



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology

Option:

NURS 2020**Clinical Techniques 2 — Laboratory****Start Date:** January, 2006**End Date:** May, 2006**Total Hours:** 51 **Total Weeks:** 17**Term/Level:** 2 **Course Credits:** 3.5**Hours/Week:** 3 **Lecture:** 1 **Lab:** 2**Shop:** **Seminar:** **Other:****Prerequisites****Course No.** **Course Name**

NURS 1020 Clinical Techniques 1

NURS 2020 is a Prerequisite for:**Course No.** **Course Name**

NURS 3020 Clinical Techniques 3

NURS 2020 is a Corequisite or Prerequisite for:

NURS 2030 Practicum 2

■ Course Description

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

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.

■ Evaluation

Midterm Multiple-choice Exam	25%	Comments: Students must achieve a 50% average between the midterm and final exams, and complete all evaluation strategies in order to pass the course.
Midterm Mathematics Quiz	10%	
Final Multiple-choice Exam	25%	
Skill Demonstration	20%	
Assignment	20%	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

Upon successful completion, 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.

■ **Course Learning Outcomes/Competencies (cont'd.)**

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.

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, and can identify when they should not be performed. Students access databases and use word processing to develop their teaching brochure. They may access Internet sites for information and communicate with teachers using e-mail.

■ **Course Learning Outcomes/Competencies (cont'd.)**

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.
- preoperative teaching and postoperative assessment.
- injections — IM, SC, ID.
- urinary catheter care and irrigation.
- ostomy care.
- intravenous therapy — maintaining, discontinuing, primary and tubing change, managing complications, IV pumps, introduction of medication to mainbag and minibag.
- wound management — dressing, drains, sutures, staples.

■ **Verification**

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

Beverly Lewis
Authoring Instructor

November 16, 2005
Date

I verify that this course outline has been reviewed.

Jain Verner
Program Head/Chief Instructor

NOVEMBER 17, 2005
Date

I verify that this course outline complies with BCIT policy.

Sheena
Dean/Associate Dean

Nov. 25/05
Date

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

■ Instructor(s)

Bev Lawes, Course Leader	Office Location: SE12-418	Office Phone: 604-432-8788
	Office Hrs.: See posted schedule	E-mail Address: Beverley_Lawes@bcit.ca

■ Learning Resources

Required:

The following Skills Textbook:

Perry, A.G., & Potter, P.A. (2006). *Clinical nursing skills and techniques* (6th ed.). St. Louis, Missouri: Elsevier Mosby.

The following Mathematics for Medications Textbook:

Boyer, Mary Jo. (2006). *Math for nurses: A pocket guide to dosage calculation and drug preparation*. Philadelphia: Lippincott Williams & Wilkins.

The following Medical-Surgical Textbook:

Black, J.M., & Hawks, J. (2005). *Medical-surgical nursing: Clinical management for positive outcomes* (7th ed.). Philadelphia: Saunders.

Equipment:

- watch with a second hand
- stethoscope

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

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.

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.

■ Information for Students (cont'd.)

Attempts:

Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from their respective program.

Accommodation:

Any student who may require accommodation from BCIT because of a 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 possible time. Requests for accommodation must be made to the Disability Resource Centre, 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.

Course Outline Changes:

The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

Note: 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.)
Students are responsible for the content of a missed class.

■ 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 exams in order to pass the course.
2. A midterm mathematics quiz will be given in Week 13. It is worth 10% of the total final mark for the course.
3. **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 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 nor the second demonstration is satisfactory the student will receive 0%.**

4. Assignment:

Students are expected to work in groups of three on this assignment. This assignment is worth 20% of the total final mark. The assignment is a patient teaching **pamphlet** and its presentation related to content in this course.

Suggested topics are:

- wound care at home
- 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
- patient teaching about hemovac care at home
- patient teaching about bladder training with a suprapubic catheter
- Kegel exercises
- IV therapy.

Expectations regarding this assignment are indicated on the teaching pamphlet and presentation marking guide included in your Student Manual.

Due date for the assignment: The morning of Tuesday, Week 16.

■ **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.