

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

COURSE OUTLINE

COURSE NAME Nursing I

COURSE NUMBER NURS1100

DATE January and August 1994

Prepared by K. Doyle

Taught to First Year

School Health Sciences

School Health Sciences

Program Nursing

Program Nursing

Date Prepared August, 1993

Option \_\_\_\_\_

Term I Hrs/Wk Theory - 9 hrs. Credits 25  
Clinical - 13 hrs.

No. of Weeks 17 Total Hours 374

Instructor(s) K. Doyle Office 2N-418 Local 8917

Office Hours As posted by individual instructors

**PREREQUISITES** Meeting admission requirements. (No others)

**COURSE DESCRIPTION**

This course is offered in the first term of the Nursing Program.

NURS 1100 presents an overview of the nursing curriculum. The student is introduced to basic concepts of: the nursing model, nursing process, nursing skills and professional behaviors. Emphasis is placed on normal requirements for need satisfaction, the stressors associated with lifestyle patterns, the stages and tasks of growth and development and unanticipated events and assisting the individual by supporting appropriate responses. Principles of pharmacology are discussed.

Concurrent theory, laboratory and clinical practice focus on the nursing measures required to assist individuals to satisfy needs.

Clinical experience is provided with adults on medical and extended care units. Students are expected to provide care to two individuals.

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## COURSE OBJECTIVES

The student:

1. Uses the nursing process to assist individuals to satisfy needs by supporting appropriate responses to stressors.
2. Performs selected psychomotor skills with a degree of skill that ensures safety and promotes comfort.
3. Demonstrates caring behaviors toward patients.
4. Uses selected interactive skills to initiate helping relationships with patients.
5. Demonstrates organizational ability in providing nursing care.
6. Designs a plan for self which promotes optimal health.
7. With assistance, participates actively in selected groups and/or with individuals.
8. Demonstrates responsibility and accountability for actions as a nursing student.
9. Works cooperatively with health care workers.

(See Appendix for the theory and clinical subobjectives.)

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## EVALUATION

Midterm	<u>40</u>	%
Final Examination	<u>50</u>	%
Projects/Assignments	<u>10</u>	%
Clinical	Satisfactory/Unsatisfactory	

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## REQUIRED TEXT(S) AND EQUIPMENT

Canadian Nurses Association. Code of Ethics for Nursing (1991)

Curren, A. M., & Munday, L. D. (1990). Math for meds: A programmed text (6th ed.). San Diego: Wallcur.

Fremes, R., & Sabry, Z. (1981). Nutriscore (2nd ed.). Toronto: Methuen.

Lewis, S., & Collier, I. (1992). Medical surgical nursing: Assessment and management of clinical problems (3rd ed.). New York: McGraw-Hill.

Malseed, R. T. (1990). Pharmacology: Drug therapy and nursing considerations (3rd ed.). Philadelphia: Lippincott.

Miller, B. F., & Keane, C. B. (1992). Encyclopedia and dictionary of medicine, nursing and allied health (5th ed.). Philadelphia: Saunders.

Nursing '94: Drug handbook (1994). Springhouse, Pennsylvania: Springhouse Corp.

Potter, P. A., & Perry, A. G. (1993). Fundamentals of nursing (3rd ed.). St. Louis: Mosby

Sundeen, S. J., Stuart, G. W., Rankin, E. A., & Cohen, S. A. (1989). Nurse-client interaction: Implementing the nursing process (4th ed.). St. Louis: Mosby.

Stethoscope, Bandage scissors, Transfer belt

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## REFERENCE TEXTS AND RECOMMENDED EQUIPMENT

Nursing Process and Process Recording Pads available in the Bookstore.

