

PNUR 163: CLINICAL PLACEMENT 3 (150 hours)

COURSE DESCRIPTION

This clinical experience provides the learner with an opportunity to integrate theory and skills learned in Terms 1, 2 and 3 or the Access Term. The student will have the opportunity to work with clients of all ages who are experiencing acute or episodic health challenges. Clients will be selected based on acuity and complexity of the care required. The role of the practical nurse as a partner, collaborator and advocate within the healthcare team will be emphasized.

LEARNING OUTCOMES

At the completion of this course, the learner will be able to:

1. Use critical thinking when utilizing the nursing process with clients of all ages in the acute care setting.
2. Communicate respectfully and in a caring manner with individuals, families, groups and colleagues representing diverse needs, abilities, values and cultures.
3. Perform nursing interventions, including assessments, aimed at health promotion and/or healing, in a caring, safe, and organized manner in the acute care setting.
4. Use effective teaching/learning strategies that promote health/ healing and help clients/families make informed choices
5. Interact with members of the healthcare team in ways that contribute to effective working relationships and the achievement of mutual goals.
6. Adapt to changing situations and demands in a caring and professional manner in the acute care setting.
7. Seek opportunities for new learning and embrace the philosophy of lifelong learning.
8. Take responsibility for own actions and decisions demonstrating a self-reflective, self-evaluative approach to practice.
9. Administer medications in the acute care setting in a caring, safe and organized manner.

LEARNING OUTCOMES & KEY INDICATORS – ACUTE CARE

Learning Outcome 1

Use critical thinking when utilizing the nursing process with clients of all ages in the acute care setting.

Behaviours that reflect this outcome:

- l. Base nursing process on sound foundation of knowledge from physical, biological, behavioural and nursing sciences in all three terms of theory.
- m. Identify problems, changes and challenges.
- n. Anticipate potential health problems or issues.
- o. Access information that is relevant, accurate and current.
- p. Form partnerships with clients to achieve mutually agreed health outcomes.
- q. Collaborate with clients to develop a care plan.
- r. Perform nursing interventions as directed by the established care plan.
- s. Monitor clients re anticipated outcomes.
- t. Evaluate effectiveness of decisions, actions and the decision-making process.
- u. Modify approaches based on evaluation.
- v. Document appropriately on client records.

Learning Outcome 2

Communicate respectfully and in a caring manner with individuals, families, groups and colleagues representing diverse needs, abilities, values and cultures.

Behaviours that reflect this outcome:

- i. Use caring communication with individuals, families, groups and colleagues.
- j. Use language and communication style appropriate to the client and/or situation.
- k. Reflect on own personal biases.
- l. Identify barriers to communication and make efforts to improve communication.
- m. Respond openly and non-defensively to criticism.
- n. Advocate for clients/families when appropriate.
- o. Be aware of the role of ability, values and culture in health and healing practices.
- p. Support individual differences and assist others to recognize and respect diversity in others.

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Learning Outcome 3

Perform nursing interventions, including assessments, aimed at health promotion and/or healing, in a caring, safe and organized manner in the acute care setting.

Behaviours that reflect this outcome:

- k. Base all nursing interventions on a sound knowledge of safe and competent nursing practice.
- l. Identify appropriate client-specific assessments.
- m. Comply with the legal parameters for practical nursing practice.
- n. Respect clients' independence and dignity.
- o. Exhibit safe, organized behaviour.
- p. Utilize effective time management.
- q. Manage multiple nursing interventions simultaneously.
- r. Use appropriate technology to perform effective and efficient nursing interventions.
- s. Report situations which could be potentially unsafe.
- t. Identify and report changes in client's status and initiate interventions within the parameters of the practical nurse role.

Learning Outcome 4

Use effective teaching/learning strategies that promote health/healing and help clients/families make informed choices.

Behaviours that reflect this outcome:

- i. Reflect a sound understanding of choices that promote a healthful lifestyle.
- j. Promote, support healthful practices in others.
- k. Respect individual's right to make informed choices about their own health and healing.
- l. Function in partnership with clients/families.
- m. Provide information and/or skill training to clients/families in ways that are meaningful and helpful to them.
- n. Confirm that the client/family have understood and can apply new learning or information.
- o. Support clients while they decide about their health care, then support the decision.
- p. Reflect on the effectiveness of teaching and learning strategies.

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Learning Outcome 5

Interact with members of the health care team in ways that contribute to effective working relationships and the achievement of mutual goals.

Behaviours that reflect this outcome:

- k. Collaborate with other health care team members to establish client's plan of care.
- l. Treat other team members with respect.
- m. Clarify one's own role in relations to other health team members.
- n. Use appropriate lines of communication.
- o. Recognize the impact of change on team.
- p. Contribute own ideas and information while respecting the ideas and information provided by other members of the team.
- q. Use the documentation of other team members to facilitate consistency of client care.
- r. Document observations and client care in clear, accurate and objective language.
- s. Seek clarification, guidance and assistance when needed.

