



## **CONTINUING NURSING STUDIES**

### **LPN RE-ENTRY DISTANCE EDUCATION PROGRAM**

#### **PROGRAM OVERVIEW**

Updated March 2010

## *Purpose*

The purpose of the program is to enable individuals who are currently ineligible for registration with the College of Licensed Practical Nurses in the Province of Newfoundland and Labrador to re-enter the health care system.

## *Program Overview*

The program is divided into three specific components.

### **First Component: Theoretical**

This component is comprised of ten required modules and one specialty module, either obstetrics or pediatrics, to be chosen by the student. The ten required modules must be successfully completed prior to the lab session and clinical placement. However, the specialty module may be completed prior to, during, or following the clinical component. Students may complete both modules, if desired, but this is an option. Additionally, students who have completed health assessment and medication administration in their basic programs must complete health assessment and medication administration re-entry modules.

<b>Module One</b>	5 Units	Introduction to health care The Canadian Health Care System Nursing in Canada The Nursing Process Professional, Ethical and Legal Issues
<b>Module Two</b>	4 Units	Human Needs Developmental Process Communications Nutrition
<b>Module Three</b>	5 Units	Sexuality Loss, Grieving and Death Safety Body Mechanics Infection Control
<b>Module Four</b>	1 Unit	Anatomy and Physiology
<b>Module Five</b>	2 Units	Clinical Skills Pharmacology
<b>Module Six</b>	2 Units	Adult Medical Nursing Adult Surgical Nursing
<b>Module Seven</b>	1 Unit	Mental Health Nursing Concepts
<b>Module Eight</b>	1 Unit	Long Term Care/Geriatrics
<b>Module Nine</b>	1 Unit	Community Health Nursing
<b>Module Ten</b>	5 Units	Clinical Nursing Skills <ul style="list-style-type: none"> <li>• Simple Dressing Changes</li> <li>• Urinary Catheterization</li> <li>• Gastrointestinal Tubes and Enteral Nutrition</li> <li>• Capillary Blood Glucose monitoring</li> <li>• Oxygen Administration</li> </ul>

<b>Module Eleven</b>	5 Units	Health Assessment <ul style="list-style-type: none"> <li>• Completing a health history and physical examination</li> <li>• Assessment of respiratory system</li> <li>• Assessment of the abdomen</li> <li>• Assessment of the heart and vascular system</li> <li>• Assessment of the neurological system</li> </ul>
<b>Module 12</b>	8 Units	Medication Administration <ul style="list-style-type: none"> <li>• Concepts related to medication administration</li> <li>• Basic principles of pharmacodynamics</li> <li>• Canadian Drug Legislation and standards</li> <li>• Process of medication identification</li> <li>• Demonstration of proficiency in the calculation of drug and solution dosages</li> <li>• Process of medication administration</li> <li>• Fluid and electrolyte and IV therapy</li> <li>• Factors influencing medication administration in children and the elderly</li> </ul>
<b>Obstetrics or Pediatrics</b>		

### **Second Component: Clinical Skills Lab**

Once students have successfully completed the theory component, including the clinical skills module, they will commence a two-day on-site lab component. Prior to this, students will view a set of videotapes of common clinical procedures. During the lab component, students will have an opportunity to practice the following skills with the guidance of an instructor:

- ◆ simple dressing changes
- ◆ urinary catheterization
- ◆ gastrointestinal tubes and enteral nutrition
- ◆ capillary blood glucose monitoring
- ◆ oxygen administration

Lab testing follows completion of the practice session. Students will be asked by the lab instructor to demonstrate various aspects of health assessment and selected clinical skills. Students must pass the lab testing session before starting the preceptored clinical experience.

### **Third Component: Clinical Setting**

Clinical components are mastery oriented and students are required to obtain 100% mastery of all clinical competencies before graduation from the program. While 156 hours of clinical time is the minimum time required, extra time can be arranged if needed.