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## COURSE CONTENT

### NURSING CORE

#### Introduction to Curriculum Concepts

1. Basic elements:
  - a. needs
    - i. physiological
    - ii. psychosocial
  - b. stressors/responses
    - sources of stressors
      - i. lifestyle patterns
      - ii. stages and tasks of growth and development
      - iii. unanticipated events
    - appropriate/inappropriate responses
2. Interrelationship of the basic elements

#### Introduction to the Nursing Process

1. Definition
2. Components of the nursing process:
  - a. assessment
    - i. data collection
    - ii. problem identification
  - b. intervention
    - i. planning
    - ii. implementation
  - c. evaluation
    - i. evaluation
    - ii. modification

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## The Needs

1. Definition of need
2. The needs to be considered:
  - a. physiological
    - i. protection
    - ii. oxygen
    - iii. nutrition
    - iv. elimination
    - v. activity and rest
    - vi. reproduction
  - b. psychosocial
    - i. to love and be loved
    - ii. achievement
    - iii. to feel worthwhile to self and others
    - iv. sensory stimulation
3. Each physiological and psychosocial need will be approached in the following manner:
  - a. definition
  - b. requirements to satisfy need
  - c. criteria for assessment
  - d. nursing measures which support appropriate responses

## Stressors Associated with Lifestyle Patterns

1. Definition of lifestyle
2. The lifestyle patterns to be considered are:
  - a. work, leisure, relaxation
  - b. dietary
  - c. individual living
  - d. coping
  - e. sexuality
3. Examples of stressors associated with lifestyle patterns are:
  - a. smoking
  - b. dieting

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## Stressors Associated with the Stages and Tasks of Growth and Development

1. The selected example of a stressor associated with the stages and tasks of growth and development is:

- older adult - aging process

It will be approached in the following manner:

- a. definition
- b. data collection
  - i. basis (physiological and/or psychosocial)
  - ii. expected stressors/responses, i.e., pain, anxiety, altered self image
  - iii. effect on need satisfaction
  - iv. relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
  - v. diagnostic procedures
- c. therapeutic measures
  - i. description
  - ii. rationale
  - iii. implications for patient care

2. The tasks of growth and development will be looked at according to one or more of the following developmental components:

- a. Physical - development related to growth in terms of structure, sized and physical capabilities.
- b. Social - development related to interpersonal relationships and roles.
- c. Emotional - development related to emotions and awareness of self.  
(personality)
- d. Intellectual - development related to cognitive abilities.

## Stressors Associated with Unanticipated Events

The selected examples of stressors associated with unanticipated events are:

- Unanticipated event of degenerative disorders.  
Example: cerebrovascular accident
- Multiple unanticipated events.  
Example: organic mental disorder.

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They will be approached in the same manner as described above for the stages and tasks of growth and development.

### Pharmacology

1. Introductory concepts including pharmacology for the other adult
2. Legal aspects
3. Drug misuse and abuse
4. Laxative classification

### **NURSING SKILLS**

#### Psychomotor Skills

Principles and practice of selected skills may be taught in the classroom, laboratory and/or clinical setting.

1. Physical assessment techniques

Take vital signs:

- blood pressure
- temperature (oral, axillae, rectal)
- pulse (radial, apical, pedal, femoral, carotid)
- measure height and weight
- assess tissue turgor

2. Administer personal hygiene

Do complete bed bath

Assist with tub bath or shower

Use special baths, e.g. Century

Do oral hygiene

Care for dentures

Comb and brush hair

Shampoo hair

Do nose and ear care (including hearing aids)

Do eye care

Do perineal care

Care for feet and hands, including nails

Do facial shave

Give bedpans and urinals, incontinent briefs

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3. Provide comfort measures

Make and change beds (occupied and unoccupied)  
Give back rub  
Give special skin care to pressure areas  
Position patient to maintain body alignment  
Make environment aesthetic for patients

4. Maintain fluid and nutritional levels

Prepare patients for meals  
Feed adults  
Measure intake and output

5. Administer medications

Prepare medications for administration  
Apply topical medications  
Give oral medications (tablets, capsules, liquids)  
Instill eye drops and ointments  
Apply topical medications  
Instill nose drops and ointments  
Insert suppositories (rectal, vaginal)

