



**UNIVERSITY OF ALBERTA COLLABORATIVE  
BACCALAUREATE NURSING PROGRAM**

**PRACTICAL NURSE COLLABORATIVE  
CURRICULUM**

**NURSING 099 COURSE SYLLABUS  
NURSING SKILLS AND SAFETY SCREEN**

**KEYANO COLLEGE**

**Spring 2019**

**May 6, 2019-June 14, 2019**

**Lab Instructors:**

**Crystal Rose, MN RN**

# NURSING 099 Course Outline

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**NURSING 099  
NURSING SKILLS AND SAFETY SCREEN  
COURSE OUTLINE**

**CALENDAR STATEMENT**

**NURSE 099 Nursing Skills and Safety Screen\* 5 credits**

This course is mandatory for students who have failed a clinical course or the student who has left the program and wishes to return. In the lab setting, the student will simulate the nursing care of clients experiencing acute and complex variances in health in ambiguous, rapidly changing situations. Objective data will be collected through the observed structured nursing care for simulated patients utilizing selected levelled clinical scenarios. This data will be supplemented with examples of writing (learning goals, nursing care plan, patient research, charting and self-evaluation). Developed checklists for the skills chosen will be utilized to evaluate the skills component of this screen. In addition, the student will be required to write and pass a Medication Administration Safety Screen (MASS) prior to the lab skills evaluation. The student will not register in any courses until successfully completing the Nursing Skills and Safety Screen course.

**COURSE HOURS**

SEMINAR: 21

LAB: 42

**COURSE DESCRIPTION**

This mandatory course will be available to students who have failed a clinical course or students who have taken a year off and are making application to re-enter the program. The course will consist of both seminar and lab time under the supervision of an instructor. The overall objectives of this course are to champion client safety, promote student safety, and assist the student to be successful within the program. In the lab setting, the student will simulate the nursing care of clients experiencing acute and complex variances in health in ambiguous, rapidly changing situations, by consistently demonstrating competence with: required skills indicated in the integrated lab map; reflective practice; nursing process; communication skills; teaching skills; self-direction; and critical thinking. The student will be assessed on knowledge covered in all previously successfully completed courses. This course is a pass/fail course. The student will be given two chances to successfully complete the Nursing Skills and Safety Screen course. If unsuccessful in both attempts, the student will be required to withdraw from the program.

## INSTRUCTOR INFORMATION

Name: Crystal Rose  
Phone: 780-791-8937  
E-mail: [crystal.rose@keyano.ca](mailto:crystal.rose@keyano.ca)  
Office: S111A

Instructor will be available for student consultation in office from Monday to Friday. Please contact your instructor or nursing office administration (780-791-4889) to arrange a time.

## COURSE OBJECTIVES

### LEVELS OF INDEPENDENCE

In evaluating objectives, the following levels of independence will be used:

**With assistance:** The student requires direction and information.

**With minimal assistance:** The student requires *occasional* direction and information.

**With guidance:** The student requires clarification, prompting and confirmation.

**With minimal guidance:** The student requires *occasional* clarification, prompting and confirmation.

**Independently:** The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

**Direction:** Clinical instructor tells student what to do, about what steps to take.

**Information:** Clinical instructor tells student specifics about a concept or topic.

**Clarification:** Clinical instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

**Prompting:** Clinical instructor provides student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

**Confirmation:** Clinical instructor provides positive feedback for correct information and direction provided by the student.

**Consultation:** The student provides clinical instructor with information and/or direction and asks specific questions about the information or direction which the tutor confirms.

**Occasional:** The clinical instructor provides input every now and then.

## OBJECTIVES

In addition to maintaining competency with previous course objectives, upon completion of Nursing 099, the nursing student will be able to demonstrate the ability to achieve all of the following goals with **minimal guidance** from the lab instructor:

1. The student will demonstrate the ability to access, correctly interpret and apply written information from chart and policy/procedures to simulated patient scenarios.
2. The student will verbalize rationale for written medical and nursing information (example: Dr's orders, policy and procedure manuals) as applied to a simulated patient scenario.
3. The student will verbalize understanding and rationale of physical assessments.
4. Using simulated patient scenarios, the student will demonstrate the ability to identify and verbalize abnormal assessment findings.
5. Using simulated patient scenarios, the student will demonstrate the ability to identify and apply nursing interventions to address abnormal assessment findings and verbalize rationale to support selected interventions.
6. Using simulated patient scenarios, the student will demonstrate the ability to evaluate the effectiveness of nursing interventions and verbalize rationale to support selected interventions.
7. Using simulated patient scenarios, the student will demonstrate the ability to complete accurate, comprehensive charting (written documentation).
8. Using simulated patient scenarios, the student will verbalize understanding and rationale for medication orders and demonstrate the ability to perform safe medication administration skills.
9. Using simulated patient scenarios, the student will demonstrate competence and understanding of selected psychomotor skills relevant to current placement in the program (i.e. medication administration, insulin administration, dressing changes, care of an IV line, IM/SC injections and blood product administration).

## NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2018-2019) for specific BScN Program policies or refer to the Keyano College Practical Nurse Handbook (2018-2019) for specific Practical Nursing Program policies.

Please see [Keyano College Credit Calendar 2018-2019](#) for an overview of the Student Rights, Responsibilities, Student Misconduct and Discipline, and the Student Appeal Process.

University of Alberta Collaborative Baccalaureate students are expected to be familiar with the CARNA Nursing Practice Standards and the Canadian Code of Ethics for Registered Nurses. Practical Nurse Collaborative Curriculum students are expected to be familiar with the Practical Nurses of Alberta Standards of Practice and Code of Ethics for Practical Nurses.

## SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

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 a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Disability Services to establish reasonable accommodations. Please call 780-791-8934 or drop in at CC -167 (across from the Library).

## OVERVIEW OF LEARNING EXPERIENCES

### SAFETY SCREEN EXPECTATIONS

#### 1. *Student will:*

- 1.1 Formulate a learning plan, including an individualized weekly schedule of lab use, and give to the instructor within **one week** of the onset of this safety screen course (**Appendix A**). Schedule of lab use can be e-mailed to the instructor on a weekly basis.
- 1.2 Come to each practice lab prepared (having completed required readings, viewed required audiovisual resources, and with specific questions for the lab instructor).
- 1.3 Seek resources that will support their learning.
- 1.4 Complete patient research, nursing care plans/concept maps and medication research for each of the simulated patients they are assigned for in the lab and to care for in the safety screen simulation.
- 1.5 Ask questions which contribute to their ability to assess, critique and appraise what they do and do not know or understand.
- 1.6 Explore and discuss the underlying rationale for nursing care provided during the safety screen.
- 1.7 Applying research-based evidence to the development of their nursing practice.
- 1.8 Prepare a final self-evaluation (completion of the learning plan) including critical reflection following the safety screen simulation (**Appendix A**).

#### 2. *The lab tutor will:*

- 2.1 Provide a schedule negotiated with the student.
- 2.2 Inform student of supervised practice labs (which will allow the student to demonstrate the skill(s) and receive instructor feedback for skill refinement prior to the required skills demonstrations).
- 2.3 Administer the Safety Screen Simulation OSCE.
- 2.4 Provide ongoing feedback to the student.
- 2.5 Administer the Medication MASS.

## SAFETY SCREEN CONTENT

Safety Screen Content will vary and may include all or some of the following:

1. Specific medicine and/or surgical scenarios that provide opportunities to integrate previously learned concepts from anatomy, physiology, and pathophysiology in developing a plan of care.
2. Concept mapping when needed.
3. Development of a comprehensive plan of care using the nursing process (including rationale for nursing interventions).
4. Organization and time management for up to 2 patients (lab simulation) appropriate to student learning level.
5. Complete shift assessments, e.g. head to toe assessments and focused assessments on system(s) as warranted by the simulated patient's conditions.
6. Asynchronous seminar review specific to individual learning needs, including completion of two case studies by the end of the course.
7. OSCE testing based on simulated clients. Note: OSCE'S must be successfully passed before proceeding to a clinical course.

## LABS

Lab time will be offered throughout the course according to the course timetable. It is the expectation that the knowledge and skills obtained from previous labs will be incorporated into practice time. Students must identify their own learning needs associated with their learning goals to identify which skills or concepts should be reviewed in the allotted lab time and are responsible for reviewing the required resources prior to the commencement of lab. Students must create an individualized weekly schedule of lab use including desired skills and concepts for review. The initial weekly schedule will be handed in with the learning plan within one week of the commencement of the course and continued to be e-mailed on a weekly basis. Changes or updates to the schedule must be e-mailed to the instructor **at least one day prior** to the expected change in schedule and/or modification of skill review.

