



SEP 19 2002

**Course Outline**

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 1020****Clinical Techniques 1 — Laboratory****Start Date:** August 22, 2002**End Date:** December 5, 2002**Course Credits:** 3.5**Term/Level:** 1**Total Hours:** 51**Total Weeks:** 17

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<b>Hours/Week:</b> 3	<b>Lecture:</b> 1	<b>Lab:</b> 2	<b>Shop:</b>	<b>Seminar:</b>	<b>Other:</b>
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**Prerequisites**

Course No.	Course Name
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**NURS 1020 is a Prerequisite for:**

Course No.	Course Name
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NURS 2020 Clinical Techniques 2 — Laboratory

NURS 2030 Nursing Practicum 2

**NURS 1020 is a Corequisite for:**

NURS 1030 Nursing Practicum I

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**Course Calendar Description**

This course presents basic nursing skills related to hygiene, touch therapies and therapeutic touch, movement and rest, feeding, oxygen use, voiding, bowel care, and oral and topical medications. **Emphasis** is placed on student understanding of the purpose of the skill, focused assessment related to the skill, as well as the safe and confident performance of the skill. The communication and research aspects of the skills are also included. Student independent and laboratory practice, demonstrations and examinations are part of the course.

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**Course Goals**

Clinical Techniques 1 — Laboratory facilitates student learning of particular hands-on nursing skills used in professional nursing practice.

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**Evaluation**

Multiple choice exam (Midterm)	30%	• Students must achieve a 50% average between the 2 multiple choice exams in order to achieve credit for this course. • All assignments must be completed to achieve a passing grade.
Multiple choice exam (FINAL)	30%	
Skill demonstration	20%	
Research activity	20%	
<b>TOTAL</b>	<b>100%</b>	

## Course Learning Outcomes/Competencies

The student will:

1. prepare a focused assessment of the patient related to the skill.
2. describe the safety principles for all hands-on nursing skills.
3. describe the purpose of the skills to the patient.
4. demonstrate selected skills safely and confidently while maintaining patient comfort.
5. demonstrate the communication aspects of hands-on nursing skills.
6. demonstrate responsibility for attaining and maintaining a safe level of skill performance.
7. think and reflect about nursing skills by:
  - 7.1 demonstrating awareness of the research base associated with the skills.
  - 7.2 recognizing the real potential risks associated with the skills.
  - 7.3 making judgements about the skill considering the context.

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## Process Learning Threads

This course facilitates student growth in relation to these graduate outcomes.

**Professionalism:** Students begin to develop an understanding of the professional nurse's role regarding technical skills. They keep standards of practice in mind for all skills.

**Communication:** Students thoughtfully discuss clinical techniques verbally and in writing. They dialogue with colleagues and teachers in the process of learning. They learn to share information about skills with people.

**Systematic Inquiry:** Students think and reflect about nursing skills appreciating the research base, recognizing the real and potential risks associated with the skills and making judgments about the skill considering the context. Students learn to critique research on technical skills and develop a poster explaining their critique.

**Professional Growth:** Students take responsibility for their learning and for preparing information for classes that is accurate and relevant. They take responsibility for attaining and maintaining a safe level of skill performance. Also, they are responsible and accountable for their actions.

**Creative Leadership:** Students identify agency policies for technical skills prior to performing them. They are able to set priorities for technical skills and become confident in performing them. They understand the safety aspects of technical skills so can identify when they should not be performed.

**Technical Skills:** Students anticipate skills to be performed and prepare and organize themselves to perform them. They maintain patient and own safety when performing skills. The specific skills included are:

- medical asepsis, universal precautions, incontinent briefs, bedpans, urinals.
- feeding, mouth care, special mouth care, oral suctioning, dental care.
- body mechanics, transfers, assistive devices, restraints.
- hygiene — bed bath, perineal care, catheter care, condom care, back massage.
- bed making.
- positioning, hazards of immobility, range of motion, transparent clean dressings.
- medications — oral medications, topical medications, inhaled medications, anorectal interventions, oxygen therapy.
- collection of samples, intake and output.
- therapeutic touch.

### Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.

Jain Verner

Program Head/Chief Instructor

May 17, 2002

Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

**NURS 1020**

**Clinical Techniques 1 — Laboratory**

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**Instructor(s)**

Sandra Nixon

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**Text(s) and Equipment**

**Required:**

1. A nursing fundamentals text.

Perry, A.G., & Potter, P.A. (Eds.). *Clinical Nursing Skills & Techniques* (5th ed.). St. Louis: Mosby.

**OR**

DuGas, B.W., Esson, L., & Ronaldson, S.E. (1999). *Nursing Foundations: A Canadian Perspective* (2nd ed.). Scarborough, ON: Prentice Hall Canada Inc.

**Optional:**

1. A math for medications book.

Henke, G. (1999). *Med-math: Dosage calculation, preparation and administration* (3rd ed.). Philadelphia: J.B. Lippincott Co.

**Supplemental:**

The following textbooks are compulsory for other courses but will be used as a supplement to NURS 1020.

1. Jarvis, C. (2000). *Physical Examination and Health Assessment* (3rd ed.). Philadelphia: Saunders.

2. A medical-surgical nursing text.

Black, J.M., & Matassarin-Jacobs, E. (1997). *Medical-surgical nursing: Clinical management for continuity of care* (5th ed.). Philadelphia: Saunders.

**OR**

Phipps, W.J., Sands, J.K., & Marek, J.F. (1999). *Medical-surgical nursing: Concepts and clinical practice* (6th ed.). St. Louis: Mosby.

3. A medical dictionary.

### Text(s) and Equipment (cont'd.)

4. Wilson, D.D. (1999). *Nurses guide to understanding laboratory and diagnostic texts*. Philadelphia: Lippincott.

OR

Malarkey, L.M., & McMorrow, M.E. (1996). *Nurse's manual of laboratory tests and diagnostic procedures*. Philadelphia: W.B. Saunders Co.

### Recommended:

Carpenito, L.J. (1999). *Nursing care plans and documentation: Nursing diagnoses and collaborative problems* (3rd ed.). Philadelphia: Lippincott.

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### BCIT Policy Information for Students

1. Course delivery and evaluation methods will be discussed during the first week of the class.
2. Clinical techniques will be practiced during laboratory periods and tested at specific times on the class schedule. These are noted on the class schedule.
3. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. As much as possible, students will be given adequate notice of such changes.

### Participation/Attendance

1. Regular attendance in lecture, seminars and laboratory periods is required of all students. If a student is absent **for any cause other than illness** for more than **ten percent (10%)** of the time prescribed for any subject, he/she may be prohibited from completing the course (4.07.10 BCIT Policy Manual).
2. If a lecture and/or laboratory period is missed, the student is responsible for the content of the class. The skill must be learned and practiced **prior** to performing the technique in the clinical area. **The student must discuss with the course instructor how he or she plans to learn this content.** This must be completed within a week. You will be expected to perform this skill in the clinical area ASAP. Your clinical instructor will be notified about your plan.

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### Assignment Details

1. Students must achieve a 50% average between the midterm multiple choice exam and the final multiple choice exam in order to achieve credit for the course.
2. The skill testing demonstration is worth 20% of your final grade. Your demonstration of specific techniques will be graded satisfactory/unsatisfactory according to criteria on a checklist which you will have seen prior to the test in practice labs. If you meet all criteria you will receive a satisfactory and be granted 20%. One opportunity to retake this test will be offered. If the second demonstration is satisfactory, the student is awarded 10%. If neither the first or the second demonstration is satisfactory, the student will receive 0%. For all techniques demonstration tests, you will be asked to perform the technique as well as answer questions about the particular technique being demonstrated.

### Assignment Details (cont'd.)

#### 3. Research Activity

Identify a *clinical technique* or related issue to a *clinical technique* taught in Level 1 (NURS 1020). Investigate current knowledge, thinking and research significant to this technique or related issue. Conduct your investigation by:

- reviewing current research literature.
- comparing nursing textbook information with research reported in nursing journals.
- reviewing appropriate hospital documents, e.g., policy and procedure manuals.
- reviewing RNABC discussion papers.
- interviewing a practicing nurse and/or client.

