES

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

1. Describe the role of the practical nurse and interdisciplinary health-care team in the medical/surgical setting.
2. Integrate the nursing metaparadigm, nursing theories, and related knowledge into nursing practice in providing holistic care for the medical/surgical client.
3. Explain safety as it applies to care of the client and working with the interdisciplinary team in a medical/surgical setting.
4. Apply nursing process to practise safe and holistic nursing care of the medical/surgical client.
5. Demonstrate the safe application of medical/surgical skills.
6. Integrate concepts of self-care and nurse-client synergy when providing medical/surgical nursing care and promoting health.
7. Apply principles of teaching and learning related to the medical/surgical client.
8. Identify the legal and ethical principles in the care of the medical/surgical client.
9. Demonstrate cultural competence in the provision of nursing care.
10. Demonstrate documenting and reporting of pertinent client information.
11. Integrate professionalism and leadership in lab practice.
12. Incorporate research findings in evidence-informed practice in the delivery of medical/surgical nursing care.
13. Demonstrate reflective practice for personal and professional growth and continuous learning.

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.

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

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

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

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 Oxygenation

Unit 4: Management of Client with Altered Protective Mechanisms

Unit 5: Management of Client with Altered Elimination

Unit 6: Management of Client with Altered Fluid and Electrolyte Balance

Unit 7: Management of Client with Altered Neurosensory Function

Unit 8: Management of Client with Altered Nutrition

Unit 9: Management of Client with Altered Cardiovascular Function

Unit 10: Management of Client with Altered Musculoskeletal Function

Unit 11: Management of Client with Altered Endocrine Function

Unit 12: Management of Client with Altered Reproductive Function

2. Students will participate in 9 Labs. The nine labs covered in Nursing Foundations III: Medical/Surgical Nursing include:

1. Perioperative Care
2. Neurosensory Function
3. Musculoskeletal Function
4. Wound Care
5. Oxygenation
6. Fluid and Electrolyte Balance
7. Nutrition
8. Cardiovascular Function
9. Elimination

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

THEORY		
Midterm Exam; multiple choice	Demonstrate knowledge of course content (Units 1–5)	25%
Assignment 1	Medication Calculation Proficiency	5%
Assignment 2	Critical Thinking – Case Scenarios	20%
Assignment 3	Research of Best Practice – Application to Nursing Care	15%
Assignment 4	Building Your Professional Profile	No Grade
Final Exam Cumulative; multiple choice	Demonstrate knowledge of course content	35%
LAB		
Clinical Integration Assessment	Demonstration of integration of nursing knowledge and skills in the lab setting	Pass/Fail
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 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 will not be allowed to rewrite assignments or exams to raise their 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

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.

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

Assignment 1: Medication Calculation Proficiency

You will complete medication calculation activities using eDose that incorporate more advanced questions than in Nursing Foundations II. This assignment contributes **5%** towards the course grade.

Assignment 2: Critical Thinking and Reflective Practice

This assignment is due as assigned by your instructor/tutor. In this assignment, you will respond to critical analysis questions in the scenarios provided, using the format chosen in collaboration with your instructor/tutor. The purpose of this assignment is to utilize critical thought in the application of what has been learned to scenarios provided. This assignment contributes **20%** towards the course grade.

Assignment 3: 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 **15%** towards the course grade.

Assignment 4: 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 is **not graded** and **does not** contribute towards the final grade for the 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 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.

Final Exam

This multiple-choice exam contributes **35%** toward the course grade. It covers all course information from Unit 1 through Unit 12.

ASSIGNMENT 1: MEDICATION CALCULATION PROFICIENCY

Due date: September 14, 2012

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

- Participate in an online medication calculation exercise.

Through this assignment, you will complete a variety of medication calculations using eDose. These exercises will be assigned by your instructor/tutor, and will be applicable to the medical/surgical client. Mastery of accurate medication calculations is essential to the safe administration of medications.

You must achieve a **90%** grade at completion of the exercises in order to receive the 5% mark toward the final grade.

Instructions

You will be given instructions on how to log on to eDose to participate in the medication calculation exercises. Upon completion of the exercises, you will print out your results and submit them to your instructor/tutor.

ASSIGNMENT 2: CRITICAL THINKING AND REFLECTION OF PRACTICE

Due date: September 24, 2012

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

- Participate in discussions of scenarios
- Demonstrate critical thinking related to scenarios
- Apply knowledge of the medical/surgical client to nursing care of the scenario client
- Reflect on the applicability of nursing care for the medical/surgical client

Through this assignment, you will apply what you have learned in class, in readings, and through experience to scenarios the practical nurse may encounter in his/her career.

