

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

COURSE OUTLINE

COURSE NAME NURSING II - PRACTICUM

COURSE NUMBER NURS 2102 | DATE JANUARY and 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 Clinical 13 | Credits 15

No. of Weeks 17 | Total Hours 221

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

Office Hours As posted by individual instructors

PREREQUISITES

- NURS 2101 - Nursing Theory
- Nursing I, NURS 1100 or NURS 1101 and 1102
- Human Development, BHSC 1140
- Anatomy and Physiology, BHSC 1105

COURSE OBJECTIVES

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

NURS 2102 is a clinical practice course which focuses on the nursing measures required to assist individuals to satisfy needs. Knowledge and skills from NURS 2101 - Nursing Theory II are applied.

Clinical experience is provided in hospital settings with adults on general medical-surgical units. Students are expected to provide care to 2-3 individuals.

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COURSE OBJECTIVES

The student:

1. Uses the nursing process to assist the individual to satisfy needs when there are appropriate and/or inappropriate responses to stressors.
2. Performs selected nursing 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, maintain and terminate helping relationships with patients.
5. Demonstrates organizational ability in providing nursing care.
6. Implements a teaching plan for an individual.
7. 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.

EVALUATION

Projects/Assignments	<u>Satisfactory/Unsatisfactory</u>
Clinical	<u>Pass/Fail</u>

REQUIRED TEXT(S) AND EQUIPMENT

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

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

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LEARNING EXPERIENCES

CLINICAL EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Hospital	Focuses on the individual who requires assistance to satisfy needs where actual and potential problems may exist - all experience is on medical-surgical units - patient assignments by the instructor - activities directed by the instructor - application of nursing core, nursing skills, and professional behaviors - assignments - written nursing process - process recordings - teaching plans Post-clinical conference - discussion of aspects of nursing care with which the student is involved - integration of hospital experiences - student presentations - preparatory readings and assignments	- 8 students with 1 instructor per group - 11 hours per week, for 2 days a week for 16 weeks - 8 students with 1 instructor per group for 2 hrs/week for 16 weeks

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APPENDICES

- Clinical Evaluation Form
with Clinical Subobjectives

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NURSING PROGRAM

CLINICAL EXPERIENCE EVALUATION

Course and Number _____ NURSING II NURS 2102 _____

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 _____

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BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

EVALUATION SUMMARY

STUDENT: _____

MIDTERM PROGRESS:

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

FINAL EVALUATION:

Instructor's Signature

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

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Instructor's Signature

USE OF THIS FORM

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

Critical subobjectives are starred (*). Following is a guide as to the behavior considered critical to success in each of the overall objectives.

I. NURSING PROCESS

If any of	A1a and 1b A2a B2a B2b B2c B2d B2e C1 and 4	are unmet - you will fail the overall objective.
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II. NURSING PSYCHOMOTOR SKILLS

If	7 or 9 or	
any two of	1, 3, 4, 8, 11	are unmet - you will fail the overall objective.

III. CARING

If	8 or 6 and 7	are unmet - you will fail the overall objective.
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IV. INTERACTIVE SKILLS

If	2a or 3a and b or 4a and b	are unmet - you will fail the overall objective.
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V. ORGANIZATIONAL ABILITY

If 2a and b are unmet - you will fail the overall objective.

VI. PATIENT TEACHING

If 8 is unmet - you will fail the overall objective.

VII. LEADERSHIP

If any of	1 1a 1b 1c	are unmet - you will fail the overall objective.
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VIII. RESPONSIBILITY AND ACCOUNTABILITY

If any of	1a 1b 2c 3a 3b 3c	are unmet - you will fail the overall objective.
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IX. WORKING AS A HEALTH CARE WORKER

If any of	1a 1b 2a or	
any two of	1c 1d 2b	are unmet - you will fail the overall objective.

NOTE: Most students are able to meet these objectives and pass the term.

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MIDTERM PROGRESS		I. <u>NURSING PROCESS</u> Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors. A. <u>ASSESSMENT</u> 1. Data Collections * a. Uses data collection guide as directed. * b. Collects data from available sources. c. Assesses responses/stressors associated with: i. lifestyle patterns - work, leisure, and relaxation - dietary - individual living - coping - sexuality ii. stages and tasks of growth and development related to adults - young adult - pregnancy - older adult - aging process iii. selected unanticipated events iv. pain v. anxiety vi. altered self-image vii. general adaptation syndrome 2. Problem Identification * a. Uses data to identify: i. appropriate and inappropriate responses ii. the effect of stressors/responses on need satisfaction iii. potential and actual problems * b. Explains the effect of stressors/responses on need satisfaction. * c. List actual and potential problems in order of priority. B. <u>INTERVENTION</u> 1. Planning a. Sets short and long-term patient goals according to criteria: i. realistic ii. understandable iii. measurable (RUMBA!) iv. behavioral v. achievable	FINAL ACHIEVED	
SAT.	NEEDS IMPR.		PASS	FAIL
			MET	UNMET

CURRICULUM DOCUMENT

MIDTERM PROGRESS			FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS MET	FAIL UNMET
		B. <u>INTERVENTION</u> (cont'd) * b. Incorporates the criteria for priority setting. (Safety, comfort and efficiency.) * c. Plans independent and dependent nursing measures which: i. support appropriate responses ii. encourage the development of appropriate responses iii. alter inappropriate responses iv. remove stressors, if possible * d. Makes judgments based on knowledge. * e. Explains rationale for nursing measures and nursing judgments. 2. Implementation * a. Implements independent nursing measures. * b. Implements dependent nursing measures. * c. Implements measures, where possible, to prevent potential problems from developing. * d. Uses criteria for priority setting. (Safety, comfort and efficiency.) * e. Explains rationale for nursing measures and nursing judgments. C. <u>EVALUATION</u> * 1. Evaluates the outcome of independent and dependent nursing measures. 2. Determines if goals have been met. 3. Identifies the need for modification. * 4. Modifies nursing measures with assistance.		

