



PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN 156

NURSING FOUNDATIONS II: BASIC NURSING

WINTER 2022

January , 2022 – March , 2022

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PRACTICAL NURSE 156 NURSING FOUNDATIONS I: BASIC NURSING

Course Outline

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CALENDAR STATEMENT/COURSE DESCRIPTION

NURSING FOUNDATIONS II: BASIC NURSING * Semester II

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

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

Pre-requisites: PN155, PN158

Co-requisite: PN130

COURSE HOURS

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

TUTOR INFORMATION

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Office Hours:

Instructor: Liz Stewart
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Office Hours:

Instructor:
Phone (Office):
Email:
Office Hours:

GENERAL LEARNING OUTCOMES

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

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

Instructional Methods

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

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar. The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
 - Substitution in an examination by another person;
 - Handing in the same unchanged work as submitted for another assignment; and
 - Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Statement on Plagiarism

All students must complete the Plagiarism/Tutorial Certificate found on Moodle or click the link below. To locate this information on Moodle, 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. For online submissions of assignments, the student must submit a copy of the certificate in the designated drop box or email a copy of the certificate to the instructor as directed. For paper copy submission, the student must submit a copy of the certificate with each paper submission.
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.

<https://plagiarism.iu.edu/>

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

Online Course Information

Due to the pandemic, COVID-19, this course will be delivered in an online format. Instructors will deliver course material by utilizing different platforms that best suits the course. Online resources may include Microsoft Teams, ZOOM, virtual simulation, Adobe Connect, or Voice-Over PowerPoint Presentations. Courses will remain interactive throughout the semester and may include video lectures, forum discussions and virtual group projects. Evaluation criteria will be listed in each course syllabus.

It is the responsibility of the student to ensure access to these resources and participate in course content fully. If technical difficulties arise it is the responsibility of the student to contact their instructor as soon as possible to inform them of such. Where possible instructors will seek mutual resolution in the best interests of the class as a whole.

Expectations of Students Writing On-Line Exams

1. All exams and quizzes will be written online due to the COVID-19 pandemic.
2. 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. 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.
4. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
5. 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.
6. 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.
7. 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.
8. It is the responsibility of each student to be familiar with the contents of the Keyano College 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.

Using LockDown Browser for Online Exams

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser with this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

E-Learning

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements.

Internet Speed

Minimum Internet speeds of 5 Mbps.

Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home).

Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple
<p>Minimum Requirements:</p> <ul style="list-style-type: none">· A Windows 10 computer/laptop· Minimum 4GB of RAM.· 10GB+ available hard drive storage.· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees.· Microphone, webcam and speakers. A headset with a microphone is recommended.· System updates must be regularly installed.· Anti-Virus / Anti-Malware software	<p>Minimum Requirements:</p> <ul style="list-style-type: none">· A Macintosh (V10.14 and above) computer/laptop· Minimum 4GB of RAM.· 10GB+ available hard drive storage.· Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees.· Microphone, webcam and speakers. A headset with a microphone is recommended.· System updates must be regularly installed.· Anti-Virus / Anti-Malware software.
<p>Recommended Requirements</p> <ul style="list-style-type: none">· 8GB of RAM· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download	<p>Recommended Requirements</p> <ul style="list-style-type: none">· 8GB of RAM· A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office
<p>Chromebooks are not recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

Specific department requirements:

Business and OA programs require Windows 10.

Other programs may utilize Windows based tools as well.

Computer Software

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

Recording of lectures and Intellectual Property

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not share, distribute, or publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to share, distribute, publish or sell course related content (instructor, or students) without permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property. The [Academic Integrity Policy](#) provides additional information on Keyano College's expectations from students as members of the intellectual community.

ITS Helpdesk

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.

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

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

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Specialized Supports

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person throughout the semester. For a detailed list of library supports and services, go to www.keyano.ca/library. For any inquiries, please email askthelibrary@keyano.ca.

Begin your research with the [Library's FIND page](#). Search for sources using OneSearch, the Library's Catalogue, or by searching in a specific database selected from the [A-Z Database List](#).

Individual support with the Information Librarian is available virtually. Appointments can be requested by using the [Book A Librarian online form](#).

Research and Subject Guides are helpful resources when beginning your research or addressing other information needs. To view a subject or course specific guide, go to the Subject Guide webpage [here](#).

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

The Loanable Technology collection is available to support students in their online learning pursuits. Items available for borrowing include mobile projectors, webcams, noise cancelling headphones, Chromebooks, and laptops. For an up-to-date list of technology available for borrowing, go to the Library's [Loanable Technology webpage](#).

