A POLYTECHNIC INSTITUTION

Course Outline

School of Health Sciences
Program: Bachelor of Technology in Nursing
Option:

NURS 3020
Clinical Techniques 3 — Laboratory

Start Date:	January, 2003					**End Date:**	May, 2003		
Total Hours:	34	**Total Weeks:**	17			**Term/Level:**	4	**Course Credits:**	2
Hours/Week:	2	**Lecture:**	1	**Lab:**	1	**Shop:**		**Seminar:**	**Other:**

Prerequisites

Course No.	Course Name
NURS 2020	Clinical Techniques 2

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 Description (required)

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.

■ Detailed Course Description (optional)

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

■ Evaluation

Midterm multiple choice exam	50%
Final multiple choice exam	50%
TOTAL	100%

Comments: To successfully complete this course, the student must:

1. participate in weekly practice labs.
2. achieve a final mark of 50%.

■ 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.

■ 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.

- **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.

■ Verification

I verify that the content of this course outline is current.

Authoring Instructor	Date

I verify that this course outline has been reviewed.

Program Head/Chief Instructor	Date

I verify that this course outline complies with BCIT policy.

Dean/Associate Dean	Date

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

■ Instructor(s)

Cathy Hine | Office Location: SE12-418 | Office Phone: 604-432-8907
Office Hrs.: By appointment | E-mail Address: cathy_hine@bcit.ca

■ 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.

BCIT (2002). *Clinical techniques 3: Laboratory manual*. Burnaby: Author.

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.

Required Readings: — See course schedule and reading list.

■ Information for Students

Assignments: Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent. Students may be recommended for an unsatisfactory grade if absent more than 10% of the time. Students are responsible for content and practice activities for a missed class.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

■ Information for Students (cont'd).

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.

■ Assignment Details

1. **Midterm Multiple Choice Exam** *Midterm exam is worth 50% of total final grade.*

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

2. **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 midterm to the end of the term.