In the lab and simulation setting it is expected students will simulate the nursing care of clients experiencing acute and complex variances in health in ambiguous, rapidly changing situations, by consistently demonstrating competence with:

- Required skills indicated in previous completed courses in the University of Alberta Collaborative Baccalaureate Nursing Program, Keyano College, or Practical Nurse Collaborative Curriculum Program, Keyano College.
- Reflective practice
- Nursing process
- Communication skills
- Teaching skills
- Self-direction
- Critical thinking

**It is the expectation that students bring their previously obtained lab kits to each lab and utilize these supplies during lab time. Supplies will only be provided for the safety screen simulation and skills demonstration OSCE.**

## **SEMINARS**

Seminars are delivered in an asynchronous format, meaning students are not required to review suggested self-study concepts according to a specific time or format. Students must individually review concepts according to their individual learning needs. Content of self-study seminars is flexible; however suggested topics are outlined on Moodle and completion of two case studies is required.

- The two case studies to be completed will be provided on Moodle. Please select and complete the case studies that is specific to you and according to the last course you passed and hand in by due dates on the timetable.

## **OVERVIEW OF COURSE EVALUATION**

In order to pass Nursing 099, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and evaluation requirements. Students must receive a passing evaluation for each component of Nursing 099 and meet all requirements outlined in **Appendix C** in order to pass the course.

<b>METHOD OF EVALUATION</b>	<b>DATES</b> (See Timetable for Time and Location)	<b>PERCENTAGE OF FINAL GRADE</b>
Learning Plan	<b>Due: May 13, 2019</b>	PASS/FAIL
Medication Administration Safety Screen (MASS)	<b>May 15, 2019</b>	PASS/FAIL
Skill Demonstrations	<b>(1<sup>st</sup> skill): May 22, 2019</b> <b>&amp;</b> <b>(2<sup>nd</sup> skill): May 30, 2019</b>	PASS/FAIL
Seminar – Case Studies	<b>Due: (1<sup>st</sup> Case Study): May 22, 2019</b> <b>&amp;</b> <b>Due: (2<sup>nd</sup> Case Study): June 5, 2019</b>	PASS/FAIL
Safety Screen Simulation OSCE	<b>June 11, 2019</b>	PASS/FAIL



## MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

The medication administrative safety screen exam (MASS) will be held prior to the safety screen simulation OSCE. Refer to course timetable for date and location. Any required changes in time/room number will be communicated through e-mail.

The exam will include course appropriate level application of dosage calculations, medication preparation and administration protocols. This exam will include calculations, according to program and year requirements such as administering oral, subcutaneous and intra-muscular medications, as well as determining IV flow rates and conversions. This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. Students may use a basic calculator in the exam. The pass mark is set at (A) 90%.

Students who are unsuccessful in this exam will be given the opportunity to write one (1) supplemental exam which must be completed within one week. Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 099.

## SAFETY SCREEN SKILLS DEMONSTRATION AND SIMULATION OSCE

### SKILLS DEMONSTRATION

The student is responsible for demonstrating they are current with all nursing skills covered in previous labs. To facilitate student accountability, the instructor will identify two level appropriate skills that the student must demonstrate at a satisfactory level. Skills demonstrations will be evaluated according to the pertinent assessment check list from *Clinical Nursing Skills and Techniques* and previous lab content. Satisfactory demonstration will be determined at the discretion of the instructor. If unsuccessful in the first demonstration, the student will be given the opportunity to demonstrate the skill a second time. These two skills must be satisfactorily demonstrated by the end of the course in order to successfully pass Nursing 099. Selected skills specific to your year will be provided in advance and students will be given the opportunity to practice these skills in open lab times. Please see dates on timetable for open lab times and skill demonstrations.

### SIMULATION OSCE

Objective data will be collected through the observed structured nursing care for simulated patients utilizing selected, leveled clinical scenarios. This data will be supplemented with examples of writing (learning goals, nursing care plan, patient research, charting and self-evaluation). Simulation scenarios will be provided in advance, which provides an opportunity for the student to prepare for the simulation experience. Successful completion of the simulation OSCE will be determined according to the minimal expected scenario outcomes as identified on the Simulation Learning System in conjunction with specific program year outcomes.

See **Appendix B** for further information regarding observed structured clinical evaluations.

## REQUIRED TEXTS

\*All required texts, labs, knowledge and experience from previous nursing courses are expected to be utilized in this course.

