



APR 17 2002

Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Bachelor of Technology in Nursing

NURS 2020**Clinical Techniques 2 - Laboratory****Start Date:** January, 2002**End Date:** May, 2002**Course Credits:** 3.5**Term/Level:** 2**Total Hours:** 51**Total Weeks:** 17**Hours/Week:** 3 **Lecture:** 1 **Lab:** 2 **Shop:** **Seminar:** **Other:****Prerequisites****NURS 2020 is a Prerequisite for: NURS 2020 is a Corequisite for:**

Course No.	Course Name	Course No.	Course Name	Course No.	Course Name
NURS 1020	Clinical Techniques 1	NURS 3020	Clinical Techniques 3	NURS 2030	Practicum 2

Course Description

This laboratory course presents nursing skills related to relaxation therapies, surgical asepsis, wound care, injections, intravenous therapy, intravenous medications via mainbags and minibags, intravenous pumps, suprapubic catheters, colostomy care and bladder irrigations. Emphasis is placed on: student understanding regarding the purpose of the skill, focused assessment related to the skill and safe, confident demonstration of the skill. The communication and research aspects of skills are included. Student independent and laboratory practice, demonstrations and examinations are part of the course.

Course Goals

This course facilitates student learning of hands-on nursing skills used in professional nursing practice.

Evaluation

Midterm Multiple Choice Exam	25%
Final Multiple Choice Exam	25%
Skill Demonstration	30%
Assignment	20%
TOTAL	100%

Students must achieve a 50% average between the midterm and final exams and complete all evaluation strategies in order to pass the course.

Course Learning Outcomes/Competencies

At the end of this course the student will be able to:

1. describe the purpose of the skill to the patient.
2. describe the safety principles for all hands-on nursing skills.
3. prepare a focused assessment of the patient related to the skill.
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. plan patient teaching related to the skill.
8. think and reflect about nursing skill by:
 - appreciating the research base.
 - recognizing real and potential risks associated with the skills.
 - making judgments about the skill considering the context.

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

Process Learning Threads

Professionalism: Students begin to develop an understanding of the professional nurse's role regarding skill performance. They use assessment knowledge to guide skill performance and use judgment when implementing skills.

Communication: Students thoughtfully discuss technical skills verbally and in writing. They dialogue with colleagues and teachers in the process of learning. Students begin to establish relationships with people based on shared meaning and partnership. They anticipate concerns regarding skills and teach people about them. They document skills safely.

Systematic Inquiry: Students think and reflect about technical skills by appreciating the research base, recognizing real and potential risks associated with the skills and making judgments about the skill considering the context. They use a variety of resources to investigate skills protocols and they critique technical skills to develop a teaching brochure.

Professional Growth: Students take responsibility for their learning and for preparing information for class 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. They begin to consider individual learning styles when preparing teaching materials.

Course Learning Outcomes/Competencies (cont'd.)

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. Students access data bases and use word processing to develop their teaching brochure. They may access Internet sites for information and communicate with teachers using e-mail.

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. They are independent with the majority of technical skills learned this term, but may require minimal supervision with some. They are able to explain skills to patients and family. Specific skills include:

- surgical asepsis
- pre-operative teaching and post-operative assessment
- relaxation therapies
- injections — IM, SC, ID
- urinary catheter care and irrigation
- ostomy care
- intravenous therapy — maintaining, discontinuing, priming and tubing change, managing complications, IV pumps, introduction of medication to main bag and mini bag
- wound management — dressings, drains, sutures, staples.

Course Content Verification

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

Sain Verner

Program Head/Chief Instructor

DECEMBER 10, 2001

Date

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



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School of Health Sciences

Program: Bachelor of Technology in Nursing

NURS 2020

Clinical Techniques 2 - Laboratory

Instructor(s)

Bev Lawes

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Office Phone: 604-432-8788

Office Hrs.: See posted hours at
instructor's office

E-mail Address:

Learning Resources

Recommended:

One of the following Nursing Fundamentals Textbooks:

Dugas, B.W., Esson, L., & Ronaldson, S.E. (1999). *Nursing foundations: A Canadian perspective* (2nd Ed.). Scarborough, Ontario: Appleton & Lange, Canada.