6. Carry out aseptic procedures

Do catheter care  
Do condom care

7. Carry out procedures

Apply elastic stockings  
Administer enema  
Apply restraints

8. Assist with procedures

Nil

9. Manipulate, operate and care for equipment

Manipulate beds, stretchers and wheelchairs  
Use footboards and cradles  
Manipulate alternating pressure mattress/waterbed

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## 10. Ambulate and transport patients

- Transfer from bed to chair
- Transfer from bed to stretcher
- Transfer via bed, stretcher, wheelchair
- Patient lifts
- Do active and passive range of motion exercises
- Assist with use of walking devices
- Practice proper body mechanics
- Assist patient to walk, stand, sit
- Assist patient to turn in bed

## 11. WHMIS

### Organizational Skills

Principles of organization:

- a. purpose
- b. problem-solving approach

### Interactive Skills

- 1. The helping process
- 2. Elements of human interactions:
  - a. communication model
  - b. factors affecting communication
- 3. Attending and listening skills
  - a. definitions
  - b. purposes
- 4. Interviewing
  - a. definition
  - b. purposes
  - c. selected interviewing techniques
- 5. Process recording
  - a. definition
  - b. purposes
  - c. guidelines and criteria
  - d. format

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## Teaching and Learning Skills

The nurse's role as teacher:

- a. introduction
- b. the nurse as a role model for optimal health
  - i. planning to promote own optimal health

## **PROFESSIONAL BEHAVIORS**

### Caring

1. Values
2. Caring behavior of the nurse
  - definition
  - caring behaviors
  - factors that influence behavior

### Responsibility and Accountability

1. Responsibilities of the nursing student:
  - a. policies and procedures of:
    - i. BCIT
    - ii. clinical agencies
  - b. introduction to legal and ethical aspects
    - i. definitions
    - ii. responsibilities of the nursing student
  - c. student rights
    - i. definition
    - ii. rights of the nursing student
  - d. student as a responsible learner
    - i. identify own learning needs
    - ii. write own learning objectives according to the three domains

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2. Professional nursing associations:

- a. purpose
- b. role of provincial, national and international associations
- c. student membership
- d. history of nursing

Leadership

1. Introduction to assertive behavior
2. Guidelines re seeking guidance and direction

Working with Health Care Workers

1. The nurse and health care workers:
  - a. roles and functions of nurses and health care workers
  - b. relationship of members within the team (including the nursing student)
  - c. methods of delivery of care
2. Communicating with health care workers:
  - a. means of communication
    - i. reporting
    - ii. recording
    - iii. legal implications of reporting and recording

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## LEARNING EXPERIENCES

The first two days of the term are orientation. The focus is on the objectives and basic concepts of the BCIT Nursing curriculum. Subsequently, the classroom component is 9 hours and the clinical component is 13 hours weekly.

CLASSROOM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Nursing Core	<ul style="list-style-type: none"><li>- modules</li><li>- independent study</li><li>- case studies and discussion</li><li>- concurrent readings</li><li>- A/V aids (e.g. films, slides, tapes)</li><li>- assignments based on core concepts (i.e. needs, lifestyle pattern)</li></ul>	<ul style="list-style-type: none"><li>- all the students with 1 instructor for 3 hours/week for 16 weeks</li></ul>
Nursing Skills		
<ul style="list-style-type: none"><li>- Psychomotor</li></ul>	<ul style="list-style-type: none"><li>- lecture/demonstration</li><li>- laboratory practice</li><li>- concurrent readings</li><li>- independent study</li> <li>- A/V aids</li></ul>	<ul style="list-style-type: none"><li>- 1 instructor for lecture/demonstration of 1 hour/week for 16 weeks</li> <li>- 2 sets for practice</li><li>- 2 instructors for practice for 2 hours/week for 16 weeks</li></ul>
<ul style="list-style-type: none"><li>- Organization and</li><li>- Interactive</li></ul>	<ul style="list-style-type: none"><li>- modules</li><li>- independent study</li><li>- concurrent readings</li><li>- role playing</li><li>- A/V aids (e.g. video and audio tapes, films)</li><li>- laboratory practice</li></ul>	<ul style="list-style-type: none"><li>- 1 instructor per set for 2 hours/week for 16 weeks</li><li>- small student groups</li></ul>