COMMENTS: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS		II. <u>NURSING PSYCHOMOTOR SKILLS</u>	FINAL ACHIEVED	
SAT	NEEDS IMPR.	Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.	PASS	FAIL
			MET	UNMET
		* 1. Explains the purpose of the skill. 2. Uses appropriate sources to review the skill before performing it. * 3. Familiarizes self with equipment, policies, and procedures in the assigned clinical agency. * 4. Collects required equipment before performing the skill. 5. Organizes the work environment to facilitate performance of the skill. 6. Teaches the patient about the skill. * 7. Uses measures to ensure patient and own safety. * 8. Implements measures which ensure patient comfort. * 9. Demonstrates a correct method of performing the skill. 10. Adapts the skill to patient situations. *11. Makes observation before, during and after the skill.		

COMMENTS: (Student/Instructor)

MIDTERM

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

COMMENTS: (Student /Instructor)

MIDTERM

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MIDTERM PROGRESS		IV. <u>INTERACTIVE SKILLS</u> Demonstrates selected interactive skills to initiate, maintain and terminate a helping relationship with patients. 1. Describes the goal of the helping relationship. * 2. Demonstrates behaviors that promote a helping relationship: * a. respect * b. genuineness * 3. Initiates a helping relationship by demonstrating: * a. attending * b. listening * c. empathy with assistance * 4. Maintains a helping relationship by demonstrating: * a. attending * b. listening * c. empathy with assistance 5. Terminates a helping relationship by: a. recognizing own and patient's feelings associated with termination b. beginning to share feelings associated with termination * 6. Demonstrates selected interviewing techniques for specific situations and/or nursing procedures with patients. 7. Identifies factors that affect any phase of the helping relationship and data collection. 8. Modifies, with assistance, factors that affect any phase of the helping relationship and data collection.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET

COMMENTS: (Student/Instructor)

MIDTERM

FINAL

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

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS	
SAT	NEEDS IMPR.

VI. PATIENT TEACHING

Implements a teaching plan for an individual.

1. Identifies learning needs.
2. Assesses readiness to learn.
3. Writes objectives for a formal teaching plan.
4. Selects appropriate teaching methods.
5. Implements the teaching plan.
6. Evaluates the learning outcome(s).
7. Identifies the need for modification of plan.
- * 8. Does preoperative and postoperative teaching.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

COMMENTS: (Student/Instructor)

MIDTERM

FINAL

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MIDTERM PROGRESS		VII. <u>LEADERSHIP</u>	FINAL ACHIEVED	
SAT	NEEDS IMPR.	Participates actively in selected groups and/or with individuals.	PASS	FAIL
			MET	UNMET
		* 1. Demonstrates initiative when planning and implementing patient care. * a. Seeks guidance and direction when appropriate. * b. Discusses patient assignment with appropriate personnel. * c. Behaves assertively with patients and health care workers. d. Demonstrates self confidence 2. Participates actively in the student clinical group. a. Listens actively. b. Volunteers relevant information. c. Facilitates group process. d. Makes presentations. e. Demonstrates self confidence.		

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		VIII. <u>RESPONSIBILITY AND ACCOUNTABILITY</u> Demonstrates responsibility and accountability for actions as a nursing student. * 1. Adheres to established policies and practices of BCIT and the clinical agencies. * a. Follows established policies and practices of BCIT and clinical agencies related to own nursing practice. * b. Meets the requirements for appearance, punctuality and conduct. * 2. With assistance, demonstrates responsibility and accountability for own learning needs. a. Identifies own learning needs. b. Writes own learning objectives. * c. Plans appropriate approaches for meeting learning objectives. d. Seeks appropriate learning experiences. e. Evaluates achievement of learning objectives. f. Revises learning objectives. 3. Seeks appropriate resources when own limitations are exceeded. * a. Identifies own limitations. * b. Checks with instructor before proceeding with new procedures. * c. Uses judgement when seeking assistance. 4. With assistance, evaluates own clinical performance.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET

COMMENTS: (Student/Instructor)

MIDTERM

FINAL

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MIDTERM PROGRESS		IX. <u>WORKING AS A HEALTH CARE WORKER</u>	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		Works cooperatively with health care workers.		
		* 1. Communicates with health care workers about patients. a. Reports relevant data: i. to appropriate personnel ii. at appropriate times iii. in appropriate places b. Records relevant data: i. at appropriate times ii. on correct documents iii. according to legal requirements * c. Listens to change of shift report. * d. Contributes data for change of shift report. e. Contributes to Kardex care plan with assistance. * 2. Facilitates effective working relationships: * a. Demonstrates respect for co-workers. * b. Shares experiences and knowledge with others. c. Helps others when appropriate. 3. With assistance, participates in ward routines and tasks.		

COMMENTS: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

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