By following these steps you should be able to locate a research article related to your topic of interest.

You might begin this process of inquiry by asking a question such as: "Does a back rub before bedtime promote relaxation and consequently induce sleep?"

### Expectations and Evaluation Methods

Once you have chosen a research article, you are ready to go on to the following.

1. You are to analyze the research article by looking at the critical components essential to a research study. These criterias will be discussed in class.
2. You are to convey your research findings to your classmates in a **poster** presentation format. It must meet the recommended criterias for a poster presentation.
3. You **must** submit a reference list. All printed and oral (interviewee) sources of information must be acknowledged and included in your reference list by the assignment deadline.
4. A class day will be scheduled for students to present and share information about the research topic. Faculty and students from the other levels will be invited to attend.
5. This research assignment is worth 20% of your final grade.
6. The grading of this assignment will be the responsibility of you and your clinical techniques instructors.

### Evaluation of Research Assignment

1. You will work in groups of 3–4 students from the same set to complete this assignment.
2. Marks are assigned based on three criteria. The distribution of marks is outlined for you. A more detailed outline will be provided during class time.
3. Your clinical techniques instructors will grade the assignment.

### Assignment Details (cont'd.)

A. **Content** (10 marks)

Content presented should reflect the thinking of a beginning researcher. The thinking shows familiarity with the research process. A question or problem is clearly identified and is relevant to Nursing practice. It should describe the sample studied, the method and tools used and a data analysis. A summary and conclusion should be clearly stated. Implications of research findings for nursing practice are identified and discussed. Ideas for further research are identified.

B. **Organization** (5 marks)

*The research study must relate to the skills you have learned in this course.* Information is presented in a logical and orderly manner. A systematic approach to gathering evidence is evident. Language used is clear and precise, condensed and is free of jargon, vagueness and ambiguity. Research nursing and medical terms are defined for the audience (Level 1 Nursing students). Sources of information are acknowledged and a typed bibliography is handed in. APA style of referencing is utilized. *A reference list must be submitted along with a copy of the research paper.*

C. **Creativity** (5 marks)

Creativity refers to the visual impact the poster illicit. The research findings should be presented in an interesting, stimulating and thought provoking manner. Look at the sample posters in 418 to get an idea of some of the possibilities.

4. Students may request one review of their assignment mark. This may involve a meeting with the instructors and students involved in the assignment.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

Schedule

NURS 1020

Clinical Techniques 1 — Laboratory

Week of/ Number	Outcome/Material Covered	Reference/Reading
Aug. 22, 2002  Week 1	<p><b>Introduction to Clinical Techniques 1</b></p> <ul style="list-style-type: none"><li>• Overview of course content, course outcomes relevant process threads</li><li>• Discussion of course delivery methods</li><li>• Discussion of course requirements and evaluation methods</li></ul> <p><b>Concept and Principles of Medical Asepsis</b></p> <ul style="list-style-type: none"><li>• Hand washing</li><li>• Clean gloving</li><li>• Gowning</li></ul> <p><b>Standard Precautions (Routine Precautions)</b></p> <ul style="list-style-type: none"><li>• Universal precautions</li><li>• Body substance precautions</li><li>• Modes of transmission</li></ul> <p><b>Perineal Care</b></p> <ul style="list-style-type: none"><li>• Incontinent briefs</li><li>• Bed pans</li><li>• Urinals</li></ul>	<p><b>Readings:</b> Nursing Fundamentals text</p> <p><b>Articles: (Library Reserve)</b> Metules, T.J. (2000). Tips for nurses who wash too much. RN, 63(3), 34–37.</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"><li>• Handouts<ul style="list-style-type: none"><li>– Course outline</li><li>– Clinical do's and don'ts</li><li>– Proper hand washing technique</li><li>– Borton, D. (Jan. 1997). Isolation precautions: Clearing up the confusion. <i>Nursing</i>, 49–51.</li></ul></li><li>• Video<ul style="list-style-type: none"><li>– Handwashing (Lab copy)</li></ul></li></ul> <p><b>Practice Activities:</b> During this session you will practice hand washing, clean gloving and gowning, changing an incontinent brief, perform pericare on a mannequin and place a classmate on a bed pan.</p> <p><b>Next Week in Practicum:</b></p> <ul style="list-style-type: none"><li>• Locate the bed pans, urinals and incontinent briefs in your practicum area.</li><li>• Locate and read your practicum areas infection control policy.</li></ul>

