



**N3700T Professional Practice I:  
Clients with Health Challenges**

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**Professional Practice: Clients with Health Challenges**

**Calendar Description**

*The Compressed Time-Frame BScN Program, Clients with Health Challenges I*

Students will apply theory and integrate concepts related to health promotion and caring with clients experiencing health challenges. The focus of this course is the acquisition of nursing skills, utilizations of technological interventions, and application of evidence informed practice.

### **Expanded Course Description**

Students will have opportunity to learn and apply new knowledge and skill as they begin to develop competency in a variety of psychomotor skills. Students will also integrate concepts learned to date in theory classes and previous laboratory courses, using a variety of learning activities. Students will learn how to engage in evidence informed practice as they develop the attitudes and thinking patterns of professional nurses that are required for the safe, competent execution of specific psychomotor skills. Concepts to be discussed include asepsis, wound care, promotion of nutrition and elimination, medication administration and mobility. Working from a health promotion perspective, students will learn psychomotor skills which may be applied in a variety of settings.

### **Course Goals**

Students will:

1. develop knowledge of the professional nursing responsibilities when performing various psychomotor skills;
2. engage in evidence-informed practice in a safe, caring, ethical manner according to professional standards;
3. integrate previous knowledge of health assessment to identify pre and post assessments related to the performance of various psychomotor skills;
4. integrate infection prevention & control principles;
5. demonstrate beginning competency in the performance of various psychomotor skills;
6. be self-directed and accept responsibility for own learning.

### **Major Concepts in the course:**

- health assessment
- caring
- professionalism
- clinical judgment
- infection prevention and control
- evidence-informed practice
- safety

### **College of Nurses Entry to Practice Competencies addressed in the course:**

Clinician: 1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.13, 1.26

Professional: 2.2, 2.5

Communicator: 3.2, 3.5, 3.6, 3.8

Collaborator: 5.2, 5.3

Leader: 6.6, 6.9

Advocate: 7.9

Educator: 8.4

Scholar: 9.8

### **Nursing Informatics Competencies (CASN, 2015) addressed in the course:**

- uses relevant information and knowledge to support the delivery of evidence-informed client care: indicators 1
- uses ICTs in accordance with professional and regulatory standards and workplace policies: indicators 1, 5
- uses ICTs in the delivery of client/client care: indicators 1, 3

### **Interprofessional Competencies (CIHC, 2010) addressed in the course:**

1. Role Clarification. Learners are beginning to understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and achieve client/client/family and community goals.
2. Client/Client/Family/Community-Centred Care. Learners seek out, integrate and value, as a partner, the input and the engagement of the client/client/family/community in designing and implementing care/services.

### **How this course will contribute to your development as a professional nurse:**

Building upon knowledge and skill acquired in Levels 1 and 2, this course will provide students with the opportunity to use nursing skills and apply Tanner's clinical judgment model (Tanner, 2006) as new knowledge and skills are acquired. Students will learn how to perform basic psychomotor skills, incorporating concepts of asepsis, safety, health promotion and healing. These fundamental skills form the basis of care that can be applied across all health care settings.

### **How we will work together:**

Each laboratory session will consist of interactive learning activities designed to assist students to develop clinical judgment and skill in the performance of various psychomotor skills, including administration of enteral feeds, wound care, urinary catheterization and oxygen therapy. It is the student's responsibility to be an **active** and **self-directed** participant in each laboratory session. This requires completion of all learning activities and participation by all members. Attendance at all laboratory sessions is mandatory. Respectful interaction and the provision of nursing care based on College of Nurses (CNO) standards is expected from all participants.

Faculty will support students in the continued development of knowledge and skills necessary for professional nursing practice by asking questions, providing demonstrations, providing feedback, and leading discussions.

Students will be required to complete the preparation activities for each lab and use their knowledge to participate meaningfully in the lab activities. All students are expected to share their experiences and engage in reflective analysis of their practice in order to advance learning.