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**CLASSROOM  
EXPERIENCES**

**TEACHING/LEARNING  
APPROACHES**

**IMPLEMENTATION**

- Teaching and Learning

- module
- independent study
- discussion

- 1 instructor for each group of 8 students
- 1 hour seminar during term

Professional Behavior

- seminars
- independent study
- concurrent readings
- role playing
- A/V aids

- 1 instructor per set for 1 hour/week for 16 weeks

Hospital

Focuses on individuals who require assistance to satisfy needs in the hospital setting (general adult medical and extended care units)

- patient assignments by instructor
- activities directed by instructor
- application of nursing core and skills; psychomotor, organization, interactive, and teaching and learning
- professional behaviors; caring, leadership, responsibility and accountability and working with personnel
- assignments - written nursing process and process recordings

- groups of 8 students
- each group of 8 students in hospital 10 hours/week (2 days) for 16 weeks
- 1 instructor per group
- orientation may be at the hospital or BCIT

Post-clinical conference

- discussion of aspects of nursing care with which students are involved
- student presentations
- role playing

- groups of 8 students with 1 instructor per group
- 2 hours/week for 16 weeks

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## APPENDICES

- Theory Subobjectives
- Clinical Evaluation Form with Clinical Subobjectives

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## THEORY SUBOBJECTIVES

### Core/Nursing Process

1. Knows facts about:
  - a. the BCIT General Nursing Curriculum
  - b. the Nursing Process
  - c. the ten needs
  - d. introductory concepts and legal aspects of pharmacology
  - e. stressors associated with lifestyle patterns, stages and tasks of growth and development and unanticipated events.
  - defines terminology
  - collects data about the stressor/response:
    - i. discusses basis
    - ii. describes common reactions to the stressor
    - iii. describes effect on need satisfaction
  - discusses nursing measures

### Psychomotor Skills

1. Defines terminology.
2. Explains the purpose of the skill.
3. Explains the principles/guidelines underlying the skill.
4. States equipment to be used.
5. Organizes the work environment to facilitate performance of the skill.
6. States what the patient should be taught regarding the skill.
7. Describes observations to make before, during and after the skill.
8. States essential safety factors for patient and self.
9. States measures which ensure patient comfort.
10. Practices/observes a correct method of performing the skill.
11. Describes methods of adapting the skill to selected situations.
12. Demonstrates a correct method of recording and reporting observations related to the skill.
13. Discusses the implementation of WHMIS on nursing units and for own practice.

### Caring

1. Identifies own values using guidelines provided.
2. Identifies factors that promote and inhibit own caring behaviors.
3. Identifies own behaviors that promote and inhibit caring behaviors.

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### Interactive Skills

1. Identifies the elements of human interaction.
2. Explains the helping process.
3. Describes the phases of the helping process.
4. Identifies factors that may affect the initiation phase of the helping relationship.
5. Develops the skills of attending and listening.
6. Develops selected interviewing techniques.

### Organizational Skills

1. Describes the basic components of effective organization.
2. Designs a plan for organizing nursing care in selected situations.
3. Modifies the organizational plan with help in selected situations.

### Teaching and Learning Skills

1. Describes selected measures to reduce stress.
2. Designs a plan to promote appropriate responses to a stressor associated with own lifestyle patterns.

### Leadership

1. Describes the meaning of assertive communication.
2. Plans strategies for making requests assertively.
3. Plans strategies for refusing requests assertively.
4. Plans strategies for developing workable compromises.

### Responsibility and Accountability

1. Identifies student policies and guidelines of the General Nursing Program and of clinical agencies.
2. Identifies rights and responsibilities of students in the General Nursing Program.
3. Describes legal and ethical responsibilities related to nursing practice.
4. Describes events related to the development of nursing as a profession.
5. Describes the purposes and roles of selected nursing associations.
6. Identifies own learning needs with assistance.
7. Writes own learning objectives with assistance.