Week of/ Number	Outcome/Material Covered	Reference/Reading
<p>Aug. 29, 2002</p> <p>Week 2</p>	<p><b>Feeding</b></p> <ul style="list-style-type: none"> <li>• Nutritional intake/Types of diets</li> <li>• Measuring and monitoring intake</li> <li>• Feeding techniques <ul style="list-style-type: none"> <li>– Dysphagic patient</li> <li>– Deficits such as blindness</li> <li>– Confused patient</li> </ul> </li> </ul> <p><b>Mouth Care</b></p> <ul style="list-style-type: none"> <li>• Routine mouth care</li> <li>• Special mouth care</li> <li>• Oral suctioning related to mouth care (Yaunker or Tonsillar suctioning (clean technique))</li> <li>• Denture care</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Oral suctioning <ul style="list-style-type: none"> <li>– Dugos, Esson &amp; Ronaldson, p. 754</li> </ul> </li> </ul> <p><b>Articles:</b> (Library reserve) Lugger, K.E. (1994). Dysphagia in the elderly stroke patient. <i>Journal of Neuroscience Nursing</i>, 26(2), 78–84.</p> <p>Hineman, M., Anderson, C., &amp; Hardy, J. (Nov. 96). <i>Self-learning package: Dysphagia nursing assessment</i>. Royal Columbia Hospital.</p> <p><b>In Class:</b>      <b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Complete the three scenarios prior to class.</li> </ul> <p><b>Practice Activities:</b> In groups of two, you will brush each others teeth. <b>Please bring your toothbrush and toothpaste.</b> Three different clinical scenarios present opportunities to perform focused assessments and feed patients with various disabilities. Come prepared to play the role of the patient as well as the nurse.</p>

Week of/ Number	Outcome/Material Covered	Reference/Reading		
Sep. 5, 2002  Week 3	<p><b>Mobility</b></p> <ul style="list-style-type: none"><li>• Concepts and principles of mobility</li><li>• Body mechanics</li><li>• Criteria to assess in a patient before transferring</li><li>• Moving patient up in bed</li><li>• 1-person pivot transfer</li><li>• 2-person front and back transfer</li><li>• Bed to stretcher</li></ul> <p><b>Assistive Aids and Devices</b></p> <ul style="list-style-type: none"><li>• Transfer belt for assisting patient to walk</li><li>• Crutches</li><li>• Canes</li><li>• Walkers</li></ul> <p><b>Restraints</b></p> <ul style="list-style-type: none"><li>• Chemical</li><li>• Physical</li><li>• Environmental</li><li>• Alternatives to restraints</li></ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"><li>• Nursing Fundamentals text</li></ul> <p><b>Articles:</b> (Library reserve) Goodridge, D., &amp; Laurila, B. (1997). Minimizing transfer injuries. <i>Canadian Nurse</i>, 93(7), 38–41.</p> <p>Cohen, C., Neufeld, R., Dunbar, J., Pflug, L., &amp; Breuer, B. (1996). Old problem, different approach: Alternatives to physical restraints. <i>Journal of Gerontological Nursing</i>, 23–29.</p> <table><tr><td><p><b>In Class:</b></p><ul style="list-style-type: none"><li>• Handout<ul style="list-style-type: none"><li>– 1-2-3 Lift</li><li>– Applying Wrist Restraints</li></ul></li></ul> <ul style="list-style-type: none"><li>• Video<ul style="list-style-type: none"><li>– Transfers (Lab copy)</li></ul></li></ul></td><td><p><b>Assignment:</b></p><ul style="list-style-type: none"><li>• Complete prior to class “Cranium Activity: What if? What else? What then?” at back of handout.</li></ul></td></tr></table> <p><b>Practice Activities:</b> In groups of three, you will practice and evaluate partners performance with mobilizing patients maintaining proper body mechanics and utilizing assistive devices and restraints.</p>	<p><b>In Class:</b></p> <ul style="list-style-type: none"><li>• Handout<ul style="list-style-type: none"><li>– 1-2-3 Lift</li><li>– Applying Wrist Restraints</li></ul></li></ul> <ul style="list-style-type: none"><li>• Video<ul style="list-style-type: none"><li>– Transfers (Lab copy)</li></ul></li></ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"><li>• Complete prior to class “Cranium Activity: What if? What else? What then?” at back of handout.</li></ul>
<p><b>In Class:</b></p> <ul style="list-style-type: none"><li>• Handout<ul style="list-style-type: none"><li>– 1-2-3 Lift</li><li>– Applying Wrist Restraints</li></ul></li></ul> <ul style="list-style-type: none"><li>• Video<ul style="list-style-type: none"><li>– Transfers (Lab copy)</li></ul></li></ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"><li>• Complete prior to class “Cranium Activity: What if? What else? What then?” at back of handout.</li></ul>			