Lab kits, purchased through the **UWO Bookstore**

Uniform, name tag, watch, and stethoscope are required for all lab sessions. Please refer to the Undergraduate BScN Programs Manual [www.owl.uwo.ca](http://www.owl.uwo.ca) for information regarding the uniform policy.

### **Professional Practice Evaluation**

In order to achieve a satisfactory standing in N3700b, students must demonstrate progression and meet the competencies, demonstrate safe practice, and meet course learning outcomes. If students are unable to achieve these requirements, they will not be successful and may fail the course.

A satisfactory standing in this course means students:

- attend and engage in all lab sessions;
- demonstrate safety and competence in practice;
- demonstrate progression of knowledge and skill in practice;
- integrate peer/instructor feedback into practice;
- complete all assignments by the specified due dates.

### N3700 Lab Schedule 2024

*\*Please refer to the lab schedule posted on Brightspace for more details on in-class activities & reminders\**

Topic	Concepts	Course goals
Oxygen Therapy	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> <li>• Patient safety</li> </ul>	1, 2, 3, 4, 5, 6
Mobility, Lifts & Transfers	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Patient safety</li> </ul>	1, 2, 3, 4, 5, 6
Wound care I- simple wounds	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	1, 2, 3, 4, 5
Wound care II- complex wounds	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	1, 2, 3, 4, 5

Wound care III- demonstration I sterile technique (wound care)	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	1, 2, 3, 4, 5
Catheterization I	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> <li>• Professionalism</li> </ul>	1, 2, 3, 4, 5, 6
Catheterization II	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> <li>• Professionalism</li> </ul>	1, 2, 3, 4, 5, 6
Catheterization III- demonstration II sterile technique (catheterization)	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> <li>• Professionalism</li> </ul>	1, 2, 3, 4, 5, 6
Enteral nutrition	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	1, 2, 3, 4, 5
Care of a client with an NG tube/NG tube insertion	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	1, 2, 3, 4, 5
Administering medications through an enteral tube	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> </ul>	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> </ul>	
Medication Reconstitution	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Clinical judgment</li> <li>• Infection prevention &amp; control</li> <li>• Evidence-informed practice</li> <li>• Professionalism</li> </ul>	1, 2, 3, 4, 5, 6

### Methods of Evaluation

Evaluation	Due	Comments
Oxygen quiz	May 17 <sup>th</sup> by 11:59 pm	<p>Can be completed once</p> <p>Minimum 70% is required</p> <p><i>The test must be completed on the 3700 Brightspace course site</i></p> <p><b><i>DO NOT COMPLETE THE TEST IN THE ONLINE CLINICAL SKILLS TAB or your grade will not be recorded.</i></b></p>
Wound care quiz	June 12 <sup>th</sup> by 11:59 pm	<p>Can be completed once</p> <p>Minimum 70% is required</p> <p><b><i>DO NOT COMPLETE THE TEST IN THE ONLINE CLINICAL SKILLS TAB or your grade will not be recorded</i></b></p>
Catheterization quiz	June 12 <sup>th</sup> by 11:59 pm	<p>Can be completed once</p> <p>Minimum 70% is required</p> <p><b><i>DO NOT COMPLETE THE TEST IN THE ONLINE CLINICAL SKILLS TAB or your grade will not be recorded</i></b></p>

Peer evaluation: sterile technique x 2	Wound III lab Catheters III lab	Submitted at end of lab session
Fluid balance case studies x 2	Enteral feeding lab NG tubes lab	In-class activity Must be submitted at the end of the lab Completion-based assignment
Critical thinking worksheet	Reconstitution lab (June 13/14)	In-class activity Must be submitted at the end of the lab Completion-based assignment

### 1. Quizzes x 3

**Due: May 17, June 12 (x 2)**

**Minimum 70% required**

The purpose of the quizzes is for students to reinforce their understanding of course content following self-study of the oxygen, wound care, and catheterization learning modules available in the Online Clinical Skills

Full Description:

Each module allows students to:

- gain theoretical and practical knowledge of nursing skills associated with oxygen administration, wound care, and urinary catheterization;
- make linkages between theory and practice by applying knowledge from the learning modules during nursing skills laboratory sessions.
- After completing each module, students return to the OWL Brightspace course site to complete a 10 question quiz.