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## Working as a Health Care Worker

1. Describes nursing roles in the health care system.
2. Describes roles and functions of health care workers.
3. Describes methods for reporting data in a legal, ethical and professional manner.
4. Describes methods for recording data in a legal, ethical and professional manner.
5. Records data in a legal, ethical and professional manner in selected situations.

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**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

**GENERAL NURSING PROGRAM**

***CLINICAL EXPERIENCE EVALUATION***

Course and Number   NURSING I     NURS 1100  

Student: \_\_\_\_\_

Surname

First Name

(Block Letters)

Hospital/Agency	Dates	Planned Hours of Experience	Hours Absent	Total Present

**MIDTERM PROGRESS:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

**FINAL EVALUATION:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

Instructor's Recommendation \_\_\_\_\_

Program Marks Committee Recommendation \_\_\_\_\_

School Marks Committee Decision \_\_\_\_\_

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**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

**GENERAL NURSING PROGRAM**

***EVALUATION SUMMARY***

STUDENT: \_\_\_\_\_

COURSE:  NURSING I NURS 1100

**MIDTERM PROGRESS:**

AREAS OF STRENGTH	CONTINUING AREAS FOR IMPROVEMENT

**COMMENTS/SUGGESTIONS:**

Instructor's Signature: \_\_\_\_\_

**FINAL EVALUATIONS:**

AREAS OF STRENGTH	CONTINUING AREAS FOR IMPROVEMENT

Instructor's Signature: \_\_\_\_\_

**COMMENTS/SUGGESTIONS:**

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Inability to meet the overall objectives may constitute a failure. Consideration will be given to the total performance of the student.

<i>MIDTERM PROGRESS</i>		I. <i>NURSING PROCESS</i> (Evaluation of this objective is based on clinical application and written nursing process assignments.)	<i>FINAL REVIEW</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>		<i>PASS</i>	<i>FAIL</i>
		Uses the nursing process to assist individuals to satisfy needs by supporting appropriate responses to stressors.	<i>MET</i>	<i>UNMET</i>
		<p>A. <i>ASSESSMENT</i></p> <p>1. Data Collection</p> <ul style="list-style-type: none"> <li>* a. Uses data collection guide as directed.</li> <li>* b. Gathers data from appropriate sources (patient as primary source).</li> <li>* c. Assesses responses/stressors associated with the lifestyle patterns of: <ul style="list-style-type: none"> <li>i. work, leisure and relaxation</li> <li>ii. dietary</li> <li>iii. individual living</li> <li>iv. coping</li> <li>v. sexuality</li> </ul> </li> <li>d. Examines stressors associated with lifestyle patterns as to nature, duration, person's past experience and number of other stressors present.</li> </ul> <p>2. Problem Identification</p> <ul style="list-style-type: none"> <li>a. Determines whether needs have been satisfied.</li> <li>* b. Identifies patient problems related to needs.</li> </ul> <p>B. <i>INTERVENTION</i></p> <p>1. Planning</p> <ul style="list-style-type: none"> <li>a. Sets goals which are: <ul style="list-style-type: none"> <li>i. realistic</li> <li>ii. understandable</li> <li>iii. measurable</li> <li>iv. behavioral</li> <li>v. achievable</li> </ul> </li> <li>b. Plans independent and dependent nursing measures.</li> <li>* c. Makes judgments based on knowledge.</li> <li>d. Explains the rationale for nursing measures and nursing judgments.</li> </ul>		

<i>MIDTERM PROGRESS</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>

2. Implementation

- \* a. Implements independent nursing measures.
- \* b. Implements dependent nursing measures.
- \* c. Explains the rationale for nursing measures and nursing judgments.

C. *EVALUATION*

1. Evaluates the outcomes of independent and dependent nursing measures.
2. Determines whether goals have been met.
3. Identifies the need for modification.
4. Modifies nursing measures with assistance.

<i>FINAL ACHIEVED</i>	
<i>PASS</i>	<i>FAIL</i>
<i>MET</i>	<i>UNMET</i>

**COMMENTS:** (Student/Instructor)

**MIDTERM**

**FINAL**

N.B. \* indicates critical subobjectives throughout this document.  
All overall objectives are critical.