Week of/ Number	Outcome/Material Covered	Reference/Reading
<p>Sep. 12, 2002</p> <p>Week 4</p>	<p><b>Positioning</b></p> <ul style="list-style-type: none"> <li>• Dorsal recumbent (supine)</li> <li>• Lateral</li> <li>• Semi-prone</li> <li>• Fowler's               <ul style="list-style-type: none"> <li>– Semi-Fowler's (45–60°)</li> <li>– High Fowler's (&gt;60°)</li> </ul> </li> <li>• Prone</li> </ul> <p><b>Hazards of Immobility</b></p> <ul style="list-style-type: none"> <li>• Clean dressing changes (transparent dressings for Stage I and II Decubitus Ulcers)</li> </ul> <p><b>Range of Motion Exercises (ROM)</b></p> <ul style="list-style-type: none"> <li>• Passive range of motion exercises</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Video               <ul style="list-style-type: none"> <li>– Impaired Mobility: Physical Consequences (VC 4610)</li> </ul> </li> </ul> <p><b>Practice Activities:</b></p> <p>In groups of two, you will practice passive ROM exercise and place your partner in the five positions. You will also apply a clean dressing to your partner's hand.</p>

Week of/ Number	Outcome/Material Covered	Reference/Reading
<p>Sep. 19, 2002</p> <p>Week 5</p>	<p><b>Hygiene Practices</b></p> <ul style="list-style-type: none"> <li>• Bed bath (complete or partial)</li> <li>• Tub bath</li> <li>• Eye care</li> <li>• Hair care</li> <li>• Nail care</li> <li>• Shaving</li> <li>• Perineal care (review)</li> <li>• Catheter care</li> <li>• Condom care</li> </ul> <p><b>Touch Therapy</b></p> <ul style="list-style-type: none"> <li>• Back massage</li> </ul> <p><b>Occupied Bed Making</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> </ul> <p><b>Articles: (Library reserve)</b>            Skewes, S.M. (1997). Bathing: It's a tough job. <i>Journal of Gerontological Nursing</i>, 23(5), 45–49.</p> <p>Poznaski-Hutchinson, C. (1999). Healing touch: An energetic approach. <i>American Journal of Nursing</i>, 99(4), 43–48. (Focus on p. 44).</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Video               <ul style="list-style-type: none"> <li>– Bed Bath (Lab copy)</li> </ul> </li> </ul> <p><b>Practice Activities:</b>            Come prepared to practice a bed bath and making an occupied bed. You will be bathing your partners arm and leg, as well giving them a back massage. <b>Bring your own comb and massage lotion.</b>  <b>Bring shorts and a tank top to change into.</b> A scenario involving catheter care will be set up.</p> <p><b>Next Week in Practicum:</b></p> <ul style="list-style-type: none"> <li>• Locate oxygen therapy equipment.</li> <li>• Observe how nurses and respiratory therapists collaborate to provide care.</li> </ul>