Schedule

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
Jan. 6 (1)	**Introduction to NURS 3020** • Review course outline • Discussion of evaluation methods • Required readings • Practice lab schedule • BCIT nursing students policies http://www.health.bcit.ca/nursing/student%20policies.pdf **NURS 4030** • Capillary blood glucose monitoring – independent study – certification by practicum instructor on ward • Problem-solving activity	**NURS 3020 Lab Manual** • Finger-stick Blood Glucose Monitoring **Course Textbook** *Photo guide of nursing skills*, pp. 466–468. **Articles (Library Reserve or online)** Seley, J.J., & Quigley, L. (2000). Blood glucose testing. *American Journal of Nursing, 100*(8). Fleming, D. (1999). Challenging traditional insulin injection practices. *American Journal of Nursing, 99*(2), 72–74. Rankin, M., & Esteves, M. (1996). How to assess a research study. *American Journal of Nursing 96*(12), 32–37.	
Jan. 13 (2)	**Intravenous Therapy – Part 1** • Intermittent infusion devices • Establishing saline locks • Administering medications via saline locks	**NURS 3020 Lab Manual** • Intermittent Infusion Devices • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 499–500; 535–544.	
Jan. 20 (3)	**Intravenous Therapy – Part 2** • Administering medications via IV push • Continuous IV and IV push medications • Intermittent infusion devices and IV push medications	**NURS 3020 Lab Manual** • IV Push Medications • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 535–544. (Review pp. 531–541.)	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
		Articles (Library Reserve) Power, L. (1999). Boning up on IV push. *Canadian Nurse 95*(10), 36-39. Skokal, W. (2000). *IV push @ home. RN 63*(10), 26–30.	
Jan. 27 (4)	**Pain Management** • Patient-controlled analgesia (PCA) • Epidural analgesia • Assessment and management • Problem-solving pain management problems	**NURS 3020 Lab Manual** • Pain Management • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 544–556. **Articles (Library Reserve)** Paseo, C., & McCaffrey, M. (1999, August). Providing epidural analgesia. *Nursing99*, 34–40. Reiff, P.A. & Niziolek, M.M. (2001). Troubleshooting tips for PCA. *RN 64*(4), 33–37.	
Feb. 3 (5)	**Complex Wound Management – Part 1** • Wound assessment • Wound/sinus irrigation • Wet-to-damp dressings	**NURS 3020 Lab Manual** • Complex Wound Management – Part 1 • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 271–273; 286–295. **Articles** Griffiths, R.D. (2001). Is tap water a safe alternative to normal saline for wound irrigation in the community setting? *Journal of Wound Care, 10*(10, 407-411. Ovington, L.G. (2001). Hanging Wet-to-Dry Dressings Out to Dry. *Home Healthcare Nurse, 19*(8). Mendez-Eastman, S. (2002). Negative-pressure wound therapy. *Nursing2002 32*(5), 58–64.	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
Feb. 10 (6)	**Complex Wound Management – Part 2** • Vascular insufficiency wounds • Pressure ulcer staging and treatment • Moisture retentive dressings	**NURS 3020 Lab Manual** • Complex Wound Management – Part 2 • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 300–319. **Articles** Ayello, E.A. (2001). Why is pressure ulcer risk assessment so important? *Nursing2001, 31*(11), 74–79. Ovington, L.G. (2001). Wound care products: How to choose. *Advances in Skin & Wound Care: The Journal for Prevention and Healing, 14*(5).	
Feb. 17 (7)	**Intravenous Therapy – Part 3** • Central venous catheters (CVC) • Peripherally inserted central catheters (PICCs) • Assessment and management • Troubleshooting and emergency measures	**NURS 3020 Lab Manual** • Intravenous Therapy – Part 3 • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 505–519. **Articles** Halderman, F. (2000). Selecting a vascular access device. *Nursing2000 30*(11), 59–61. Masoorli, S. (1997, August). Managing complications of central vein access devices. *Nursing97*, 59–63. Moureau, N. (2001). Preventing complications with vascular access devices. *Nursing2001, 31*(7), 52–55. Sansivero, G.E. (1998). Why pick a PICC?: What you need to know. *Nursing CE Handbook.*	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
Feb. 17 cont'd	**Intravenous Therapy – Part 4** • Total parenteral nutrition	**NURS 3020 Lab Manual** • Intravenous Therapy – Part 4 • Problem Solving Activities **Course Textbook** *Photo guide of nursing skills*, pp. 519–522. **Articles (Library reserve and online)** Hall, J.C. (1999). Choosing Nutrition Support: How and When to Initiate. *Lippincott's Case Management (Formerly Nursing Case Management), 4*(5). Gianino, S., Seltzer, R., & Eisenbert, P. (1996, February). The ABCs of TPN. *RN*, 42–48.	
Feb. 24 (8)	**NO CLASS**		
Mar. 3 (9)	**MIDTERM EXAM**		
Mar. 10	**SPRING BREAK**		
Mar. 17 (10)	**Intravenous Therapy – Part 5** • Blood product administration • Transfusion of packed red cells	**NURS 3020 Lab Manual** • Intravenous Therapy – Part 5 • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 522–532. **Articles** Fitzpatrick, L., & Fitzpatrick, T. (1997, August). Blood transfusion: Keeping your patient safe. *Nursing97*, 34–42.	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
Mar. 24 (10)	**Neurological Assessments** • Glascow coma scale • Neurovital signs • Complex neurological assessments	**NURS 3020 Lab Manual** • Neurological Assessments • Practice Lab Preparation Activities **Course Textbook** Medical-Surgical Nursing Textbook – Neurological Assessment. **Articles** O'Hanlon-Nichols, T. (1999). Neurological assessment. *American Journal of Nursing, 99*(6). Lower, J. (2002). Facing neuro assessment fearlessly. *Nursing2002 32*(2), 58-65.	
Mar. 31 (12)	**Catheterization** • Urethral catheterization – male and female	**NURS 3020 Lab Manual** • Urethral Catheterization • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 616–632. **Articles** Parker, L.J. (1999). Urinary catheter management: Minimizing the risk of infection. *British Journal of Nursing 8*(9), 563–. Robinson, J. (2001). Urethral catheter selection. *Nursing Standard 15*(25), 39-42.	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
Apr. 7 (13)	**Gastrointestinal Tubes** • Nasogastric tube insertion and irrigation • Nasoenteral tubes • Gastrostomy (PEG tubes) and jejunostomy tubes **Enteral Nutritional Therapy** • Tube feedings	**NURS 3020 Lab Manual** • Gastrointestinal Tubes and Enteral Nutritional Therapy • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 557–558; 579–599. **Articles** Kohn-Keeth, C. (2000, March). How to keep feeding tubes flowing freely. *Nursing2000*, 58–59. Morse, J.M., Penrod, J., Kassab, C., & Dellasega, C. (2000). Evaluating the efficiency and effectiveness of approaches to nasogastric tube insertion during trauma care. *American Journal of Critical Care, 9*(5), 325–333. Watt, R., & Lewis, R. (2001). Improving care for patients with gastrostomy tubes. *Canadian Nurse, 97*(10), 30–33. Metheny, N.A., & Titler, M.G. (2001). Assessing placement of feeding tubes. *American Journal of Nursing, 101*(5). Bowers, S. (2000). All about tubes: Your guide to enteral feeding devices. *Nursing2000, 30*(12). **Review: (TPN reading)** Hall, J.C. (1999). Choosing Nutrition Support: How and When to Initiate. *Lippincott's Case Management (Formerly Nursing Case Management), 4*(5).	
Apr. 14 (14)	**Tracheostomy Tubes** • Assessment and nursing management • Suctioning • Changing dressings/ties • Emergency measures	**NURS 3020 Lab Manual** • Tracheostomy Tubes • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 701–713. (Review pp. 693–700.)	

Week of/ Number	Clinical Technique	Preparation/Learning Activity	Assignment Due Date
		Articles Kinloch, D. (1999). Instillation of normal saline during endotracheal suctioning: Effects on mixed venous oxygen saturation. *American Journal of Critical Care, 8*(4), 231–240. McConnell, E. (2000). Suctioning a tracheostomy tube. *Nursing2000, 30*(1), 80.	
Apr. 21 (15)	**Chest Drainage Systems** • Assessment and nursing management • Troubleshooting and emergency measures	**NURS 3020 Lab Manual** • Chest Drainage Systems • Practice Lab Preparation Activities **Course Textbook** *Photo guide of nursing skills*, pp. 702; 714–718. **Articles** Blank-Reid, C., & Reid, P. (1999, April). Taking the tension out of traumatic pneumothorax. *Nursing99*, 41–46. Lazzara, D. (2002). Eliminate the air of mystery from chest tubes. *Nursing2002, 32*(6), 36–43.	
Apr. 28 (16)	**NO CLASS**		
May. 5 (17)	**EXAM WEEK — FINAL EXAM TBA**		