



MAY - 2 2002

## Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 2030**  
**Nursing Practicum 2**

**Start Date:** January 10, 2000

**End Date:** May 5, 2000

**Course Credits:** 13

**Term/Level:** 2

**Total Hours:** 186

**Total Weeks:** 16

**Hours/Week:**

**Lecture:**

**Clinical Experience:** 12

**Seminar:**

**Other:**

### Prerequisites

Course No.	Course Name
NURS 1000	Nursing & Health Issues 1
NURS 1020	Clinical Techniques 1
NURS 1030	Practicum 1

### NURS 2030 is a Prerequisite for:

Course No.	Course Name
NURS 3030	Nursing Practicum 3

### Corerequisite

NURS 2020 Clinical Techniques 2— Laboratory

### Course Calendar Description

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

### Course Goals

Nursing 2030 is a practicum course that focuses on providing nursing care for people experiencing health problems that require hospitalization and surgery. Emphasis is placed on developing knowledge, skills and attitudes relevant to acquiring a professional nursing identity.

### Evaluation

- Satisfactory/Unsatisfactory standing based on student and instructor evaluation and on successful completion of a journal.

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### Course Learning Outcomes/Competencies

The student will:

1. Provide professional caring which is based on knowledge and skills.
  2. Pursue shared meaning by communicating effectively with people.
  3.
    - a. Recognize the uniqueness of each patient and/or patient situation and respond with appropriate clinical judgment.
    - b. Raise questions about nursing practices to explore alternatives.
    - c. Reflect on own nursing practice.
  4. Monitor own practice, determine learning needs and independently act upon identified learning needs.
  5. Develop collaborative partnerships with members of the health care team.
  6. Use creative leadership skills to manage changing patient situations.
  7. Implement technical skills competently with increasing confidence.
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### Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy 5013—Course Outlines.

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Program Head/Chief Instructor

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Date

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



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### Instructor(s)

*Maureen Hornak	432-8917 (in charge of this course)
Bev Lawes	432-8788 Office No.: SE12-418
Pauline Zabawski	432-6957 Office Hrs.: Please see individual instructors.
Karen Casselman	451-6952
Janice Edmonds	432-8908
Craig MacKenzie	451-6950

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### Learning Resources

#### Equipment::

- a uniform that complies with program policies (refer to Guidelines for Students in the Nursing Program)
- shoes that comply with program policies
- 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 coats, etc., while at the hospital.

#### Textbooks/pamphlets::

##### Required:

Canadian Nurses Association. (1997). *Code of ethics for registered nurses*. Ottawa: Author.

Nursing Program. (1998). *Guidelines for students in the nursing program*. Burnaby, BC: BCIT.

Registered Nurses Association of British Columbia. (1998). *Standards for 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.

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

*Required:*

One of the following:

- Kerr, J.R., & Sirotnik, M.K. (Eds.). (1997). *Canadian fundamentals of nursing*. St. Louis, Missouri: Mosby-Yearbook Inc.
- DuGas, B.W., Esson, L., & Ronaldson, S. E., (1999). *Nursing foundations: A Canadian perspective*. 2nd ed. Scarborough, ON: Appleton & Lange Canada.

One of the following:

- Ellis, J.R., Nowlis, E.A., & Bentz, P.M. (1996). *Modules for basic nursing skills. Volume II*. 6th ed. Philadelphia: Lippincott Co.
- Elkin, M.K., Perry, A.G., & Potter, P.A. (2000). *Nursing interventions and clinical skills*. Toronto: Mosby.

One of the following:

- Black, J.M., & Matassarin-Jacobs, E. (1997). *Medical-surgical nursing: Clinical management for continuity of care*. 5th ed. St. Louis: Mosby.
- Phipps, W.J., Sands, J.K. & Marek, J.R. (1999). *Medical-surgical nursing: Concepts and clinical practice*. St Louis: Mosby.

One of the following:

- Anderson, L.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.
- Taber, C.W. (1997). *Taber's cyclopedic medical dictionary*. 18th ed., F.A. Davis.

One of the following:

- Wilson, D.D. (1999). *Nurse's guide to understanding laboratory and diagnostic tests*. Philadelphia: Lippincott.
- Malarkey, L.M., & McMorrow, M.E. (1996). *Nurses' manual of laboratory tests and diagnostic procedures*. Philadelphia: Saunders.
- A pharmacology handbook.

*Recommended: -*

- Carpenito, J. (1999). *Nursing care plans and documentation: Nursing diagnosis and collaborative problems*. (3rd ed.). Philadelphia: Lippincott

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## Course Notes

1. Students are responsible to identify their own learning needs and to consult with the instructor about how they might meet these needs.
2. A learning partnership is essential for successful completion of this course. Both student and instructor will communicate openly, will demonstrate respect in the relationship and will work to maintain a reasonable balance of power in the relationship. This can be achieved by:
  - discussing the course outcomes to achieve shared understanding of them.
  - identifying the evidence required to demonstrate achievement of the outcomes.
  - dialoging regularly throughout the course.
3. Unforeseen circumstances may necessitate the alteration of course content, sequencing and timing of evaluation. As much as possible, students will be given adequate notice of such changes.

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## Course Evaluation

Regular dialogue between instructor and student serves to promote learning and achievement of the course outcomes. **All reflective learning activities must be completed to achieve a satisfactory standing in this course. The reflective journal must show sufficient thoroughness and thought in order to be accepted.** Towards the end of the course the student must show evidence that the course outcomes are being met. The student and teacher will meet to draft the final summary of outcome achievement. **The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in this course.**

Students have the right and the responsibility to evaluate the course. A mid term review of the course aims to help the students who are currently in the course so that student needs and course outcomes can be facilitated in a reasonable manner. An end of term review is aimed at modifying the course for subsequent students.

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## Attendance

Attendance is required in this course as this practical experience is essential to meet program outcomes and to learn how to nurse. BCIT Attendance Policy applies (see Guidelines for Students in the Nursing Program).

It is expected that the student's own state of health is satisfactory when providing nursing care for people. If students are not able to attend a clinical experience the instructor and agency must be informed before the experience begins for the day.

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## Participation

1. Students will be given patient information the day prior to the practicum experience. Some research is required before the clinical experience so that students have a reasonable understanding of the reason for hospitalization, type of surgery and the nursing care the patient(s) might require.
2. Safe nursing care is required. The instructor has the responsibility to assist students to provide safe and comfortable care for the patients. Students are expected to take responsibility for errors and to document them

according to agency and BCIT policy. Students whose care is unsafe may be removed from the practicum setting. (See Guidelines for Students in the Nursing Program.)

3. Students can expect to attend a weekly practicum conference. Students and the instructor have a joint responsibility to see that these conferences are meaningful. They will decide when the conferences will be scheduled each week and how the conference will be structured. A one hour a week conference is suggested.

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### **Reflective Thinking Activity**

1. Students will keep a journal during this course.
2. The instructor will discuss journal writing requirements for this course during orientation week. The student's journal will be confidential between the student and the teacher. Sharing of any part of the student's writing will only occur when both student and teacher have given written permission.