### ***Program Goals***

At the completion of the Licensed Practical Nurse Re-Entry Distance Education Program, the student will be able to:

1. discuss societal forces impacting on nursing and health care.
2. describe the structure of health care in Canada.
3. explore the licensed practical nurse's role in health care.
4. explore professional, ethical, and legal concepts relevant to licensed practical nursing practice.
5. discuss the physical, psychological, emotional, social, and spiritual needs throughout the life cycle.
6. acquire new knowledge related to human anatomy and physiology.
7. discuss deviations from normal in relation to the physical, psychological, emotional, social, and spiritual distress of a client.
8. discuss the fundamental disease processes of body systems.
9. describe the care of a client requiring surgery.
10. acquire new knowledge related to mental health nursing concepts.
11. discuss nursing concepts unique to caring for elderly clients with long term care needs in both institutional and community based settings.
12. discuss the concept of community as client.
13. describe the role of the licensed practical nurse in the community.
14. demonstrate the use of the nursing process in providing basic competent care to clients.
15. demonstrate proper communication skills.
16. describe and demonstrate selected nursing skills relative to performance expectation levels.
17. use scientific principles in the provision of basic nursing care to stabilized clients.
18. assist the registered nurse in providing care to an unstable client.

### ***Required Learning Materials:***

#### **One textbook is included in the package with the modules:**

Kozier, B., Erb, G., Berman, A.J., Burke, K., Bouchal, D.S., Hirst, S.P., Yiu, L., Leeseberg Stamler, L., & Buck, M. (2010). *Canadian nursing: Concepts, process, and practice (2<sup>nd</sup> ed.)*. Toronto: Pearson.

#### **Six textbooks must be borrowed from the Centre for Nursing Studies:**

Module Four: Applegate, E. (2010). *The anatomy and physiology learning system (4<sup>rd</sup> ed.)*. Toronto: W.B. Saunders Co.

Module Six:	Timby, B. & Smith, N. (2010). <i>Introductory medical-surgical nursing</i> (10 <sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
Module Seven:	Shives, L.R., (2008). <i>Basic concepts of psychiatric-mental health nursing</i> (7 <sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.
Module Eight:	Touhy, T & Jett, K. (2010). <i>Ebersole and Hess' gerontological nursing &amp; healthy aging</i> . (3 <sup>rd</sup> . Ed). Mosby: St. Louis.
Module Nine	Allender, J., Rector, C., & Warner, K. D. (2010). <i>Community health nursing: Promoting and protecting the public's health</i> (6 <sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.
Obstetrics or Pediatrics	Leifer, G. (2007). <i>Introduction to maternity &amp; pediatric nursing</i> . (5 <sup>th</sup> ed). Philadelphia: Saunders.

Readings specific to a module will be included at the end of the module. When reviewing key terms at the beginning of each module, refer to the Glossary of Terms in Kozier et al. or medical dictionary if available.

### ***How to Proceed Through this Program***

After receiving all materials included in the program, review them carefully to get a mental picture or idea of what the complete program entails. Before beginning, make sure you have completed reading the Student's Handbook, specifically pages 28-34, and the Preceptorship Manual.

Begin each module by reviewing the objectives and defining key terms. Read the module and required readings. When you feel you sufficiently understand the content, complete the **learning activities** within the module and **comprehension checks** at the end of each module. If you answer at least 3/4 of the questions or 75% correctly, you probably have a fairly good comprehension of the content. If not, review the questions to see if there are certain areas with which you are having difficulty. You may want to review these areas again and if you still have difficulty, you should contact the Learning Facilitator.

When you feel you comprehend the information contained in all modules related to a unit and are ready to write the unit examination, contact the Learning Facilitator (St. John's) or tutor (outside St. John's) for necessary arrangements. The pass mark for examinations is 75%. If you are unsuccessful in your first attempt, you have two additional opportunities to rewrite each Unit Examination. Students should allow themselves sufficient time between writings of an examination, if failing. They should identify common areas of weakness or difficulty, and take measures to improve these areas before rewriting. Students failing all three examinations for a unit will be required to contact the program coordinator.

If you have difficulties or questions related to the Program, you can contact the Program Coordinator at 777-8138 or long distance, toll free at 1-888-290-6272.