



MAY - 2 2002

**Course Outline**

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 3020****Clinical Techniques 3 — Laboratory****Start Date:** January, 2001**End Date:** May, 2001**Course Credits:** 2**Term/Level:** 4**Total Hours:** 34**Total Weeks:** 17**Hours/Week:** 2**Lecture:** 1**Lab:** 1**Shop:****Seminar:****Other:****Prerequisites****Course No. Course Name**

NURS 2020 Clinical Techniques 2

**Corequisite****Course No. Course Name**

NURS 4030 Nursing Practicum 4

**NURS 3020 is a Prerequisite for:****Course No. Course Name**

NURS 4530 Nursing Practicum 5

or

NURS 7030 Nursing Practicum in a Specialty Unit

and

NURS 7070 Nursing Practicum in the Community

**Course Calendar Description**

This laboratory course presents nursing skills related to intermittent infusion devices, complex wound care, nasogastric tube insertion and care, central venous catheter assessment, enteral and parenteral nutrition, medication administration by IV push, ureteral catheterization, blood glucose monitoring, administration of blood products, chest drainage systems, tracheostomy care and neurological assessment. Emphasis is placed on: student understanding regarding the purpose of the skill, focused assessment related to the skill and safe and confident demonstration of the skill. The communication and research aspects of the skills are also included. Independent and laboratory practice, demonstrations and examinations are part of the course.

**Course Goals**

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

## Evaluation

Midterm multiple choice exam	25%	All evaluation components must be completed to pass the course.
Research paper	25%	
Multiple choice exam	50%	
TOTAL	100%	

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## Course Learning Outcomes/Competencies

The student will:

1. describe the purpose of skill to the patient.
2. describe the safety principles for all nursing skills.
3. prepare a focused assessment of the patient related to the skill.
4. demonstrate selected skills competently and confidently while maintaining patient comfort.
5. demonstrate the communication aspects of 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 skills by:
  - 8.1 demonstrating awareness of the research base associated with the skills.
  - 8.2 recognizing the potential risks associated with the skills.
  - 8.3 making judgements about the skill considering the context.

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## Process Learning Threads

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

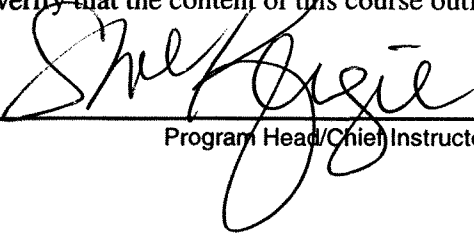
- **Professionalism** — Students recognize the necessity to use sound assessment and clinical judgement in relation to skill performance. Students carry out skills safely while considering contextual and individual needs. They adhere to the standards for nursing practice in B.C.
- **Communication** — Students use relevant and appropriate vocabulary when communicating about skills (verbally, in writing, and when using electronic charting). Students dialogue with colleagues and instructors in the process of learning. Students use APA format in writing the research assignment.
- **Systematic Inquiry** — Students have an increased awareness of relevant research related to skill performance. They use a variety of sources to understand what evidence supports skill protocols. They discuss evidence-based practice with health care professionals. Students raise questions about clinical techniques.
- **Professional Growth** — Students have individual responsibility in how skills are learned, practiced and demonstrated. Students value continually updating knowledge to practice safely. Students are responsible and accountable for their actions.

- **Creative Leadership** — Students collaborate with other health professionals about skills. Students recognize the need to make decisions about skills. Students recognize the need to make decisions about skill performance in individual patient situations. Students recognize what potential risks present of the patient and practice carrying out the skills in a manner that would not increase the risk to patients.
- **Technical Skills** — Laboratory class and practice assists the students to develop competency with the skills used in nursing practice.

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### Course Content Verification

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

  
\_\_\_\_\_  
Program Head/Chief Instructor

  
\_\_\_\_\_  
Date



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School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 3020**

**Clinical Techniques 3 — Laboratory**

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### Instructor(s)

Susan McKenzie

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Office Hrs.: By appointment

Office Phone: 432-8914

E-mail Address: smckenzie@bcit.ca

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### Learning Resources

#### Recommended Textbooks:

*One of the following Nursing Fundamental Textbooks:*

Craven, R. F. & Hirnle, C. J. (1996). *Fundamentals of nursing: Human health and function* (2nd ed.). Philadelphia: Lippincott Co.