Week of/ Number	Outcome/Material Covered	Reference/Reading
Sep. 26, 2002 Week 6	Clinical Techniques Assessment Course: Testing Day 0830–1020 Multiple Choice Exam 1030–1230 } Assessment Skill Performance Testing	
Oct. 3, 2002 Week 7	Common Hour • <b>Midterm Multiple Choice Exam</b> <b>Place TBA</b>  <b>Medications Part 1</b> • <b>Oxygen Therapy</b> <ul style="list-style-type: none"> <li>– Oxygen delivery devices               <ul style="list-style-type: none"> <li>- Cannula</li> <li>- Simple face mask</li> <li>- Venturi</li> <li>- Face tent</li> </ul> </li> <li>– Mobilizing pulmonary secretions               <ul style="list-style-type: none"> <li>- Humidity therapy</li> <li>- Aerosol-nebulization therapy</li> </ul> </li> <li>– Maintaining patent airway               <ul style="list-style-type: none"> <li>- Coughing techniques</li> <li>- Oral suctioning (review)</li> <li>- Oral airway</li> </ul> </li> <li>– Oxygen saturation/oximetry</li> <li>– Focused assessments</li> <li>– Documentation</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Laboratory Diagnostics text</li> </ul> <b>Articles:</b> (Library reserve) , Carroll, P. (Feb. 1977). Pulse oximetry at your fingertips. <i>RN</i> , 22–27.  Calianno, C., Clifford, D., & Titano, K. (Dec. 1995). Oxygen therapy: Giving your patient breathing room. <i>Nursing</i> , 33–38.  <b>In Class:</b> <ul style="list-style-type: none"> <li>• Video               <ul style="list-style-type: none"> <li>– Oxygen Therapy (VC 5035)</li> <li>– Pulse Oximetry (VC 3519)</li> </ul> </li> </ul> <b>Practice Activities:</b> Four scenarios present opportunities to perform a focused assessment, administer oxygen therapy, insert an oral airway in a mannequin and perform oxygen oximetry.

Week of/ Number	Outcome/Material Covered	Reference/Reading
Oct. 10, 2002  Week 8	<b>Medications Part 2</b> <ul style="list-style-type: none"> <li>• Legal aspects of drug administration</li> <li>• Foundations for administering medications <ul style="list-style-type: none"> <li>– Medication orders</li> <li>– Medication knowledge and calculations</li> <li>– Focused assessment</li> <li>– Medication preparation, e.g., 3 checks</li> <li>– Health protecting strategies, e.g., 5 rights</li> <li>– Documentation (Chart, MAR)</li> </ul> </li> <li>• Administering oral medications</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Henke pp. 79–84</li> <li>• BCIT student policies related to medication administration</li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Lecture</li> </ul> <b>Practice Activity:</b> One clinical scenario present opportunities to perform a focused assessment, prepare and administer oral medications.
Oct. 17, 2002  Week 9	<b>Medications Part 3</b> <ul style="list-style-type: none"> <li>• Routes of drug administration <ul style="list-style-type: none"> <li>– Oral-narcotic medications (controlled drugs)</li> <li>– Topical (skin and mucous membranes) <ul style="list-style-type: none"> <li>- Special eye care</li> <li>- Transdermal</li> <li>- Powders</li> <li>- Creams</li> <li>- Ung</li> <li>- Pastes</li> <li>- Aerosols</li> <li>- Suppositories</li> </ul> </li> </ul> </li> <li>• Focused assessments</li> <li>• Documentation</li> <li>• Medication errors <ul style="list-style-type: none"> <li>– responsibilities <ul style="list-style-type: none"> <li>- incident reports</li> <li>- focused assessment</li> <li>- documentation</li> </ul> </li> </ul> </li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Henke p. 81, 261–279, 299–304</li> <li>• BCIT student policies</li> </ul> <b>In Class:</b> <ul style="list-style-type: none"> <li>• Video <ul style="list-style-type: none"> <li>– Medication Error, A Closer Look (VC 4624)</li> </ul> </li> </ul> <b>Practice Activity:</b> Six different clinical scenarios present opportunities to perform focused assessments and prepare and administer oral and topical medications. Come prepared to play the role of both a patient and nurse.