Scenarios were adapted from the Simulation Learning System: vSim for Nursing | Medical-Surgical Laerdal Medical and Wolters Kluwer Health **ISBN:** 978-1-4698-7109-7

### **Recommended Texts:**

Day, R.A, Williams, B. & Pauline, P. (2016). Brunner & Suddarth's Canadian Textbook of Medical-Surgical Nursing (3<sup>rd</sup> ed.). Philadelphia: Lippincot, Williams and Wilkins.

Predham, B. & Buckolz, S. (2010). Henke's Med Math (1<sup>st</sup> Canadian ed.). Philadelphia: Lippincott William and Wilkins

## Appendix A – Learning Plan

### Developing a Learning Plan

The learning plan including steps #1-3 is expected to be handed in within **one week** of the onset of the course. After the safety screen simulation OSCE students are expected to hand in the completed learning plan.

#### 1. Reflect on and assess your nursing practice

Conduct a self-assessment of your learning needs based on your program year.

- What are your strengths?
- What are the areas that require improvement?
- Do you consistently apply the CARNA Nursing Practice Standards and CNA Code of Ethics or Practical Nurses of Alberta Standards of Practice and Code of Ethics for Practical Nurses to your everyday practice?
- How do you maintain your knowledge, skills and competence to provide safe, competent and ethical nursing care?
- What personal and professional attributes help to ensure that you establish and maintain a therapeutic nurse-client professional standard of practice?
- How can you participate effectively in health team discussions and share information about client assessments to contribute to the direction of the plan of care? What barriers exist and how can you overcome them?
- How do you demonstrate responsibility and accountability for your nursing practice?
- Do you report and complete thorough and accurate documentation of client care and its ongoing evaluation in a clear, concise and timely manner?
- Would your documentation stand up to legal scrutiny?

#### 2. Set your nursing practice learning goals and outcomes

Your self-assessment should guide you in developing your personal learning plan. Ensure the goals are SMART.

- What do I want to achieve with my learning plan?
- What areas would I like to focus on for professional development?
- What strengths would I like to develop further to enhance my practice?

### 3. Develop a plan to meet your goals and outcomes

The learning plan outlines specific learning activities.

Examples of study/learning may include:

- Weekly seminar attendance
- Lab practice – certain skill/concept reviews
- Simulation participation
- Literature review: scholarly journals, scholarly books, electronic databases, internet search or secondary sources such as films, audio and/or video tapes.
- In-service education presentations
- Self-directed study
- Consultation with tutor, peers, etc.

The learning plan **must** include:

- Personalized weekly course schedule including identified use of lab time and skills/concepts to be reviewed in the allotted time.
  - Required learning activities on the timetable include:
    - MASS Exam
    - Skills Demonstration
    - Simulation OSCE
    - Case Studies

*\*We all enhance our knowledge in various ways, so don't hesitate to list other examples if they contributed to your ongoing professional development.*

### 4. Implement the learning/action plan

A wide variety of resources, including your tutor, can be used to accomplish your plan. Be creative and innovative.

### 5. Evaluate the influences of your learning plan on your nursing practice in this course

- Did I meet my learning goals/objectives?
- How did I meet my learning goals and objectives?
- Was the outcome valuable to me? Why or why not?

- How have I been able to maintain and/or enhance my practice?

#### 6. If the goals of your learning plan have not been met, reflect on why

- What circumstances influenced the implementation of my learning plan?
- Was my learning plan realistic and doable?
- Are there alternative ways that I could meet my learning goals?
- Do I need to re-assess my learning needs and revise my goals?

Self-assessment is a self-reflection and self-evaluation of your nursing practice based on the CNA Code of Ethics, CARNA Standards of Nursing Practice, Practical Nurses of Alberta Standards of Practice and Code of Ethics for Practical Nurses.

This self-assessment gives you the opportunity to:

- ✓ Identify the strengths and competencies that you choose to enhance further;
- ✓ Develop goals for your self-assessment; and
- ✓ Implement a learning plan to assist you in meeting your competency goals.

#### Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions throughout the course.

Students are highly encouraged to critically reflect on their nursing practice throughout the course and must include critical reflection in the completion and evaluation of the learning plan.

Recommended guidelines for Critical Self-Reflection:

- Describe in detail a significant experience that you had during the course. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How would the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.