Learning Outcome 6

Adapt to changing situations and demands in a calm and professional manner by applying previously learned abilities.

Behaviours that reflect this outcome:

- g. Respond appropriately to rapidly changing situations.
- h. Recognize and analyze changes in health care, society and nursing that affect own practice and client care.
- i. Adapt own abilities, knowledge and values to a variety of situations.
- j. Demonstrate a calm demeanour when instructor or staff member is observing student providing care.
- k. Identify when changing client acuity is beyond the student's current scope of practice.
- l. Exhibits an ability to remain calm in emergency situations such as CODE procedures.

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Learning Outcome 7

Seek opportunities for new learning and embrace the philosophy of lifelong learning.

Behaviours that reflect this outcome:

- i. Use own initiative to seek out new learning.
- j. Using self-reflection/evaluation, assess current abilities, knowledge and preferred learning styles.
- k. Use Standards of Practice to direct own professional growth.
- l. Identify new abilities/skills and knowledge required for present or future functioning.
- m. Select and pursue appropriate methods for acquiring new skills and knowledge.
- n. Use opportunities to learn within own nursing practice.
- o. Evaluate success of efforts to attain new knowledge and abilities.

Learning Outcome 8

Take responsibility for own actions and decisions demonstrating a self-reflective, self-evaluative approach to practice.

Behaviours that reflect this outcome:

- p. Assess own values, beliefs and biases and reflect on how they affect others.
- q. Reflect on own actions and decisions and act upon constructive feedback.
- r. Practice in accordance with the Standards of Practice and Practice Guidelines established by the College of Licensed Practical Nurses of British Columbia.
- s. Demonstrate dependability and integrity.
- t. Act as a role model of healthy lifestyle and professional practice.
- u. Advocate for the professional role of the PN.
- v. Make choices reflecting a clear understanding of the legal and ethical parameters of the practical nurse role.
- w. Challenge questionable actions or decisions made by other health team members.

Learning Outcome 9

Administer medications in the acute care setting in a caring, safe and organized manner.

Behaviours that reflect this outcome:

- a. Administer medications within the scope of practice for the LPN.

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- b. Use the nine rights of medication administration and three checks related to medication administration.
- c. Apply principles of asepsis and Standard Precautions when administering medications.
- d. Apply the nursing process to all medication administration.
- e. Demonstrate effective and appropriate client teaching related to medications and their use.
- f. Document in a timely manner.

CAMOSUN COLLEGE
PRACTICAL NURSING PROGRAM
COMPETENCY/SKILLS INVENTORY

TERM ONE

- Assisting with personal care - assisted bed bath, perineal care, mouth care and skin care
- Basic assessment of skin and mucous membranes
- BP, Temp, Pulse, apex, height and weight
- Universal precautions
- Feeding clients
- Transferring clients with transfer belt (one and two person, hemi-assist, maximal pivot)
- Applying condom drainage, perineal care including catheter care, condom care
- Personal care and assessment of infants and children
- Subcutaneous injections of Heparin and Insulins
- Oral, eye, ear, nose, and topical administration of drugs including narcotics

TERM TWO

- Surgical asepsis, simple sterile dressings
- Application of sterile gloves
- Female and male catheterizations
- Complete personal care on a dependent client
- Occupied bed making
- Enemas, suppositories, use of commode and bowel care (disimpaction)
- Oxygen Administration
- Mechanical Lifts, dependent client lifts
- Showering clients and the use of special baths (Century, Apollo etc)
- Splint and tensor bandage application
- Care of the Dying Client and care of the body following death
- Skin Care and Decubitus Ulcer prevention and care
- Diabetic blood sugar monitoring
- Diagnostic tests and requisitions
- Charting
- Geropharmacology - specific skills for administering drugs safely in the elderly
- Caring for the psychogeriatric client - specific intervention skills
- Intramuscular injections

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TERM THREE

- Complex sterile dressings - wound packing and irrigation, shortening and removing penrose drains, removing indwelling closed drains (Jackson Pratts, hemovacs etc.)
- Suture and staple removal
- Enteral tube feeding - assessing placement of tube, adding feeding, adjusting flow rate, cleaning equipment and changing tube feed bags
- Maintaining intravenous lines (medication free): assessing IV's, adjusting and calculating flow rates, changing IV bags, discontinuing IV's, removing cathlon, converting to and flushing infusor plugs
- Assessing lung and bowel sounds
- Admission and discharge procedures including charting
- Preoperative teaching and bed making
- Mechanical Pumps - IV, feeding etc.
- Pulse oximetry
- Care of naso-gastric tubes, removal of naso-gastric tubes, drainage systems, suction, intake and output
- Admitting a client back from surgery
- Post-operative care
- Ostomy care
- Post partum, post natal care
- Charting
- Care of chest tubes and chest tube dressings
- Assessing and caring for clients with blood transfusions
- Irrigations of indwelling catheters (manual and CBI)