<i>MIDTERM PROGRESS</i>		<i>II. NURSING PSYCHOMOTOR SKILLS</i>	<i>FINAL ACHIEVED</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>	Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.	<i>PASS</i>	<i>FAIL</i>
		<ol style="list-style-type: none"> <li>1. Explains the purpose of the skill.</li> <li>2. Uses appropriate sources to review the skill before performing it.</li> <li>3. Familiarizes self with equipment, policies and procedures in the assigned clinical agency.</li> <li>4. Collects required equipment before performing the skill.</li> <li>5. Organizes the work environment to facilitate performance of the skill.</li> <li>6. Teaches the patient about the skill.</li> <li>*7. Uses measures to ensure patient and own safety.</li> <li>*8. Implements measures which ensure patient comfort.</li> <li>*9. Demonstrates a correct method of performing the skill.</li> <li>10. Adapts the skill to the patient situation.</li> <li>11. Makes observation before, during and after the skill.</li> </ol>	<i>MET</i>	<i>UNMET</i>

**COMMENTS:** (Student/Instructor)

**MIDTERM**

**FINAL**

<i>MIDTERM PROGRESS</i>		III. <i>CARING</i>	<i>FINAL ACHIEVED</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>	Demonstrates caring behaviors toward patients.	<i>PASS</i>	<i>FAIL</i>
		1. Describes own feelings about providing nursing care to patients. 2. Describes factors, other than feelings, which influence own caring behaviors. 3. Discusses how own feelings promote and inhibit caring behaviors towards patients. 4. Discusses how patients' behaviors promote and inhibit caring behaviors toward themselves. 5. Discusses own caring and uncaring behaviors towards patients. *6. Accepts responsibility for own caring and uncaring behaviors towards patients. *7. Modifies own uncaring behaviors towards patients. *8. Demonstrates caring behaviors towards patients.	<i>MET</i>	<i>UNMET</i>

**COMMENTS:** (Student/Instructor)

**MIDTERM**

**FINAL**

MIDTERM PROGRESS		IV. INTERACTIVE SKILLS	FINAL ACHIEVED	
SAT.	NEEDS IMPR.	Uses selected interactive skills to initiate helping relationships with patients.	PASS	FAIL
		<p>1. Describes the goal of the helping relationship.</p> <p>*2. Demonstrates behaviors that promote a helping relationship:</p> <p>a) respect b) genuineness</p> <p>*3. Initiates a helping relationship by:</p> <p>a) attending b) listening</p> <p>i. paraphrasing ii. reflection of feelings iii. minimal prompts iv. accent v. seeking clarification vi. silence</p> <p>4. Demonstrates selected interviewing skills to collect data by demonstrating:</p> <p>a. open-ended questions b. appropriate use of closed questions c. listening</p> <p>5. Identifies factors that affect the initiation of the helping relationship and data collection.</p> <p>6. Modifies, with assistance, factors that affect the initiation of the helping relationship and data collection.</p>	MET	UNMET

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		V. ORGANIZATIONAL ABILITY	FINAL ACHIEVED	
SAT.	NEEDS IMPR.	Demonstrates organizational ability in providing nursing care.	PASS	FAIL
		*1. Designs a plan for organizing nursing care. 2. Implements an organizational plan to accomplish nursing care: * a. completes nursing care within a realistic time. b. keeps patients' units clean and tidy. 3. Evaluates the effectiveness of the organizational plan. 4. Modifies the organizational plan with assistance.	MET	UNMET

**COMMENTS:** (Student/Instructor)

MIDTERM

FINAL

<i>MIDTERM PROGRESS</i>		<i>VI. PATIENT TEACHING</i>	<i>FINAL ACHIEVED</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>	Develops a plan for self which promotes optimal health.	<i>PASS</i>	<i>FAIL</i>
		1. Identifies effect of own lifestyle pattern stressors on ability to be a role model of optimal health.	<i>MET</i>	<i>UNMET</i>