Dugas, B. W. & Knor, E. R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, Ontario: Appleton & Lange, Canada.

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

*A clinical skills textbook is required. The following is recommended:*

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. (1996). *Nursing interventions and clinical skills*. Toronto: Mosby.

*One of the following Medical-Surgical Textbooks:*

Black, J.M. & Metassarin-Jabos, E. (1997). *Medical-surgical nursing: Clinical management for continuity of care* (5th ed.). Philadelphia, PA: Saunders.

LeMone, P. & Burke, L.M. (1996). *Medical-surgical nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.

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

Smeltzer, S.C. & Bare, B.C. (1996) *Brunner & Suddarth's textbook of medical-surgical nursing* (8th ed.). Philadelphia: Lippincott.

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### BCIT Policy Information for Students

1. Course delivery and evaluation methods will be discussed during the first week of the class.
2. Clinical techniques will be practiced during laboratory periods and open lab practice times. Selected techniques will be tested at specific times noted on the class 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.

## Participation/Attendance

1. Regular attendance in class and practice labs is expected. (Refer to BCIT Policy related to Attendance.) Students may be recommended for a failing grade if absent more than 10% of the time.
2. Students are responsible for content of a missed class.
3. Some labs may require attendance of both sets for all of allocated time.
4. Certain weeks are designated "TBA" on the schedule and information regarding content for that class will be given in advance of that week.

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## Assignment Details

### 1. Midterm Multiple Choice Exam

*Midterm exam is worth 25% of total final grade.*

The multiple choice exam will be based on the clinical techniques covered in weeks 1–7.

### 2. Research Paper

*Assignment is worth 25% of total final grade*

This assignment is a 3–4 page, typewritten, double-spaced paper using APA format. It is an individual project designed to provide an opportunity for the student to consider the application of nursing research to his/her own practice.

- Select a current (1990s) research article describing a research study that relates to one of the Level IV Clinical Techniques skills. Critique the study/paper.
- Relate the discussion, findings and implications of the research study to your personal experience in a practicum area.
- Describe how (or if) the nursing research is being applied in clinical practice.
- Base your discussion on an actual hands-on situation or a situation you observed in your practicum area.
- Use resources such as fundamentals and skills textbooks, hospital policy and procedure manuals, and the experience of the nurses and clinicians to support your discussion.
- Identify the strengths and limitations of the application of the research in the practice setting including such topics as cost, effectiveness, practicality, accuracy of application.
- Include a copy of your research article.

### Marking Criteria (Follow the criteria to complete the assignment.)

#### A. Format: 5 Marks

- An introduction clearly defines the topic and intent of the paper and conclusion summarizes paper. (1 mark)
- The body of paper logically presents the discussion. (1 mark)
- Paper is typewritten, within page limit using correct grammar, spelling and sentence structure. (1 mark)
- References and quotations are documented using APA format. (1 mark)
- A copy of the research article is attached to the paper. (1 mark)

#### B. Contents 10 Marks

- There is a direct relationship between the study chosen and one of the skills included in this course. (2 marks)
- The research study is briefly (one to two paragraphs) summarized. (2 marks)
- Paragraphs are internally logical and have a clear relationship to one another. (2 marks)
- The research findings and implications for nursing practice are applied to a student's personal clinical experience in his/her practicum area. (2 marks)
- This discussion is supported by reference to resources. (2 marks)

C. Strengths &  
Limitations/  
Critique of  
the study  
10 Marks

- The strengths and limitations of the research as they apply to nursing practice are discussed including cost/benefit ratio, practicality, effectiveness. (5 marks)
- Implications for further research are considered. Possible areas where further research would benefit the study are discussed. (5 marks)
- 5% per weekday will be subtracted from late papers.

Total Marks: 25

**Due Date: Wednesday, February 7, 2000**

**3. Final Multiple Choice Exam**

*Final Exam is worth 50% of total final grade*

A multiple choice exam will be given during examination week. The questions will be based on the skills from mid-term to the end of the term..

**Summarization of Evaluation:**

1. Midterm Exam	25%
2. Research Paper	25%
3. Multiple Choice Exam	50%
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Total	100%