### 2. Peer Evaluations x 2

**Due: During wound III lab & catheters III lab**

The purpose of this assignment is for students to reinforce their own knowledge and understanding of the relevant nursing intervention. observe and critique the practical skills of a classmate.

Full Description

Students will prepare and execute a demonstration of sterile technique in the context of a dressing change and a sterile catheterization. A peer engages in effective noticing and interpreting as they observe their partner's demonstration and evaluates their approach using the provided peer assessment tool. Feedback based on their observations is provided, and the assessment tool is submitted to the lab instructor at the end of the session for review.

There is no grade for this assignment. Peer evaluations are reviewed for their completion and quality of feedback.

### **3. Fluid Balance Case Studies I & II**

**Due: During enteral feeding lab and NG tubes lab**

The purpose of the case studies is for students to learn how the fluid balance record is organized and completed in the clinical setting. Students must use critical thinking and clinical judgement to determine whether a client's fluid balance is appropriate or if it puts their health at risk.

#### **Full Description**

Students will follow a case study and apply the relevant values/volumes to the fluid balance record. Students are challenged to maintain organization, clarity, and accuracy as the progression from case I to II brings forward concepts from the medication administration course to create complexity in the logic and potential outcomes for clients experiencing fluctuations of their ins and outs.

### **4. Critical Thinking Worksheet**

**Due: During reconstitution lab (June 13/14)**

The purpose of the critical thinking worksheet in the reconstitution lab is to stimulate reasoning and judgement when considering the activity in the context of an entire client encounter.

#### **Full Description**

Students will complete a critical thinking worksheet throughout the lab as they practice reconstitution. The worksheet emphasizes client safety, principles of safe medication administration, and client assessment and provides opportunities for students to practice dosage calculations involving reconstitution correctly.

#### **Lab Environment**

No food or beverages are permitted in the lab. Students are responsible for ensuring the lab is set up for the next session as a courtesy to their peers and as part of their professional responsibility. Uniforms and nametags are to be worn to all laboratory sessions. Hand hygiene must be performed upon entering and exiting the lab. Hands will be cleaned throughout the session as required.

#### **Attendance**

**Attendance for clinical learning experiences is mandatory.** Students missing more than 2 labs, **regardless of the reason**, will be given an unsuccessful course outcome. Students **will not** receive a written warning of their absences. The student will be notified of an unsuccessful course outcome by the course coordinator following the third absence from lab. Please visit the SON SharePoint site for further information about this and other school policies:

[Undergraduate Program Site](#)

#### **Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow



APA (6<sup>th</sup> ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

### **Social Media**

Students who post client and/or lab-related information on social media will be reported to the Associate Dean for breach of confidentiality and violation of the Student Code of Conduct. Such behavior may compromise a student's standing in the program.

### **Plagiarism**

Students must write their scholarly papers and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. This applies to self-plagiarism, where a student submits part/all of an assignment from another course. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Assignments and Exams**

Please refer to the Undergraduate BScN program manual for academic guidelines for penalties for late assignments, re-grading of assignments, and the protocol for missed assignments and exams. The Undergraduate BScN Programs Manual is found in the Undergraduate SharePoint site.

### **Electronic Devices**

No electronic devices are permitted in the Clinical Education Suite. Calculators are the only device permitted. Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency with regard to the use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

It is essential that client privacy and confidentiality be maintained when using electronic devices. When students and Clinical Instructors (CIs) are communicating via instant messaging, identifying client information cannot be included. Students and CIs are accountable for responsible use of instant messaging, this includes using professional language, setting device to silent/vibrate mode and refraining from personal messaging in the practice setting.

### **Mental Health**

Students who are in emotional/mental distress should refer to MentalHealth@Western [http://uwo.ca/health/mental\\_wellbeing](http://uwo.ca/health/mental_wellbeing) for a complete list of options about how to obtain help.

**Student Safety**

Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at [www.owl.uwo.ca](http://www.owl.uwo.ca).