<b>Student Name:</b>	<b>Date:</b>
<b>Strengths</b>	
<b>Learning Needs</b>	
<b>Learning Goals and Objectives</b>	
<b>Learning Plan</b>	

## **Appendix B – OSCE (Objective Structured Clinical Evaluation)**

### **Purpose of an OSCE**

An OSCE is an objective method of assessing a student's clinical skills where the areas tested and the evaluation criteria are determined in advance from course content and objectives. The OSCE is purported to have the potential for testing a wide range of knowledge and skills, and can be utilized to evaluate a large number of students in one examination period.

### **Description of an OSCE**

During an OSCE, students may rotate around a series of timed stations or they may randomly draw particular skill(s) to perform. For example students may be asked to take a focused history or perform some aspect of physical examination. Further, students may be asked to answer short questions, to interpret client data or to record findings. In accordance with their level of performance, students will be rated and scored against set criteria.

### **Guidelines for an OSCE**

Students must successfully complete their OSCE in order to pass Nursing 099.

The pass mark for the OSCE is 80%. If students are unsuccessful at the time of their initial evaluation, they may have one opportunity to repeat the OSCE.

An OSCE is considered to be similar to an exam-testing situation. Therefore, the same policies apply with respect to sharing information about the content of the OSCE.

**Appendix C – Safety Screen Final Evaluation Tool**

**Nursing 099 Safety Screen Final Evaluation Tool**

**Student Name:**

**Date:**

	<u><b>Complete</b></u>	<u><b>Incomplete</b></u>
<p><b><u>Communication &amp; Respect – Seminar/Lab Practice/Simulation</u></b></p> <ul style="list-style-type: none"> <li>• Meets with instructor when requested, creates own schedule for learning according and shares with the instructor, arrives on time for MASS, skill demonstrations and simulation OSCE, utilizes instructors as a resource;</li> <li>• notifies instructor of changes to lab schedule/ if late or absent;</li> <li>• during simulation appropriately establishes a nurse-client relationship (i.e. introduces self, uses appropriate language, demonstrates caring, expresses self clearly and respectful manner) respectful of professional boundaries;</li> <li>• during simulation speaks directly to client as applicable &amp; consistently informs client of actions prior to initiation of actions;</li> <li>• during simulation gathers physical, emotional and psychological information from client as required;</li> <li>• during simulation displays appropriate &amp; positive verbal and non-verbal communication;</li> <li>• during lab practice and simulation verbalizes knowledge and understanding of client condition by explaining client condition and drawing conclusions based on appropriate knowledge base (physiology, anatomy, pharmacology, nursing theory, nursing ethics, professional practice) as required;</li> <li>• during simulation assesses clients understanding, identifies areas to incorporate appropriate client teaching and follows through by teaching client.</li> </ul>		
<p><b><u>Critical Thinking – Seminar/Lab Practice/Simulation</u></b></p> <ul style="list-style-type: none"> <li>• Identifies client care assessment priorities based on the client’s current condition and care needs;</li> <li>• accurately interprets available evidence and provides a well developed, logical explanation that clearly articulates and draws from previous learning;</li> <li>• identifies gaps in learning and/or understanding;</li> <li>• explains key concepts with supporting rationale;</li> <li>• verbally reflects on content;</li> <li>• raises significant points, asks questions;</li> </ul>		



<ul style="list-style-type: none"> <li>• makes reasonable inferences and conclusions, explores alternate strategies to address questions or issues.</li> </ul>		
<p><b><u>Self-Direction - Seminar/Lab Practice/Simulation</u></b></p> <ul style="list-style-type: none"> <li>• Completes learning plan including: <ul style="list-style-type: none"> <li>• Individualized lab schedule identifying learning concepts</li> <li>• Development of SMART learning goals</li> <li>• Identifies own strengths and areas for development</li> <li>• Development of a plan to meet goals</li> <li>• Implementation of plan</li> <li>• Final Reflection</li> </ul> </li> <li>• Responds to fair evaluation comments from instructor</li> <li>• Demonstrates a understanding of instructor directed and self-directed learning</li> <li>• Completes tasks as required</li> </ul>		
<b>MASS Exam</b>		
<b>Skills Demonstration x2</b>		
<b>Case Study x2</b>		
<b>Simulation OSCE</b>		
<b>Comments</b>		
<p><b>PASS / FAIL</b>                      <b>*Student must complete all components to pass Nursing 099</b></p>		
<b>Instructor Signature:</b>	<b>Date</b>	
<p><b>The above evaluation findings have been reviewed with me. I have received a copy of this evaluation.</b></p> <p><b>Student Signature:</b></p>	<b>Date</b>	