1. Submit responses based on format dictated by delivery method
2. The learner will submit the marking guide with the assignment.
3. See **APPENDIX A** for marking guide

Instructions

The purpose of this assignment is to apply what has been learned in class, readings, and experience to scenarios the practical nurse may encounter in his/her career. The due date for this assignment is dependent on the method of completion chosen.

This is a participation assignment, and all five (5) scenarios must be completed for successful completion of this assignment. You will be provided with the five scenarios and will respond to the critical analysis questions, giving rationales for your answers. One of the following methods for completion of this assignment will be chosen in collaboration with your instructor/tutor.

- In the classroom, as group discussions led by the instructor:
 - The instructor may choose to have students provide feedback on answers provided. Or, he/she may choose to have you submit written responses to each scenario at various times when applicable during the course. These responses should be a minimum of one paragraph and not more than two paragraphs or 200 words.
- As an online discussion format:
 - Students must respond to a least one other posting with feedback that is constructive and relevant. The response should be a minimum of one paragraph and not more than two paragraphs or 200 words.

SCENARIO 1

You are caring for Sarah, a 25-year-old first year nursing student, who is engaged to be married next year. Sarah has been admitted to hospital with a severe asthma attack resulting from a bout of viral pharyngitis. Her physician won't discharge her from hospital until her oxygen (O₂) saturation level is above 92% on room air.

This morning Sarah's vital signs are T-35.4, R-30/min, BP 90/60 and SP02-92% on 2L oxygen/min NP. Sarah expresses that she is very worried about missing time from class because midterms are next week. However, Sarah's O₂ level drops to less than 90% every time she is off oxygen. Discuss your nursing care priorities for Sarah.

SCENARIO 2

Seventy-five-year-old Bertha is admitted to your care following a week of nausea and diarrhea. Bertha states she has been otherwise healthy till this admission. She is accompanied by her eldest daughter. Bertha states: "I hate to be a bother, but I can't keep anything in me with this silly stomach flu." Her daughter adds that her mother is rarely ill, and she is concerned as she seems to be "a little confused."

Bertha presents with persistent vomiting and diarrhea. She appears weak and lethargic, her skin is dry and turgor is poor, her mucous membranes are dry, and she has markedly decreased urine output. She presents with postural hypotension of 90/56 when sitting, heart rate of 110 with weak radial pulse, and respirations are 24/min.

State three (3) possible abnormalities you might find upon your physical assessment and list two (2) potential interventions that may be requested with regard to her care.

SCENARIO 3

Lorraine is a 35-year-old who underwent a left mastectomy five days ago. She has absorbable sutures and Jackson-Pratt (JP) drain sutured in place. She has come into the Outpatient Department for a dressing change and possible removal of the drain.

You are gathering supplies in preparation for wound care. With regard to the incision and drain, what factors must be assessed?

The JP drain had a scant amount of serous drainage and the drain was removed by the physician. The drain tubing was intact. You have cleansed the incision and drain site. The incision site is well approximated, slightly reddened, no odour or exudates noted. The drain site is slightly reddened, no edema, no odour noted. You have applied dry sterile dressings. This client is going home and she will follow up with her physician in two weeks time. What would you teach this client with regard to care of her incisions?

SCENARIO 4

You are caring for John, a 50-year-old client with a history of stomach cancer. He is admitted for gastric resection. The doctor's orders include pre-operative insertion of a nasogastric (NG) tube. What protocol would you follow to insert the NG tube? How would you prepare your client prior to insertion?

John is ordered total parenteral nutrition (TPN) for two days pre-operatively. What explanation would you give John about the benefits of TPN? What is your role as a practical nurse administering TPN?

John is ordered clear fluids post-operatively once the NG tube is removed. What is the usual post-operative diet progression?

SCENARIO 5

Sixty-eight-year-old Charlie spent the afternoon drinking with friends. An ambulance was called when he fell down some steps, striking his head. He is admitted to acute care and his doctor orders neurovital signs q1hour.

You have been assigned Charlie's admission to the unit. In the beginning of the admission process, he looked alert and awake. He answered questions promptly and correctly, but has progressively become angry and impatient with you. During the physical assessment he follows commands but is belligerent and starts swearing at you. His pupils are 4mm and equal and reactive to light. T-36.2, P-76, R-17, BP 130/70.

