



APR 17 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, 2002

**End Date:** May, 2002

**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, patient-controlled intravenous and epidural analgesia, complex wound care, gastrointestinal tubes, vascular access devices, enteral and parenteral nutrition, medication administration by IV push, urethral 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	35%	To successfully complete this course, the student must:
Nursing skills research paper	30%	
Multiple choice exam	35%	
TOTAL	100%	

1. participate in weekly practice labs.
2. complete all assignments.
3. achieve a final mark of 50%.

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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 BC.
- **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.

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### Process Learning Threads (cont'd.)

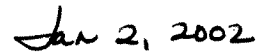
- **Creative Leadership** — Students collaborate with other health professionals about skills. Students recognize the need to make decisions about skills. Students recognize the need to make decisions about skill performance in individual patient situations. Students recognize potential risks to the patient and carry 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

**NOTE:** The course outline is a statement of educational intent and direction. It is not to be construed as a contract to deliver instruction or guarantee learning. BCIT reserves the right to amend this outline in cases when unforeseen circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. In such cases, students will be given as much notice as is possible.



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School of Health Sciences

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Option:

**NURS 3020**

**Clinical Techniques 3 — Laboratory**

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### Instructor(s)

Diane Belyk

Office No.: SE12-418

Office Hrs.: By appointment

Office Phone: 604-432-8910

E-mail Address: diane\_belyk@bcit.ca

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### Learning Resources

#### Required Textbook:

Smith, S.F., Duell, D.J., & Martin, B.C. (2002). *Photo guide of nursing skills*. Upper Saddle River, NJ: Prentice Hall.

#### 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.
  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.
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### Participation/Attendance

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

## Assignment Details

### 1. Midterm Multiple Choice Exam

*Midterm exam is worth 35% of total final grade.*

The multiple choice exam will be based on the clinical techniques covered in weeks 1–8.

### 2. Research Paper — Due date: March 20, 2002

*Assignment is worth 30% of total final grade.*

The research paper is designed to provide an opportunity for the student to apply nursing research to nursing skills practice in the clinical setting. Further information will be distributed in the first week of the term.

### 3. Final Multiple Choice Exam

*Final Exam is worth 35% of total final grade.*

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



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

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Option:

Schedule

NURS 3020

Clinical Techniques 3 — Laboratory

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Jan. 7 (1)	<b>Introduction to NURS 3020</b> <ul style="list-style-type: none"><li>• Review course outline</li><li>• Discussion of evaluation methods</li><li>• Required readings</li><li>• Practice lab schedule</li><li>• BCIT nursing student policies <a href="http://www.health.bcit.ca/nursing/student%20policies.pdf">http://www.health.bcit.ca/nursing/student%20policies.pdf</a></li></ul> <b>NURS 4030</b> <ul style="list-style-type: none"><li>• Capillary blood glucose monitoring – independent study – certification by practicum instructor on ward</li><li>• Problem solving activity</li></ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"><li>• Finger-stick Blood Glucose Monitoring</li></ul> <b>Course Textbook</b> <p><i>Photo guide of nursing skills</i>, pp. 466–468.</p> <b>Articles (Library Reserve or online)</b> <p>Seley, J.J., &amp; Quigley, L. (2000). Blood glucose testing. <i>American Journal of Nursing</i>, 100(8). Retrieved December 17, 2001 from the Nursing Center Continuing Education articles Web site: <a href="http://www.nursingcenter.com/ce/article.cfm?id=2470CEB9%2D630A%2D11D4%2D83E0%2D00508B605149">http://www.nursingcenter.com/ce/article.cfm?id=2470CEB9%2D630A%2D11D4%2D83E0%2D00508B605149</a></p> <p>Fleming, D. (1999). Challenging traditional insulin injection practices. <i>American Journal of Nursing</i>, 99(2), 72–74.</p>	
Jan. 14 (2)	<b>Intravenous Therapy – Part 1</b> <ul style="list-style-type: none"><li>• Intermittent infusion devices</li><li>• Establishing saline locks</li><li>• Administering medications via saline locks</li></ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"><li>• Intermittent Infusion Devices</li><li>• Practice Lab Preparation Activities</li></ul> <b>Course Textbook</b> <p><i>Photo guide of nursing skills</i>, pp. 499–500; 535–544.</p>	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Jan. 21 (3)	<b>Intravenous Therapy – Part 2</b> <ul style="list-style-type: none"> <li>• Administering medications via IV push</li> <li>• Continuous IV and IV push medications</li> <li>• Intermittent infusion devices and IV push medications</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• IV Push Medications</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 535–544. (Review pp. 531–541.)  <b>Articles (Library Reserve)</b> Konick-McMahan, J. (1996, June). Full speed ahead: Pushing intravenous medications. <i>Nursing96</i> , 26–32.	
Jan. 28 (4)	<b>Pain Management</b> <ul style="list-style-type: none"> <li>• Patient-controlled analgesia (PCA)</li> <li>• Epidural analgesia</li> <li>• Assessment and management</li> <li>• Problem-solving pain management problems</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Pain Management</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 544–556.  <b>Articles (Library Reserve)</b> Paseo, C., & McCaffrey, M. (1999, August). Providing epidural analgesia. <i>Nursing99</i> , 34–40.	
Feb. 4 (5)	<b>Complex Wound Management – Part 1</b> <ul style="list-style-type: none"> <li>• Wound Assessment</li> <li>• Wound/sinus irrigation</li> <li>• Wet-to-damp dressings</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Complex Wound Management – Part 1</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 271–273; 286–295.  <b>Articles</b> Ovington, L.G. (2001). Hanging Wet-to-Dry Dressings Out to Dry. <i>Home Healthcare Nurse</i> , 19(8). Retrieved December 20, 2001 from the Nursing Center Continuing Education articles Web site: <a href="http://www.nursingcenter.com/ce/article.cfm?id=476BA477%2D8547%2D11D5%2DAF22%2D0002A513AF96">http://www.nursingcenter.com/ce/article.cfm?id=476BA477%2D8547%2D11D5%2DAF22%2D0002A513AF96</a>	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Feb. 11 (6)	<b>Complex Wound Management – Part 2</b> <ul style="list-style-type: none"> <li>• Vascular insufficiency wounds</li> <li>• Pressure ulcer staging and treatment</li> <li>• Moisture retentive dressings</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Complex Wound Management – Part 2</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 300–319.  <b>Articles</b> Ayello, E.A. (2001). Why is pressure ulcer risk assessment so important? <i>Nursing2001</i> , 31(11), 74–79. Ovington, L.G. (2001). Wound care products: How to choose. <i>Advances in Skin &amp; Wound Care: The Journal for Prevention and Healing</i> , 14(5). Retrieved December 17, 2001 from the Nursing Center Continuing Education Articles Web site: <a href="http://www.nursingcenter.com/ce/article.cfm?id=0AD6D170%2DAD6E%2D11D5%2DAF22%2D0002A513AF96">http://www.nursingcenter.com/ce/article.cfm?id=0AD6D170%2DAD6E%2D11D5%2DAF22%2D0002A513AF96</a>	
Feb. 18 (7)	<b>Intravenous Therapy – Part 3</b> <ul style="list-style-type: none"> <li>• Central venous catheters (CVC)</li> <li>• Peripherally inserted central catheters (PICCs)</li> <li>• Assessment and management</li> <li>• Troubleshooting and emergency measures</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Intravenous Therapy – Part 3</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 505–519.  <b>Articles</b> Gabriel, J. (1994). An intravenous alternative. <i>Nursing Times</i> , 90(31), 40–41. Halderman, F. (2000). Selecting a vascular access device. <i>Nursing2000</i> , 30(11), 59–61. Masoorli, S. (1997, August). Managing complications of central vein access devices. <i>Nursing97</i> , 59–63. Moureau, N. (2001). Preventing complications with vascular access devices. <i>Nursing2001</i> , 31(7), 52–55.	



Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Feb. 25 (8)	<b>Intravenous Therapy – Part 4</b> <ul style="list-style-type: none"> <li>Total parenteral nutrition – independent study</li> <li>No scheduled class – Faculty/Staff Professional Development Day</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>Intravenous Therapy – Part 4</li> <li>Problem Solving Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 519–522.  <b>Articles (Library reserve and online)</b> Binkley, J.F. (2000). <i>Monitoring the adult parenteral nutrition patient</i> . Retrieved October 13, 2000 from the Baxter Continuing Education Web site: <a href="http://www.baxter.com/customers/rebuild_continuing_intro.html">http://www.baxter.com/customers/rebuild_continuing_intro.html</a> Hall, J.C. (1999). Choosing Nutrition Support: How and When to Initiate. <i>Lippincott's Case Management (Formerly Nursing Case Management)</i> , 4(5). Retrieved December 20, 2001 from the Nursing Center Continuing Education articles Web site: <a href="http://www.nursingcenter.com/ce/test/article.cfm?id=41DA82CA-AD86-11D3-83F0-00805F9F34D3">http://www.nursingcenter.com/ce/test/article.cfm?id=41DA82CA-AD86-11D3-83F0-00805F9F34D3</a> Gianino, S., Seltzer, R., & Eisenbert, P. (1996, February). The ABC's of TPN. <i>RN</i> , 42–48.	
Mar. 4 (9)	<b>MIDTERM EXAM</b>		
Mar. 11	<b>SPRING BREAK</b>		
Mar. 18 (10)	<b>Intravenous Therapy – Part 5</b> <ul style="list-style-type: none"> <li>Blood product administration</li> <li>Transfusion of packed red cells</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>Intravenous Therapy – Part 5</li> <li>Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 522–532.  <b>Articles</b> Fitzpatrick, L., & Fitzpatrick, T. (1997, August). Blood transfusion: Keeping your patient safe. <i>Nursing97</i> , 34–42.	<b>Nursing Skills Research Paper</b>  <b>Due Mar. 20 0830 hrs</b>

