

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

COURSE OUTLINE

COURSE NAME NURSING II - THEORY

COURSE NUMBER NURS 2101

DATE January & August, 1994

Prepared by B. LAWES

Taught to FIRST Year

School HEALTH SCIENCES

School HEALTH SCIENCES

Program NURSING PROGRAM

Program NURSING PROGRAM

Date Prepared MAY, 1993

Option _____

Term II Hrs/Wk Theory 8 Credits 9

No. of Weeks 17 Total Hours 136

Instructor(s) B. Lawes Office 2N-418 Local 432-8788

Office Hours As posted by individual instructors

PREREQUISITES

- Nursing I, NURS 1100 or NURS 1101 & 1102
- Human Development, BHSC 1140
- Anatomy and Physiology, BHSC 1105

COURSE OBJECTIVES

(Upon successful completion of this course, the student will be able to:)

This course is offered in the second term of the General Nursing Program.

NURS 2101 focuses on stressors associated with selected unanticipated events. Responses to these stressors may be appropriate or inappropriate. The common responses of pain, anxiety, altered self-image and general adaptation syndrome are studied.

Theory content about the surgical patient is provided. Selected pharmacology content is included as part of therapeutic measures for specific stressors/responses.

Concurrent theory and laboratory focuses on the nursing measures required to assist individuals to satisfy needs.

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COURSE OBJECTIVES (cont'd)

Core/Nursing Process

1. Knows facts about:
 - the common responses of pain, anxiety, altered self image and general adaptation syndrome.
 - stressors associated with the unanticipated event of inflammatory disorders.
- a) Defines terminology
- b) Collects data about the stressor/response.
 - i. Discusses physiological and/or psychosocial basis.
 - ii. Discusses expected stressors/responses.
 - iii. Describes effect on need satisfaction.
 - iv. Discusses its relationship to stressors of lifestyle and/or stages and tasks of growth and development and/or unanticipated events.
 - v. knows facts about diagnostic measures.
- c) Discusses therapeutic measures.
 - i. Describes therapeutic measures.
 - ii. States their rationale.
 - iii. Describes implications for patient care.

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.

Caring

1. Discusses patient behaviors that promote and inhibit caring toward them.

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Interactive Skills

1. Practices the skills of attending and listening and empathy in selected situations.
2. Identifies factors that may affect each phase of the helping relationship.
3. Practices selected interviewing techniques for specific situations and/or nursing procedures.

Organizational Skills

1. Designs a plan for organizing nursing care in selected situations.
2. Modifies the organizational plan in selected situations with assistance.

Teaching and Learning Skills

1. Identifies the principles of teaching and learning.
2. Describes selected teaching methods.
3. Designs a teaching plan for an individual in selected situations.

Leadership

1. Describes roles and responsibilities of group members in selected situations.

Responsibility and Accountability

1. Describes legal and ethical responsibilities related to nursing practice in selected situations.
2. Knows facts about the monitoring of nursing practice.

Working as a Health Care Worker

1. Communicates effectively with nursing personnel regarding patient admission in a selected situation.
2. Identifies lines of communication in a hospital nursing department.

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APPROVED.

EVALUATION

Final Examination	<u>40</u>	%
Mid-Term #1	<u>30</u>	%
Mid-Term #2	<u>30</u>	%

REQUIRED TEXT(S) AND EQUIPMENT

Pagana, K.D. and Pagana, T.J. (1992). Mosby's diagnostic and laboratory test reference.
Toronto: Mosby's Year Book.

Students are advised that all texts from previous courses may be needed.

COURSE CONTENT

NURSING CORE

Responses/Stressors

1. Definitions:
 - a) appropriate responses
 - b) inappropriate responses
2. Common responses to stressors:
 - a) pain
 - b) anxiety
 - c) altered self-image
 - d) general adaptation syndrome (G.A.S.)
 - describe G.A.S. response and relate to patient care.
3. Each response is approached in the following manner:
 - a) definition
 - b) data collection - general nature of the response
 - i. basis (physiological and/or psychosocial)
 - ii. indicators that the response has become a stressor
 - source of the stressor
 - nature of the stressor
 - numbers of stressors to be coped with simultaneously
 - duration of exposure to the stressor
 - past experiences with a comparable stressor
 - iii. effect on need satisfaction
 - iv. relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
 - c) therapeutic measures
 - i. description
 - ii. rationale
 - iii. implications for patient care

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Stressors Associated with Unanticipated Events

1. Definition of an unanticipated event.
2. The unanticipated event categories selected for Nursing II are Inflammatory Disorders and Metabolic Disorders.
3. Examples selected for inflammatory disorders in Nursing II are:
 - a) cholecystitis
 - b) rheumatoid arthritis
4. Example selected for metabolic disorders in Nursing II is:
 - a) diabetes (introduction to)
5. Inflammatory and metabolic disorders and their examples will be approached in the following manner:
 - a) Definition
 - b) Data collection
 - i. basis (physiological and/or psychosocial)
 - ii. expected responses/stressors
 - 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

NURSING SKILLS

Psychomotor Skills

Principles and practice of selected skills will be taught in the classroom and/or laboratory.

