



A POLYTECHNIC INSTITUTION

Course Outline

School of Health Sciences  
Program: Bachelor of Science in Nursing  
Option:

**NURS 1020**  
**Clinical Techniques 1 – Laboratory**

**Start Date:** January 2009

**End Date:** May 2009

**Total Hours:** 52    **Total Weeks:** 17  
**Hours/Week:** 3    **Lecture:** 1    **Lab:** 2

**Term/Level:** 1    **Course Credits:** 3.5  
**Shop:**    **Seminar:**    **Other:**

**Prerequisites**

Course No.	Course Name
None	

**NURS 1020 is a Prerequisite for:**

Course No.	Course Name
NURS 2020	Clinical Techniques 2 – Laboratory
NURS 2030	Nursing Clinical 2

**NURS 1020 is a Corequisite for:**

NURS 1030	Nursing Clinical 1
-----------	--------------------

---

• **Course Description**

This course presents basic nursing skills related to hygiene, relaxation 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 Web CT activities, laboratory practice, simulation experiences, demonstrations, and examinations are part of the course.

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

• **Evaluation**

Multiple choice exam (midterm)	25%
Med-Math exam	0%
Multiple choice exam (final)	35%
Skill demonstration	20%
Research activity	20%
<b>TOTAL</b>	<b>100%</b>

- Students must achieve a 50% average between the two multiple choice / short answer exams in order to achieve credit for this course.
- Students must achieve 100% on the Med-Math exam to give medications in clinical (NURS 1030)
- All assignments must be completed to achieve a passing grade.
- Students are expected to spend at least 3 hours of self directed skills practice over the course of the term

• **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

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 evidence 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.

- **Verification**

I verify that the content of this course outline is current.

K. Appleby  
Authoring Instructor

Nov 26, 2008  
Date

I verify that this course outline has been reviewed.

Jain Verner  
Program Head/Chief Instructor

Nov 21, 2008  
Date

I verify that this course outline complies with BCIT policy.

Danella Adams  
Dean/Associate Dean

Nov. 27, 2008  
Date

**Course Outline Changes:**

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 calendar on Web CT.
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.

- **Instructor(s)**

Kathaleen Appleby	Office Location: SE 12-418	Office Phone: 604-451-6949
	Office Hrs.: See posted hours at desk	E-mail Address: kappleby@my.bcit.ca
TBA	Office Location: SE 12 – 418	Office Phone:
	Office Hrs.: See posted hours at desk	E-mail Address:

• **Learning Resources**

**Required:**

1. Clinical skills text.  
Perry, A.G., & Potter, P.A. (Eds.). (2006). *Clinical nursing skills and techniques* (6th ed.).  
St. Louis: Mosby, Inc.
2. A nursing fundamentals text  
Ross-Kerr, J.C. & Wood, M.J. (Canadian Eds.). (2006). *Canadian fundamentals of nursing* (3rd ed.)  
Toronto: Mosby.
3. Internet access to Web CT NURS 1020 Theory
4. CRNBC Practice Support document entitled “Medication Practice Support 08”  
access <http://www.crnbc.ca/downloads/3.pdf> Also available on Web CT NURS 1020 Theory
5. Internet access to Netstorage video files

**Optional:**

6. Boyer, M.J. (2006). *Math for nurses: a pocket guide to dosage calculation and drug preparation* (6<sup>th</sup> ed.).:  
Lippincott Williams & Wilkins

**Supplemental:**

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

1. Jarvis, C. (2008). *Physical examination and health assessment* (4<sup>th</sup> ed.). Philadelphia: Saunders.
2. Black, J.M., & Hawks, J. (2005). *Medical-surgical nursing: Clinical management for positive outcomes* (7th ed.). Philadelphia: Saunders.
3. A medical dictionary and a laboratory test and diagnostic procedures text
4. College of Registered Nurses of British Columbia. (2006). *Scope of practice for Registered Nurses; Standards, Limits, Conditions*. Vancouver, BC: Author.
5. Philosophy Task Group. (2006). *Bachelor of Science Nursing curriculum philosophy*. Burnaby, BC: British Columbia Institute of Technology.