*COMMENTS: (Student/Instructor)*

*MIDTERM*

*FINAL*

<i>MIDTERM PROGRESS</i>		<b>VII. LEADERSHIP</b>	<i>FINAL ACHIEVED</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>	With assistance, participates actively in selected groups and/or with individuals.	<i>PASS</i>	<i>FAIL</i>
		1. Demonstrates initiatives when planning and implementing patient care. <ul style="list-style-type: none"> <li>* a. seeks guidance and direction when appropriate</li> <li>* b. discusses the patient assignment with appropriate personnel</li> <li>c. behaves assertively with patients and health care workers</li> <li>d. demonstrates confidence</li> </ul> 2. Participates actively in the student clinical group. <ul style="list-style-type: none"> <li>a. listens attentively</li> <li>* b. volunteers relevant information</li> <li>c. makes presentations</li> <li>d. demonstrates confidence</li> </ul>	<i>MET</i>	<i>UNMET</i>

**COMMENTS:** (Student/Instructor)

MIDTERM

FINAL

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MIDTERM PROGRESS		VIII. RESPONSIBILITY AND ACCOUNTABILITY	FINAL ACHIEVED	
SAT.	NEEDS IMPR.	Demonstrates responsibility and accountability for actions as a nursing student.	PASS	FAIL
		<p>1. Adheres to established policies and practices of BCIT and the clinical agencies.</p> <ul style="list-style-type: none"> <li>* a. follows established policies and practices of BCIT and clinical agencies related to own nursing practice</li> <li>* b. meets requirements for appearance and punctuality</li> <li>* c. notifies agency if late or absent</li> <li>* d. prepares for clinical experience</li> <li>* e. completes all assigned tasks</li> <li>* f. reports errors or omissions promptly</li> <li>* g. takes remedial action with assistance in the event of an error</li> <li>* h. submits assignments on time</li> </ul> <p>2. Demonstrates responsibility and accountability for own learning needs with assistance.</p> <ul style="list-style-type: none"> <li>* a. identifies own learning needs</li> <li>* b. writes own learning objectives</li> <li>* c. plans appropriate approaches for meeting learning objectives</li> <li>* d. seeks appropriate learning experiences</li> <li>* e. evaluates achievement of learning objectives</li> </ul> <p>3. Seeks appropriate resources when own limitations are exceeded.</p> <ul style="list-style-type: none"> <li>* a. identifies own limitations</li> <li>* b. checks with instructor before proceeding with new procedures</li> <li>* c. uses judgment when seeking assistance</li> </ul> <p>4. Evaluates own clinical performance with assistance.</p>	MET	UNMET

<i>MIDTERM PROGRESS</i>		<i>IX. WORKING AS A HEALTH CARE WORKER</i>	<i>FINAL ACHIEVED</i>	
<i>SAT.</i>	<i>NEEDS IMPR.</i>	<i>Works cooperatively with health care workers.</i>	<i>PASS</i>	<i>FAIL</i>
		<p>1. Communicates with health care workers about patients.</p> <p>* a. reports relevant data with assistance:</p> <ul style="list-style-type: none"> <li>i. to appropriate personnel</li> <li>ii. at appropriate times</li> <li>iii. in appropriate places</li> </ul> <p>b. records relevant data with assistance:</p> <ul style="list-style-type: none"> <li>i. at appropriate times</li> <li>ii. on correct documents</li> <li>iii. according to legal requirements</li> </ul> <p>c. listens to change of shift report</p> <p>2. Facilitates effective working relationships.</p> <ul style="list-style-type: none"> <li>a. demonstrates respect for co-workers</li> <li>b. shares experiences and knowledge with others</li> </ul> <p>* c. helps others when appropriate:</p> <ul style="list-style-type: none"> <li>i. voluntarily</li> <li>ii. when asked</li> </ul> <p>3. Participates in ward routines and tasks with assistance.</p>	<i>MET</i>	<i>UNMET</i>

**COMMENTS:** (Student/Instructor)

**MIDTERM**

**FINAL**

**CURRICULUM DOCUMENT**

APPROVED: AUG 1993