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Mar. 25 (11)	<b>Neurological Assessments</b> <ul style="list-style-type: none"> <li>• Glasgow coma scale</li> <li>• Neurovital signs</li> <li>• Complex neurological assessments</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Neurological Assessments</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> Medical-Surgical Nursing Textbook – Neurological Assessment.  <b>Articles</b> O'Hanlon-Nichols, T. (1999). Neurological Assessment. <i>American Journal of Nursing</i> , 99(6).	
Apr. 1 (12)	<b>Catheterization</b> <ul style="list-style-type: none"> <li>• Urethral catheterization – male and female</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Urethral Catheterization</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 616–632.  <b>Articles</b> McConnell, E. (1995, December). Clinical do's and don'ts: Inflating an indwelling urinary catheter balloon. <i>Nursing95</i> , 13. McKinney, B. (1995, November). Cutting your patients' risk of nosocomial UTI. <i>Nursing95</i> , 20–24.	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
<b>Apr. 8 (13)</b>	<b>Gastrointestinal Tubes</b> <ul style="list-style-type: none"> <li>Nasogastric tube insertion and irrigation</li> <li>Nasoenteral tubes</li> <li>Gastrostomy (PEG tubes) and jejunostomy tubes</li> </ul> <b>Enteral Nutritional Therapy</b> <ul style="list-style-type: none"> <li>Tube feedings</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>Gastrointestinal Tubes and Enteral Nutritional Therapy</li> <li>Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp.  <b>Articles</b> <p>Kohn-Keeth, C. (2000, March). How to keep feeding tubes flowing freely. <i>Nursing2000</i>, 58–59.</p> <p>Loan, T., Magnussen, B., &amp; Williams, S. (1998, August). Debunking six myths about enteral feeding. <i>Nursing98</i>, 43–49.</p> <p>Watt, R., &amp; Lewis, R. (2001). Improving care for patients with gastrostomy tubes. <i>Canadian Nurse</i>, 97(10), 30–33.</p> <p>Metheny, N.A., &amp; Titler, M.G. (2001). Assessing placement of feeding tubes. <i>American Journal of Nursing</i>, 101(5). Retrieved December 20, 2001 from the Nursing Center Continuing Education articles Web site: <a href="http://www.nursingcenter.com/ce/article.cfm?id=FCA5ADD7%2D3A5B%2D11D5%2DAF22%2D0002A513AF96">http://www.nursingcenter.com/ce/article.cfm?id=FCA5ADD7%2D3A5B%2D11D5%2DAF22%2D0002A513AF96</a></p> <p>Bowers, S. (2000). All about tubes: Your guide to enteral feeding devices. <i>Nursing2000</i>, 30(12). Retrieved December 20, 2001 from the Nursing Center Continuing Education articles Web site: <a href="http://www.nursingcenter.com/ce/article.cfm?id=CC16DFD4%2DC7C4%2D11D4%2D83E0%2D00508B605149">http://www.nursingcenter.com/ce/article.cfm?id=CC16DFD4%2DC7C4%2D11D4%2D83E0%2D00508B605149</a> and <a href="http://www.nursingcenter.com/ce/test/article.cfm?id=41DA82CA-AD86-11D3-83F0-00805F9F34D3">http://www.nursingcenter.com/ce/test/article.cfm?id=41DA82CA-AD86-11D3-83F0-00805F9F34D3</a></p> <b>Review: (TPN reading)</b> <p>Hall, J.C. (1999). Choosing Nutrition Support: How and When to Initiate. <i>Lippincott's Case Management (Formerly Nursing Case Management)</i>, 4(5). Retrieved December 20, 2001 from the Nursing Center Continuing Education article.</p>	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignments/ Due Date
Apr. 15 (14)	<b>Tracheostomy Tubes</b> <ul style="list-style-type: none"> <li>• Assessment and nursing management</li> <li>• Suctioning</li> <li>• Changing dressings/ties</li> <li>• Emergency measures</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Tracheostomy Tubes</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 701–713. (Review pp. 693–700.)  <b>Articles</b> McConnell, E. (2000). Suctioning a tracheostomy tube. <i>Nursing2000</i> , 30(1), 80.	
Apr. 22 (15)	<b>Chest Drainage Systems</b> <ul style="list-style-type: none"> <li>• Assessment and nursing management</li> <li>• Troubleshooting and emergency measures</li> </ul>	<b>NURS 3020 Lab Manual</b> <ul style="list-style-type: none"> <li>• Chest Drainage Systems</li> <li>• Practice Lab Preparation Activities</li> </ul> <b>Course Textbook</b> <i>Photo guide of nursing skills</i> , pp. 702; 714–718.  <b>Articles</b> Blank-Reid, C., & Reid, P. (1999, April). Taking the tension out of traumatic pneumothorax. <i>Nursing99</i> , 41–46. Pettinicchi, T. (1998). Troubleshooting chest tubes. <i>Nursing98</i> , 58–59.	
Apr. 29 (16)	TBA		
May 6 (17)	EXAM WEEK – FINAL EXAM TBA		