### Recommended:

6. Gulanick, M., et al. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). Philadelphia: Lippincott.

- **Information for Students**

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

### Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

- Regular attendance in 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).
- 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 and notify their clinical instructor of the plan. This must be completed within an appropriate time (usually a week).
- **Makeup Tests, Exams or Quizzes:**  
There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

### Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

#### Cheating, Fabrication, Plagiarism and/or Dishonesty:

- **First Offense:** Any student in the School of Health sciences involved in an initial act of academic misconduct - **cheating, fabrication, plagiarism and /or dishonesty** will receive Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.
- **Second Offense:** Any student in the School of Health Sciences involved in a second act of academic misconduct – **cheating fabrication, plagiarism and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and / or President, that the student be expelled from the program.

### Attempts:

BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course (s) for academic or performance reasons, will not be readmitted to the program".

**Accommodation:**

Any student who may require accommodation from BCIT because of physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest time. Requests for accommodation must be made to the Disability Resource Center, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

• **Learning Process 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 apply standards of practice, assessment knowledge and clinical judgement when implementing 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 they 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, standard and isolation precautions, assistive devices, restraints.
- feeding, mouth care, special mouth care, oral suctioning, dental care.
- body mechanics, transfers.
- hygiene — bed bath, perineal care, catheter care, condom care, bedpans, urinals, incontinent briefs.
- bed making, back massage.
- 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 / relaxation therapies

• **Assignment Details**

1. Students must achieve a 50% average between the midterm exam and the final exam in order to achieve credit for the course.

2. Students must achieve 100% on their Med-Math exam to give medications in clinical (NURS 1030). Those not receiving 100% will be given the opportunity to rewrite the exam until they are successful. Each attempt after the initial exam will be scheduled with the clinical techniques instructor.
3. All lab manual assignments must be completed to receive credit for the course. Late assignments, lab reports or projects will receive deductions in marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.
4. Students will be expected to spend 3 hours practicing skills during open lab time over the course of the term. This will be monitored by the instructor and students may be asked to hand in self reports throughout the term.
5. A **skill testing demonstration** is worth 20% of the students' final grade and is marked out of 20. The demonstration of specific techniques will be graded satisfactory/unsatisfactory according to criteria on a checklist. If all criteria are met the student receives a satisfactory and will be granted 20/20 marks. If the student misses one critical area they will receive a portion of 20 marks and not be asked to retest. One opportunity to retake this test will be offered if the student misses many critical areas or misses many of the non critical criteria. If the second demonstration is satisfactory, the student will be awarded 10/20 marks. If neither the first nor the second demonstration is satisfactory, the student will receive 0/20. For all techniques demonstration tests, the student will be asked to perform the technique as well as answer questions about the particular technique being demonstrated. More information will be given out in Lab closer to the time of the testing.
6. **Research Activity**  
Groups of 5–6 students from the same set will work together to complete this assignment. This research assignment is worth 20% of the final grade (one mark is assigned to the group).

The group will identify a *clinical technique* or related issue to a *clinical technique* taught in NURS 1020, investigate current knowledge, thinking and research significant to this technique or related issue. Students in the group will conduct an 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 CRNBC discussion papers.
- interviewing a practicing nurse and/or client.

By following these steps each student should be able to locate a research article related to the group's topic of interest.

Once each student has chosen a research article, he or she will:

- Analyze the research article by looking at the critical components essential to a research study. These criteria will be discussed in class. As a group, decide which research article best conveys and is the most applicable to their research question.
- Once one article is chosen the group will convey research findings to their classmates in a **poster** presentation format. It must meet the recommended criteria for a poster presentation.
  1. Each group will have 15 minutes to complete their presentation and have 5 minutes to answer questions.
  2. Marks are assigned based on three criteria for both the presentation and poster. The distribution of marks is outlined for you. A more detailed outline is provided on Web CT under week 15.

- 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. The poster 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. The presentation should comment on the content of the article as above, but also comment on the other research studies that the group discovered during their search for information.
  - Organization - ***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).
  - Creativity refers to the visual impact the poster elicits. The research findings should be presented in an interesting, stimulating and thought-provoking manner on both the poster and during the presentation.
3. ***A reference list must be submitted along with a copy of the research paper that is to be left beside the poster.*** APA style of referencing is utilized.. All printed and oral (interviewee) sources of information must be acknowledged and included in the reference list by the assignment deadline.
- 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.
  - The grading of this assignment will be the responsibility of your clinical techniques instructors. Students may request one review of their assignment mark. This may involve a meeting with the instructors and students involved in the assignment.

