

	<p style="text-align: center;"><i>School of Health & Human Services</i></p> <p style="text-align: center;">Continuing Care Department Practical Nursing Program</p> <p style="text-align: center;">Winter 2018</p> <p style="text-align: center;">PNUR 184 Consolidated Practice Experience 4</p>
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COURSE OUTLINE

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

COURSE DESCRIPTION

This practice experience provides learners with the opportunity to integrate theory from all courses into the role of the Practical Nurse in the acute care setting and other practice areas as appropriate. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post-operative care, surgical wound management, intravenous therapy, focused assessment, and clinical decision-making in acute care settings.

PRE-REQUISITES: Professional Communication 4; Professional Practice 4; Variations in Health 4; Health Promotion 4; Integrated Nursing Practice 4.

INSTRUCTOR INFORMATION:

(a)	Instructor(s):	
(c)	Location:	
(d)	Phone:	
(e)	Email:	

LEARNING OUTCOMES

Upon completion of this course and with input from the health care team and faculty guidance, learners will be able to:

1. Practice within relevant legislation, Baseline Competencies, Scope of Practice, Practice Standards and Professional Standards as set out by the CLPNBC, the Health Professions Act, and facility specific policies and procedures.

2. Provide safe, competent, and ethical care to clients experiencing medical or surgical challenges.
3. Independently apply critical thinking, clinical judgement and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care for stable post-operative or medical clients across the lifespan.
4. Independently implement nursing interventions and make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
5. Recognize and respect the roles and abilities of other members of the health care team in the acute care setting.
6. Recognize changes in client status and collaborate with other members of the health care team to develop a plan of care.
7. Provide a caring environment for clients and families by connecting, sharing and exploring with them in a collaborative relationship.
8. Deliver person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
9. Demonstrate teaching and learning through a continuum of care and discharge planning.
10. Provide leadership, direction, assignment, and supervision of unregulated care providers in the acute care setting.
11. Advocate for and lead change reflective of evidence-informed practice.
12. Identify own values, biases, and assumptions in interactions with clients and other members of the health care team.
13. Seek out and engage in continuous learning to maintain and enhance competence.

COURSE CONCEPTS

Course outcomes will be met through examination and exploration of the following:

- Leadership
- Professional communication
- Clinical decision making
- Inter-professional approach to practice

- Comprehensive and focused assessments
- Medication administration
- Surgical wound care
- Discharge planning
- Self-reflective approach to practice

CPE Hours:

This experience consists of 200 hours practical experience. CPE 4 is considered an integral part of the program. Attendance is mandatory and performance will be graded on a Satisfactory/Unsatisfactory basis.

In the case of unavoidable absences due to exceptional situations students may be required to submit additional assignments or coursework to demonstrate competency and to ensure they have met learning outcomes.

EVALUATION CRITERIA

TEACHING AND LEARNING ASSIGNMENT	Teaching and learning is a large part of nursing. In the acute care setting, this process is used to prepare clients for discharge and management of health challenges in the community. It is important that the student recognize diversity, individuality and the principles of teaching and learning when teaching clients
SELF-REFLECTIVE JOURNAL	Submit two 3-5 page reflective journals during CPE one during each of your two acute care unit placements. Choose one particularly interesting or challenging day to reflect upon and submit utilizing your skills of self-reflection gained from your previous CPE experiences. These will be due the ends of weeks 2 and weeks 6 of clinical
CLIENT PORTFOLIO ASSIGNMENT	Submit a client portfolio for every client cared for, including but not limited to: <ul style="list-style-type: none"> • Diagnoses and patient-specific understanding of related pathophysiology • Prescribed medications • Related lab results • Required holistic health assessments • Required client & family teaching • Discharge planning & barriers to discharge
LEADERSHIP ASSIGNMENT	The purpose of this assignment is to further develop leadership skills through facilitation of critical thinking and clinical reasoning utilizing an active questioning process. The learner will facilitate

	a “think aloud problem based case scenario” in post-conference. The learner will present the case of a client in their care and then facilitate classmate’s problem solving as they create nursing management strategies, including a nursing care plan.
SELF-REFLECTION/INSTRUCTOR EVALUATION	You will submit two (2) written self-evaluations and meet with your clinical instructor to discuss your progress and receive feedback about how you have met course goals. The evaluation for outlining the criteria for evaluation is attached. In the self-evaluation, utilize specific examples from your daily practice that are pertinent to the course learning goals.

Students will need to successfully complete each assignment at a satisfactory level to receive a passing grade in PNUR 184.

GRADING SYSTEM

Additional information regarding grading policies at Camosun College can be found at <http://www.camosun.bc.ca/policies/policies.php>

Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy section at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

TEST AND EXAMINATION PROCEDURES

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Manual for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/documents/HHS-Student-Handbook.pdf>

WRITTEN ASSIGNMENTS

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, 12 font, Times New Roman font, with a title page and a reference list.

Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.