1. Physical assessment techniques

Measure discharge
Measure drainage
Auscultate for breath sounds
Auscultate for bowel sounds
Palpate for distention

2. Administer personal hygiene

Change gown of patient with I.V.

3. Provide comfort measures

No new content.

4. Maintain fluid and nutritional level

Maintain I.V.'s

5. Administer medications

Give injections (I.M., S.C., I.D.)

6. Carry out aseptic procedures

Collect sterile specimens
Scrub hands for sterile procedures
Unwrap and rewrap sterile supplies
Set up and add to sterile field
Pour sterile solutions
Use sterile drapes
Put on sterile gloves
Change simple dressings
Change dressings with drains
Shorten or remove drains
Maintain and remove closed wound suction
Remove simple packing
Remove sutures, clips or staples
Change I.V. bag
Change I.V. tubing
Discontinue I.V.

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7. Carry out procedures

Apply heat and cold (ice bag, hot water bottle, heating pad, hot packs, heat lamp or cradle, sitz bath, tepid sponge bath, unsterile compress, humidifier)

Apply binders (straight abdominal, T-binder,)

Collect sterile specimens

Admit patients

Do skin preparation (clean, sterile)

Assist with coughing and deep breathing exercises

8. Assist with procedures

No new content.

9. Manipulate, operate and care for equipment

No new content.

10. Ambulate and transport patients

Transfer from stretcher to bed

Organizational Skills

1. Problem-solving approach:

a) priority setting

i) definition

ii) criteria for setting priorities

2. Organizing work environment

Interactive Skills

1. Empathy

2. Application of interviewing techniques in specific situations and/or nursing procedures.

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Teaching and Learning Skills

1. Principles of teaching and learning:
 - a) definitions
 - b) general requirements for learning to occur
 - c) opportunities for learning
 - d) the nurse's role in patient teaching
 - e) techniques and methods for teaching

2. Planning and implementing a teaching plan:
 - a) assessment
 - i. identifying learning needs
 - ii. assessing readiness

 - b) intervention
 - i. planning - stating learning objectives and determining teaching methods
 - ii. implementation

 - c) evaluation
 - i. review learning objectives

PROFESSIONAL BEHAVIORS

Responsibilities and Accountability

1. Monitoring nursing practice:
 - a) standards of the profession
 - i. quality assurance

 - b) legal/ethical aspects affecting nursing practice
 - i. provincial and national legislation
 - ii. patient rights

Caring

1. Patient behaviors that promote and inhibit caring toward them.

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Working with Health Care Workers

1. Effective communication with nursing personnel
 - a. appropriate time, place, method
 - b. use of judgement
2. Appropriate lines of communication within a hospital nursing department

Leadership

1. Introduction to group dynamics
 - a) definition
 - b) characteristics of group members
 - c) responsibilities of group members

LEARNING EXPERIENCES

CLASSROOM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Nursing Core	<ul style="list-style-type: none">- case studies and discussion- independent study- concurrent readings- A/V aids (e.g., films, slides, tapes)- assignments based on selected stressors associated with the tasks and stages of growth and development and unanticipated events	<ul style="list-style-type: none">- All students with 1 instructor for 3 hrs/week for 16 weeks. Of this time, 1 to 2 hrs/week is allotted to independent study where the instructor is available for consultation.
Nursing Skills		
<ul style="list-style-type: none">- Psychomotor- Organizational	<ul style="list-style-type: none">- lecture/demonstration- laboratory practice- independent study- concurrent readings- A/V aids (e.g., video tapes)	<ul style="list-style-type: none">- all students with 1 instructor for lecture/demonstrations for 1 hr/wk for 16 weeks- 2 groups of students with 2-3 instructors for practice for 2 hrs/wk for 16 weeks
<ul style="list-style-type: none">- Interactive- Teaching and Learning	<ul style="list-style-type: none">- modules- independent study- laboratory practice- role-playing- A/V aids (e.g., video & audio tapes)	<ul style="list-style-type: none">- small student groups with 1 instructor per group for 2 hrs every other week for 16 weeks
Professional Behaviors	<ul style="list-style-type: none">- seminars- independent study- concurrent readings- A/V aids- assignments - related to the content taught	<ul style="list-style-type: none">- 2 groups, with 1 instructor per group for 2 hrs every other week

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