Charlie has been settled in his room for one hour when you return to reassess his neurovital signs. When you enter the room he doesn't look at you except when you say his name. He speaks words but they are unintelligible. He is restless and unable to follow commands for motor response. He is trying to climb over the side rails. Pupils are: Left 3mm and sluggish, Right 4mm and reacting briskly. T-36.2, P-50, R-14 and irregular, BP-168/50.

What is the client's GCS on first and second assessment?

What would the nursing implications be, assuming the assessment changes are a result of alcohol consumption and not the results of a change in the level of consciousness?

ASSIGNMENT 3: RESEARCH AND APPLICATION TO NURSING CARE

Due date: October 5, 2012

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 B** 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.

ASSIGNMENT 4: BUILDING YOUR PROFESSIONAL PORTFOLIO

Due date: October 10, 2012

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 is **not graded** and **does not** contribute towards the final grade for this course.

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 and is recorded through a review of 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 you 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**.*

Report on Progress of Professional Portfolio

DESCRIPTION OF <u>ONE</u> SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE	
WHAT I LEARNED	

WHY IT WAS MEANINGFUL/ SIGNIFICANT	
HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE	
ADDITIONAL COMMENTS	

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 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 C** for marking guide

Instructions

There are three components to the clinical integration assessment, and you will have 30 minutes to complete each component for a total of 90 minutes. The components are the organization plan, the 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 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 **90** 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.

ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT

PRIORITY NURSING DIAGNOSIS			
CLIENT-CENTRED GOAL (Using SMART Criteria)			
NURSING INTERVENTION <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. 	1)	2)	3)
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

CODE OF ETHICS

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
- T: Occupational Health and Safety
- U: Medication Administration
- V: Infusion Therapy

Refer to 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. (2010). *Textbook of medical/surgical nursing* (2nd Cdn. ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Potter, P.A., Perry, A.G., Ross-Kerr J.C., & Wood M.J. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto, ON: Elsevier.

Practical Nurse Collaborative Curriculum. (2011). *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>

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

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 2

ASSIGNMENT 2: CRITICAL THINKING AND REFLECTION OF PRACTICE – MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
Completion of five (5) scenarios (1 mark for each scenario completed). All scenarios must be completed for successful completion of assignment		Excellent	Satisfactory	Minimal	None
Answers all questions provided using critical thought and provides rationale for response:					
• Scenario 1		Excellent	Satisfactory	Minimal	None
• Scenario 2		Excellent	Satisfactory	Minimal	None
• Scenario 3		Excellent	Satisfactory	Minimal	None
• Scenario 4		Excellent	Satisfactory	Minimal	None
• Scenario 5		Excellent	Satisfactory	Minimal	None
Reflects on applicability to nursing practice in clinical setting		Excellent	Satisfactory	Minimal	None
Participates in discussion of scenarios		Excellent	Satisfactory	Minimal	None
Provides constructive feedback to others (as dictated by delivery method)		Excellent	Satisfactory	Minimal	None
Follows format dictated by delivery method		Excellent	Satisfactory	Minimal	None
TOTAL					/50

Comments:

Submit this marking guide with the assignment.

Appendix B
NURSING FOUNDATIONS III: Medical/Surgical Nursing
Marking Guide for Assignment 3

ASSIGNMENT 3: RESEARCH AND APPLICATION TO NURSING CARE – MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
PART A: RESEARCH PAPER					
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	
				/25	
Comments:					
PART B: CARE PLAN					
Nursing Diagnosis					
Wrote a nursing diagnosis statement that relates to health promotion issue and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None	
Wrote a nursing diagnosis statement that focused on an educational need and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None	

KEY CONTENT	MARKING GUIDE			
POINTS:	5	3	1	0
Wrote a nursing diagnosis statement that focused on a potentially ineffective behaviour and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
Comments:				/15
GOALS/EXPECTED OUTCOMES				
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
Comments:				/10
INTERVENTIONS				
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
Comments:				/10
TOTAL				/60

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					
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	
BODY OF PAPER					
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					
Citations in body of paper follow APA format	Excellent	Satisfactory	Minimal	None	
References, on separate page, follow APA format	Excellent	Satisfactory	Minimal	None	
GRAMMAR AND SPELLING					
Grammar appropriate and words spelled correctly (< 5 errors)	Excellent	Satisfactory	Minimal	None	
	TOTAL				/5
Comments:					
	GRAND TOTAL (ALL MARKING GUIDES)				/65

Submit this marking guide with the assignment.

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

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:				
NURSING CARE				

	5	3	1	0
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					
Documentation and Reporting	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.	

	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:				