Week of/ Number	Outcome/Material Covered	Reference/Reading
<p>Oct. 24, 2002</p> <p>Week 10</p>	<p><b>Medications Part 4</b></p> <ul style="list-style-type: none"> <li>• <b>Anorectal Interventions</b> <ul style="list-style-type: none"> <li>– Enemas <ul style="list-style-type: none"> <li>- Cleansing</li> <li>- Oil retention</li> <li>- Carminative</li> <li>- Micro</li> <li>- Fleet</li> <li>- Medicated</li> </ul> </li> <li>– Rectal suppository</li> <li>– Rectal disimpaction</li> <li>– Rectal check</li> <li>– Rectal tube</li> <li>– Preparation of bowel for diagnostic tests</li> </ul> </li> <li>• Focused assessments</li> <li>• Documentation</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Henke, p. 301</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> </ul> <p><b>Practice Activity:</b></p> <p><i>First hour:</i> Three different clinical scenarios present opportunities to perform a focused assessment, prepare, administer and document an anorectal intervention to a mannequin.</p> <p><i>Second hour:</i> Game — “Anorectal Jeopardy”</p>

Week of/ Number	Outcome/Material Covered	Reference/Reading
<p>Oct. 31, 2002</p> <p>Week 11</p>	<p><b>Intake and Output</b></p> <ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Measuring</li> <li>• Documenting</li> <li>• Evaluating <ul style="list-style-type: none"> <li>– Problems related to voiding</li> </ul> </li> <li>• Promoting voiding</li> </ul> <p><b>Specimen Collection</b></p> <ul style="list-style-type: none"> <li>• Types <ul style="list-style-type: none"> <li>– Urine <ul style="list-style-type: none"> <li>- Routine urinalysis, 24 hour urine, double voided specimen, C&amp;S</li> </ul> </li> <li>– Stool <ul style="list-style-type: none"> <li>- Occult blood, C. difficile, ova and parasite</li> </ul> </li> <li>– Sputum</li> <li>– Throat</li> <li>– Vaginal</li> <li>– Eye</li> <li>– Ear</li> </ul> </li> <li>• Collection for screening for MRSA (review routine precautions)</li> <li>• Use of reagent strips for testing urine</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> <li>• Laboratory Diagnostics text</li> </ul> <p><b>Articles:</b> (Library reserve) Levy, S.B. (1998, March). The challenge of Antibiotic Resistance. <i>Scientific American</i>, 46–53.</p> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> </ul> <p><b>Practice Activities:</b> In groups of two, you will rotate through six scenarios which will provide you the opportunity to perform focused assessments and collect a variety of samples.</p>
<p>Nov. 7, 2002</p> <p>Week 12</p>	<p><b>Research Project Introduction</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Page 4–5 course outline</li> <li>• Bring your research article related to a skill in the practice lab.</li> </ul>
<p>Nov. 14, 2002</p> <p>Week 13</p>	<p><b>Practice Skill Testing</b></p>	

Week of/ Number	Outcome/Material Covered	Reference/Reading
Nov. 21, 2002  Week 14	<b>Skill Testing Exam</b> (A schedule for testing will be posted.)	
Nov. 28, 2002  Week 15	<b>Therapeutic Touch</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Nursing Fundamentals text</li> </ul> <p><b>Articles: (Library reserve)</b> Egan, E.C. (1992). Therapeutic touch. In M. Snyder (Ed.), <i>Independent nursing interventions</i> (2nd ed.), pp. 173–183. Albany, NY: Delmar Publishers, Inc.</p> <p>Poznaski-Hutchinson, C. (1999). Healing touch: An energetic approach. <i>American Journal of Nursing</i>, 99(4), 43–48.</p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Guest speaker</li> </ul> <p><b>Practice Activity:</b> In groups of two, you will practice therapeutic touch.</p>
Dec. 5, 2002  Week 16	<b>Research Project</b> • Presentations	
Exam Week	<b>Final Multiple Choice Exam (2 Hours)</b> Date, time and place TBA.	