Kerr, J.R., & Sirotnik, M. (Eds.) (1997). *Potter and Perry Canadian fundamentals of nursing*. St Louis: Mosby.

One of the following Skills Textbooks:

Smith, S.F., Duell, D.J., & Martin, B.C. (2002). *Photo guide of nursing skills*. New Jersey: Prentice Hall.

Elkin, M.K., Perry, A.G., & Potter, P.A. (2000). *Nursing interventions and clinical skills* (2nd Ed.). Toronto: Mosby. (This text is recommended for NURS 3020 — The term IV Clinical Techniques Course.)

One of the following Medical-Surgical Textbooks:

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

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

A Mathematics for Medications Textbook:

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

Learning Resources (cont'd.)

Equipment: watch with a second hand
stethoscope
tape measure
penlight

Course Notes (Policies and Procedures)

1. Course delivery and evaluation methods will be discussed during the first week of the class.
 2. Selected clinical techniques will be self-taught with skill demonstration during laboratory periods. Other techniques will be practiced during laboratory periods and tested at specific times on the class schedule. These are noted on the 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.
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Participation/Attendance

1. Regular attendance in theory class and practice laboratory is expected. Students may be recommended for a failing grade if absent for more than 10% of the time. (Refer to BCIT Policy 5201.)
 2. Students are responsible for the content of a missed class.
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Assignment Details

1. Two **multiple choice exams** will be given — one during week 8 and the other during examination week. Each counts for 25% of the final grade in the course. Students must achieve a 50% average between the midterm and final exam in order to pass the course.
2. **Skill testing** week is noted on the schedule. Students will be tested on **sterile dressing change**. Testing will be graded satisfactory/unsatisfactory according to criteria on a checklist that students will see prior to the test. *If the first demonstration is satisfactory the student is awarded 30%.* One opportunity to retake this test will be offered. If the second demonstration is satisfactory the student is awarded 15%. **If neither the first nor second demonstration is satisfactory the student will receive 0%.**

3. **Assignment:**

Students are expected to work in groups of 3 on this assignment. This assignment is worth 20% of the total final mark. The assignment is a **pamphlet** related to the following:

- Patient teaching that relates to the content in this course.

Assignment Details (cont'd.)

Suggested topics are:

- preoperative teaching
 - general, in-hospital
 - preoperative preparation at home
- postoperative teaching
- patient teaching after Foley catheter removal
- ileostomy
- colostomy
- ileal conduit
- how to change an ostomy appliance
- teaching patient how to self-inject dalteparin or insulin
- teaching patient how to care for an indwelling catheter at home
- relaxation
 - guided imagery
 - progressive relaxation
 - other relaxation exercises
- patient teaching about hemovac care at home
- patient teaching about bladder training with a suprapubic catheter

Expectations regarding this assignment:

The following guidelines apply:

- The information on the pamphlet needs to be correct, easy to read and understand, referenced, sufficient to cover the topic and the essential information the patient needs to know.
- Creativity is encouraged. Decisions need to be made on how to condense the information using lists, charts, tables, pictures and prose. The pamphlet needs to be visually appealing.
- Students are expected to verbally summarize the teaching and answer questions about it during the class session. Participation marks derive from the presentation.
- Students are expected to explain how the teaching-learning principles were used in pamphlet development.
- The assignment will be awarded the 20% based on the pamphlet and on the students' ability to summarize, condense and communicate the information clearly during class.
- The teaching pamphlet and presentation marking guide included in your packet of course materials outlines the expectations more explicitly.

Due date for the assignment: By 0930 Hours Tuesday of Week 16.