Skill Centre: Provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, assignment/lab support, writing support groups, facilitated study groups, workshops, and study space. This service is free and is available for all Math, Sciences, Humanities and Trades courses offered at Keyano.

While most courses are being offered online, the Skill Centre will be offering mostly virtual services and in-person sessions as requested. Please email Skill@keyano.ca to get in contact with our Academic Content Specialists. The Skill Centre is located in CC-119 at the Clearwater Campus.

For the most up to date information on how to book a session, please view the [Keyano Skill Centre homepage](#).

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery. The Academic Success Coach is located in the Skill Centre in CC-119 at the Clearwater Campus.

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. Hygiene Care
2. Wound Care and Bed Making
3. Nutrition and Hydration
4. Alterations in Mobility
5. Buccal, Sublingual Oral, Narcotic, and Controlled Medications
6. Intranasal, Topical, Eye, and Ear Medication
7. Integrated Lab
8. Subcutaneous Medications and Insulin (Pens and Drawn)
9. Intradermal and Intramuscular Medication
10. G-Tubes and Medication Calculation
11. Hypodermoclysis and Intravenous Lines
12. Integrated Lab
13. Oxygenation and Inhaled Medications
14. Elimination and Rectal Medication
15. Elimination (Ostomy)
16. Integrated Lab

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

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

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

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

OVERVIEW OF COURSE ASSESSMENT

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

DISTRIBUTION OF MARKS

THEORY			DATE
Midterm Exam multiple choice	Demonstrate knowledge of course content for Units 1–5	25%	07/03/22
Assignment 1	Development of a Teaching Plan	25%	31/01/22
Assignment 2	Building Your Professional E-Profile	10%	08/03/22
Med Calculation Exam	Medication Calculation Exam	Pass/Fail	03/03/22
Final Exam cumulative; multiple choice	Demonstrate knowledge of course content	40%	15/03/22
LAB			
Clinical Integration Assessment	Practice integration of nursing knowledge and demonstration of nursing skills in the lab setting	Pass/Fail	16/03/22 17/03/22
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 – 31/01/22

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 E-Portfolio – 08/03/22

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- 03/03/22

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 be either invigilated by the instructor in the classroom or written online.

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, 8, 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. The Medication Calculation 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.

Students who are unsuccessful will be given the opportunity to rewrite the medication calculation exam.

Students will have **three opportunities to pass** the Medication Calculation Proficiency Exam. **Failure to pass the exam will result in a course failure.**

The student and the tutor will schedule the exam re-write at a mutually agreed upon time

Midterm Exam: 07/03/22

This multiple-choice exam contributes **25%** toward the course grade. It covers course information from Unit 1 through Unit 5. Exam will be done online using Respondus LockDown Browser.

Final Exam: 15/03/22

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 online using Respondus LockDown Browser.

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: 31/01/22 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 7th edition format. A Teaching Plan Table form is provided.
2. The learner will submit the marking guide with the assignment.

***See Appendix A for Marking Guide**

Instructions

TEACHING PLAN GUIDELINES

STEP 1:

Assessment and Identification of Learning Needs and Barriers to Learning

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

Step 2:

Write a Nursing Diagnosis Addressing a Learning Need

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

Step 3:

Develop a Client-Centred Goal

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

Step 4:

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

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

- COGNITIVE
- PSYCHOMOTOR
- AFFECTIVE

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

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

Learning Objectives in the Affective Domain – The affective domain emphasizes emotions, feelings, attitudes, and the value the client/family attaches to a behaviour. Verbs that can be used when writing expected outcomes in the affective domain include: chooses, justifies, defends, values, initiates, displays, selects, shares, uses, relates, and justifies. *The client chooses to...*

STEP 5: Planning Implementations/Interventions

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

STEP 6: Evaluation

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

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

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

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

STEP 7: Reflection

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

STEP 8: References

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

Resources to Assist in the Teaching Plan Assignment

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

Potter & Perry

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

Teaching Plan Table

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

ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL E-PORTFOLIO

Due Date: 08/03/22 by Noon.

You are expected to maintain and enhance the Professional E-Portfolio begun in Nursing Foundations I during each Nursing Foundations course.

