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: Carla Hambley
Phone (Office): 780-881-1740
E-mail: Carla.hambley@keyano.ca
Office Hours: by appointment please
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.
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.

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.
ACCESSIBILITY 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 Accessibility 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 Accessibility 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

<table>
<thead>
<tr>
<th>THEORY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam multiple choice</td>
<td>Demonstrate knowledge of course content for Units 1–5</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>Development of a Teaching Plan</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Building Your Professional Profile</td>
</tr>
<tr>
<td>Med Calculation Exam</td>
<td>Medication Calculation Exam</td>
</tr>
<tr>
<td>Final Exam cumulative; multiple choice</td>
<td>Demonstrate knowledge of course content</td>
</tr>
</tbody>
</table>

LAB

| Clinical Integration Assessment | Practice integration of nursing knowledge and demonstration of nursing skills in the lab setting | Pass/Fail Mar 10, 11 & 12 |

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- Feb. 13, 2020

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%. The exam will not be subject to accommodations; the exam will be written within the allotted 45 minute time frame and invigilated by the instructor in the classroom. 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: Feb 11, 2020

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: Mar 17, 2020

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: Jan 31, 2020 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  

_Potter & Perry_

_Nursing Foundation I Reading:_ **SMART Goals: How to write and use with clients**
## Teaching Plan Table

<table>
<thead>
<tr>
<th><strong>CLIENT NAME:</strong></th>
<th></th>
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### 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.  

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th></th>
</tr>
</thead>
</table>

### IMPLEMENTATION (HOW WILL YOU FACILITATE LEARNING?)
Planned Teaching Strategies:  

<table>
<thead>
<tr>
<th>Rationale for Strategies</th>
<th></th>
</tr>
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</table>

### 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: **Feb 28, 2020 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
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 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

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

<table>
<thead>
<tr>
<th>Priority Nursing Diagnosis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Client-Centred Goal</td>
<td></td>
</tr>
<tr>
<td>(Using SMART Criteria)</td>
<td></td>
</tr>
<tr>
<td>Nursing Intervention</td>
<td>1)</td>
</tr>
<tr>
<td>- Identify one intervention related to nursing care.</td>
<td></td>
</tr>
<tr>
<td>- Identify one intervention related to medication administration.</td>
<td></td>
</tr>
<tr>
<td>- Identify one intervention related to teaching.</td>
<td></td>
</tr>
</tbody>
</table>

**Medication Research**

<table>
<thead>
<tr>
<th>Medication name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Safe dose? (Yes or no). Show rationale.</td>
<td></td>
</tr>
<tr>
<td>Nursing assessment (prior to medication administration)</td>
<td></td>
</tr>
</tbody>
</table>
# Documentation Guidelines

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments</strong></td>
<td>All relevant information included</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Medications</em></td>
<td>Documented medications on applicable forms – MAR/Narcotic Record/ Diabetic Record</td>
</tr>
</tbody>
</table>
| **Nursing Care** | Nursing care documented:  
  - in chronological order  
  - pertinent information included  
  - used appropriate terminology |
| **Evaluation** | Assessed effectiveness of nursing interventions and client response to treatment  
  - medications administered  
  - nursing care provided |
| **Documentation format** |  
  - 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:


Refer to [www.clpna.com](http://www.clpna.com) for references
Required Textbooks and Resources

PRIMARY TEXT


OTHER REQUIRED RESOURCES

Drug guide or online drug guide such as Medline Plus:

Medical dictionary or online medical dictionary such as Medline Plus:

METI eDose. Online medication calculation program. https://www.edose.net/
ASSIGNMENT 1: TEACHING PLAN MARKING GUIDE

<table>
<thead>
<tr>
<th>KEY CONTENT</th>
<th>MARKING GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT OF CLIENT AND CLIENT LEARNING NEEDS</strong></td>
<td></td>
</tr>
<tr>
<td>• Used concepts from the metaparadigm to identify the learning needs</td>
<td>Excellent  Satisfactory  Minimal  None</td>
</tr>
<tr>
<td>• Identified factors and relevant characteristics of the client that might affect the teaching/learning process <strong>and</strong> indicated whether or not others need to be included in teaching</td>
<td>Excellent  Satisfactory  Minimal  None</td>
</tr>
<tr>
<td>• Clearly evident how assessment supports selection of nursing diagnosis</td>
<td>Excellent  Satisfactory  Minimal  None</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td>/15</td>
</tr>
</tbody>
</table>

| **NURSING DIAGNOSIS (IN TERMS OF LEARNING NEED), GOAL, AND LEARNING OBJECTIVES** |                                       |
| • Identified and stated nursing diagnosis                                  | Excellent  Satisfactory  Minimal  None  |
| • Clearly formulated goal and identified how client was involved with setting the goal | Excellent  Satisfactory  Minimal  None  |
| • Identified 2 learning objectives that indicate how the client will meet the goal | Excellent  Satisfactory  Minimal  None  |
| **Comments:**                                                              | /15                                     |

<p>| <strong>TEACHING STRATEGIES AND RATIONALE</strong>                                      |                                       |
| • Identified relevant teaching strategies                                  | Excellent  Satisfactory  Minimal  None  |
| • Included rationale to support teaching strategies                        | Excellent  Satisfactory  Minimal  None  |
| <strong>Comments:</strong>                                                              | /10                                     |</p>
<table>
<thead>
<tr>
<th>Key Content</th>
<th>Marking Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: 5 3 1 0</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Key Content</th>
<th>Points:</th>
<th>Marking Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>1</td>
<td>Excellent Satisfactory Minimal None</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td></td>
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<td>0.25</td>
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<tr>
<td><strong>Body of Paper</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>1</td>
<td>Excellent Satisfactory Minimal None</td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td></td>
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<td>0.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Citations in body of paper follow APA format</td>
<td>1</td>
<td>Excellent Satisfactory Minimal None</td>
</tr>
<tr>
<td>• References, on separate page, follow APA format</td>
<td>0.5</td>
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</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grammar appropriate and words spelled correctly (&lt; 5 errors)</td>
<td>1</td>
<td>Excellent Satisfactory Minimal None</td>
</tr>
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<td><strong>Total</strong></td>
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<td></td>
<td>/5</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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**Grand Total (All Marking Guides)** /60

*Submit this marking guide with the assignment.*
## Assignment 2: Building Your Professional Portfolio

| Description of One 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.
## CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE

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

**Comments:**
<table>
<thead>
<tr>
<th>NURSING CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focused Assessment</strong></td>
</tr>
<tr>
<td><strong>Implementation of Nursing Interventions</strong></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td><strong>Nurse/Client Relationship</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
### DOCUMENTATION AND REFLECTION

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Reflection</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>No reflection demonstrated</td>
</tr>
</tbody>
</table>

| TOTAL | /10 |
| GRAND TOTAL | /50 |

Comments:

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

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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.