

MAR 12 1998



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline Part A

**NURS1030  
Nursing Practicum 1**

**Hours/Week:** 11  
**Lecture:**  
**Lab:**  
**Other:**

**Total Hours:** 121  
**Total Weeks:** 11

**Term/Level:** 1  
**Credits:** 8

**Prerequisites**

**NURS 1030 is a Prerequisite for:**

**Course No. Course Name**

**Course No. Course Name**  
NURS 2030 Nursing Practicum 2

**Course Goals**

Nursing 1030 is a practicum course that focuses on providing nursing care for people experiencing health problems that require hospitalization. Emphasis is placed on developing knowledge, skills and attitudes relevant to a professional nursing identity.

**Course Description**

In this course, students will be expected to provide knowledgeable and safe nursing care to people in hospitals. The scope of nursing practice includes recognition and consideration of the health needs of people entering the hospital as well as health needs that will require follow-up on discharge. Context of practice: Adult medicine.

**Evaluation**

- Satisfactory/Unsatisfactory standing based on student and instructor evaluation.





**Effective Date**

January, 1998

**Instructor(s)**

Kathaleen Appleby	451-6949	Office No.:	SE12 418
Elly Carr	451-6950	Office Hrs.:	Please see individual instructors
Lynn Field	451-6945		
Kay Negoro	451-6953		
Anne Trory	432-8914		
Selma Whiteside	451-6949		

**Text(s) and Equipment**

**Equipment:**

- A uniform that complies with program policies (see Guidelines for Students in the Nursing Program)
- Shoes that comply with program policies (see Guidelines)
- A stethoscope
- A pen and notebook
- A pen light
- Bandage scissors
- A watch with a second hand
- Tape measure
- A lock may be required if you use a hospital locker to store clothing, etc. while at the hospital

**Required:**

Canadian Nurses Association. (1997). *Code of Ethics for Registered Nurses*. Ottawa: Author.

Nursing Program. (1996). *Guidelines for Students in the Nursing Program*. Burnaby, BC: BCIT.

Registered Nurses Association of British Columbia. (1992). *Standard of Nursing Practice in British Columbia*. Vancouver: Author.

Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health Assessment in Nursing*. Menlo Park, CA: Addison Wesley.

Snyder, M. (1992). *Independent Nursing Interventions* (2nd ed.). Albany, NY: Delmar.

**Recommended:**

Either of the following two texts:

- Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of Nursing: Human Health and Function* (2nd ed.). Philadelphia: Lippincott.
- DuGas, B.W., & Knor, E.R. (1995). *Nursing Foundations: A Canadian Perspective*. Scarborough, ON: Appleton & Lange Canada.

Either of the following two texts:

- LeMone, R., & Burke, K.M. (1996). *Medical-Surgical Nursing: Critical Thinking in Client Care*. Menlo Park, CA: Addison Wesley.
- Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (8th ed.). Philadelphia: Lippincott.

Either of the following two texts:

- Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1994). *Mosby's Medical, Nursing and Allied Health Dictionary* (4th ed.). St. Louis: Mosby.
  - Miller, B.F., & Keane, G.B. (1992). *Encyclopedia and Dictionary of Medicine, Nursing and Allied Health* (5th ed.). Philadelphia: Saunders.
- A pharmacology handbook

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## Course Notes (Policies and Procedures)

### Outcome Review

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with your teacher to see how this might be accomplished.
2. It is expected that students will work with teachers to establish a learning partnership. This means that both will communicate openly, respect each other and work to balance the power in the relationship. Students and teachers will:
  - meet to discuss course outcomes to achieve shared understanding of them.
  - identify the evidence required to demonstrate achievement of the outcomes.
  - dialogue verbally regularly throughout the course. The reflective thinking activity may enhance the dialogue between students and teachers. The dialogue may also enhance the reflective thinking.
3. During the practicum orientation, the evaluation of this course will be discussed. Most of the course will focus on dialogue to promote learning. Students are expected to use the dialogue to make weekly progress in learning. Towards the end of the course, the student must show evidence of outcome achievement to achieve a satisfactory standing in the course.
4. The student and teacher will meet to draft the final summary of outcome achievement. The instructor has the final responsibility for assigning a S or U in the course.
5. Students will participate in a verbal or written review of the course at midterm and the end of the term. This review will include a discussion of teaching methods, resources and course structure. The midterm review is aimed at meeting the needs of the students currently taking the course. The end of term review is aimed at modifying the course for subsequent students.

**Attendance:**

1. Attendance is required in this course because of the importance of experience in learning how to nurse. Therefore, if students are absent for more than 10% of the practicum activities for other than medical reasons, they may not meet the attendance requirements for the course (**see Guidelines for Students in the Nursing Program**).
2. Students are expected to attend practicum activities in an appropriate state of health. When this does not exist, students must notify the agency and teacher before the experience begins for the day.

**Participation:**

1. Students will be given patient information the day prior to the practicum days. Students are expected to do some research so that they have a reasonable preliminary understanding of nursing care the assigned patient(s) might require.
2. Students must actively participate in the practicum activities to meet course outcomes. Please refer to the *Guidelines for Students in the Nursing Program* for specific policies regarding nursing care.
3. The nursing care given must be safe and comfortable for patients. Students will be expected to document errors according to the policy of the agency in which they are working. Students whose care is unsafe may be removed from the practicum setting. (*See Guidelines for Students in the Nursing Program.*)
4. Weekly practicum activities include the practicum conference. It is a structured group that allows teachers and students to process, contextualize, understand, reflect and learn from the practicum experiences. The conference is aimed at reflection, education, reasoning, stress reduction, group support and question identification. Students and teachers have a joint responsibility to see that these conferences are meaningful. They will decide where and when the conferences will be scheduled each week and how the conferences will be structured. It is suggested that the conference be one hour each week.

**Reflective Thinking Activity:**

1. The purpose of this activity is to help students develop the ability to reflect on and reason about their practicum activities.
2. Initially, the reflection will be done verbally in the practicum conference of weeks one and two.
3. Then, specific thinking activities and questions will be posed for students to answer in writing each week. The student's contribution to this journal will be confidential between the student and the teacher. Sharing of any part of the student's writing will only occur when written permission has been given to do so.
4. **All students must complete all the verbal and written reflective activities to achieve a satisfactory grade in this course.**

## Assignment Details

### Reflective Thinking Question:

1. The purpose of the first written reflective activity is to help students identify the impact of nursing experiences on their behavior. In a journal:
  - Describe something significant that occurred in the practicum experience this week. Identify why it was important to you. What thoughts and feelings did you have about the experience? How did these thoughts and feelings affect your view of the incident?
  - This activity will be done weekly from weeks 3-7 inclusive.
2. The purpose of the second written reflective activity is to help students identify another person's perspective in nursing situations. In a journal:
  - Describe something significant that occurred in the practicum experience that involved another person (patient, staff member, family member, etc.). Identify why it was important to you. Is your perspective (thoughts and feelings) of the event the same as the other person's? How did you validate this? How will the two perspectives impact your future care?
  - This activity will be done weekly from weeks 8-11.