The purpose of a cumulative Professional E-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 E-Portfolio.
- Submission will be made electronically
- The report does **not** replace work on the Professional E-Portfolio but is an indication that you met expectations.
- This assignment is **worth 10% of your final grade.**

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

A. Personal:

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

B. Professional

- Philosophy of practical nursing
- Resume and cover letter
- Appraisals and evaluations
- Reflective practice
- Leadership
- Scholarly papers
- Nursing care plans
- Client teaching plans
- Professional goals
- CPRNE study plan

- Continuing competency achievement

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

Proficiency categories:

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

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

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

Poor: does not understand content related to the competency

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

CLINICAL INTEGRATION ASSESSMENT

Due Date: 16/03/22 17/03/22

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

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

***See appendix C for Marking Guide**

Instructions

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

ORGANIZATION PLAN

Complete the following within 30 minutes:

- Select a case study from the choices provided at the integrative assessment and use the organization plan form to record your information
- From the information provided in the case study, write one priority nursing diagnosis and one client-centred goal. Plan the nursing care for three nursing interventions, including one intervention focusing on teaching.
- Research any medication within the case study that you have selected. Include the medication name, purpose, safe dosage, and nursing assessment required prior to administration.

NURSING CARE

Complete the following within 30 minutes:

- Demonstrate nursing care following the nursing process: assess client, implement interventions in a safe manner, and explain how each intervention would be evaluated.
- Demonstrate the nurse/client relationship by establishing rapport; explaining care, promoting comfort, safety, and privacy.
- Demonstrate effective communication when caring for the client. Documentation and Reflective Practice

Complete the following within 30 minutes:

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

Clinical Integration Assessment – Student Guidelines

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

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

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

ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT

PRIORITY NURSING DIAGNOSIS			
CLIENT-CENTRED GOAL (Using SMART Criteria)			
NURSING INTERVENTION <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)			

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 II course:

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

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

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

Refer to www.clpna.com for references

REQUIRED TEXTS

Required Textbooks and Resources

PRIMARY TEXT

Potter, P.A., & Perry, A.G. (2018). *Canadian fundamentals of nursing* (6th ed.). Ross-Kerr, J.C., & Wood, M.J. (Eds., Cdn. ed.). Toronto, ON: Elsevier.

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

Practical Nurse Collaborative Curriculum. (2019). *Nursing foundations II: Basic nursing: Course materials*.

OTHER REQUIRED RESOURCES

Drug guide or online drug guide such as Medline Plus:

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

Medical dictionary or online medical dictionary such as Medline Plus:

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

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

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

ASSIGNMENT 1: TEACHING PLAN MARKING GUIDE

KEY CONTENT	MARKING GUIDE				
	POINTS:	5	3	1	0
ASSESSMENT OF CLIENT AND CLIENT LEARNING NEEDS					
<ul style="list-style-type: none"> • Used concepts from the metaparadigm to identify the learning needs 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified factors and relevant characteristics of the client that might affect the teaching/learning process and indicated whether or not others need to be included in teaching 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly evident how assessment supports selection of nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
					/15
Comments:					
NURSING DIAGNOSIS (IN TERMS OF LEARNING NEED), GOAL, AND LEARNING OBJECTIVES					
<ul style="list-style-type: none"> • Identified and stated nursing diagnosis 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Clearly formulated goal and identified how client was involved with setting the goal 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Identified 2 learning objectives that indicate how the client will meet the goal 	Excellent	Satisfactory	Minimal	None	
					/15
Comments:					
TEACHING STRATEGIES AND RATIONALE					
<ul style="list-style-type: none"> • Identified relevant teaching strategies 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> • Included rationale to support teaching strategies 	Excellent	Satisfactory	Minimal	None	
					/10

KEY CONTENT**MARKING GUIDE**

	POINTS:	5	3	1	0
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Comments:**EVALUATION AND REFLECTION**

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

/15**Comments:****TOTAL****/55**

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
	POINTS:	1	0.5	0.25
TITLE PAGE				
<ul style="list-style-type: none"> Included: Page number. Remaining items centred: title of paper (bold), student name, college name; course and section number; assignment name and number, and instructor name (all centred), and date. 	Excellent	Satisfactory	Minimal	None
BODY OF PAPER				
<ul style="list-style-type: none"> Paper organized: Page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12 pt. font. 	Excellent	Satisfactory	Minimal	None
REFERENCES				
<ul style="list-style-type: none"> Citations in body of paper follow APA format 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> References, on separate page, follow APA format 	Excellent	Satisfactory	Minimal	None
GRAMMAR AND SPELLING				
<ul style="list-style-type: none"> Grammar appropriate and words spelled correctly (< 5 errors) 	Excellent	Satisfactory	Minimal	None
TOTAL				/5
Comments:				
GRAND TOTAL (ALL MARKING GUIDES)				/60

Submit this marking guide with the assignment.

NURSING FOUNDATIONS II: BASIC NURSING
Marking Guide for Assignment 2

ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL E-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.

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

CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE

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

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

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

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

Competency Achievement

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

PROFICIENCY CATEGORIES

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

Good: Understands competency in theory and in situations, scenarios, and nursing practice

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

Poor: Does not understand content related to the competency

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