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BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

Health Sciences
Program: Nursing
Option:

NURS 3030
Nursing Practicum 3

Hours/Week	14	Total Hours:	224	Term/Level:	3
Lecture:		Total Weeks:	16	Credits:	15
Lab:					
Other:					

Prerequisites

NURS 3030 is a Prerequisite for:

Course No.	Course Name	Course No.	Course Name
NURS 2000	Nursing and Health Issues 2	NURS 4030	Nursing Practicum 4
NURS 2020	Clinical Techniques 3		
NURS 2030	Practicum 2		
NURS 1050	Interpersonal Communication 1		

Course Goals

NURS 3030 is a practicum course which introduces students to Obstetrics, Pediatrics and Psychiatry. Emphasis is placed on developing knowledge, skills and attitudes relevant to acquiring a professional nursing identity.

Course Description

In this course students will gain nursing experience in specialty units. Students will provide knowledgeable and safe nursing care. The scope of nursing practice includes recognition and consideration of patient health needs entering the hospital as well as health needs requiring follow-up discharge. Context of practice: Adult Psychiatry, Pediatrics and Obstetrics.

Evaluation

- Satisfactory/Unsatisfactory standing based on student and instructor evaluation and on successful completion of a journal.

Course Outcomes and Sub-Outcomes

The student will:

1. Provide professional caring which is based on knowledge and skills.
2. Pursue shared meaning by communicating effectively with people.
3. Use systematic inquiry to:
 - a. recognize the uniqueness of each patient and/or patient situation and respond with appropriate clinical judgement.
 - b. raise questions about nursing practices to explore alternatives and to consider research as a basis for practice.
 - c. reflect on own nursing practice.
4. Monitor own practice. Determine learning needs and independently act upon identified learning needs.
5. Develop collaborative partnerships with members of the health care team.
6. Use creative leadership skills to manage changing patient situations.
7. Implement technical skills competently with increasing confidence.

Course Record

Developed by: _____ Date: _____
Instructor Name and Department (signature)

Revised by: _____ Date: _____
Instructor Name and Department (signature)

Approved by: _____ Start Date: _____
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part B**

Health Sciences
Program: Nursing
Option:

NURS 3030
Nursing Practicum 3

Effective Date

August 17, 1998

Instructor(s)

	Phone	Offices are in SE12 418
Cheryl Segaric	6948	
Loni Milligan	6951	
Marie Labelle	6947	
Linda Barratt	8915	
Anne Trenaman		
Jan Robertson		
Roz Cowan		

Text(s) and Equipment

Equipment:

- A uniform that complies with program policies (refer to Guidelines for Students in the Nursing Program). The clinical instructors will inform you about a less formal uniform standard for Pediatrics and Psychiatry.
- Shoes that comply with program policies.
- A stethoscope.
- A pen and notebook.
- A pen light.
- Bandage scissors.
- A watch with a second hand.
- Tape measure.
- A lock may be required if you use a hospital locker to store coats, etc. while at the hospital.

Text(s) and Equipment (cont'd)

Textbooks/Pamphlets:

Required:

- Canadian Nurses Association. (1991). *Code of Ethics for Nurses*. Ottawa: Author.
- Nursing Program. (1996). *Guidelines for Students in the Nursing Program*. Burnaby, BC: BCIT.
- Registered Nurses Association of British Columbia. (1998). *Standard of Nursing Practice in British Columbia*. Vancouver: Author.
- Sim, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health Assessment in Nursing*. Menlo Park, CA: Addison Wesley.
- Snyder, M. (1992). *Independent Nursing Interventions* (2nd ed.). Albany, NY: Delmar.

Recommended:

One of the following:

- Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of Nursing: Human Health and Function* (2nd ed.). Philadelphia: Lippincott.
- Dugas, B.W., & Knor, E.R. (1995). *Nursing Foundations: A Canadian Perspective*. Scarborough, ON:

One of the following:

- LeMone, R.L., & Burke, K.M. (1996). *Medical-Surgical Nursing: Critical Thinking in Client Care*. Menlo Park, CA: Addison Wesley.
- Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (8th ed.). Philadelphia: Lippincott.

One of the following:

- Anderson, L.N., Anderson, L.E., & Glanze, W.D. (1994). *Mosby's Medical, Nursing and Allied Health Dictionary* (4th ed.). St. Louis: Mosby.
- Miller, B.F., & Keane, G.B. (1992). *Encyclopedia and Dictionary of Medicine, Nursing and Allied Health* (5th ed.). Philadelphia: Saunders.
- A pharmacology handbook
- Specific books and other reading materials related to the specialty areas of Obstetrics, Pediatrics and Psychiatry. The following texts are suggested, and are available in the Bookstore. Choose one for each specialty.

Psychiatry

- Fortinash, K.M., & Holoday-Worret, P.A. (1996). *Psychiatric-mental health nursing*. St. Louis: Mosby.
- Gorman, L. Sultan, D., & Raines, M.L. (1996). *Davis' manual of psychosocial nursing for general patient care*. Philadelphia: F.A. Davis.

Pediatrics

- Ball, J., & Bindler, R., (1995). *Pediatric nursing. Caring for children*. Norwalk: Connecticut: Appleton & Lang.
- Whaley, L.F., & Wong, D.L. (latest edition). *Essentials of pediatric nursing* (4th ed.) St. Louis: Mosby.

Obstetrics

- Ladewig, P.W., London, M.L., & Olds, S.B. (1994). *Essentials of maternal newborn nursing*. (5rd ed.). Redwood City, CA: Addison-Wesley Nursing.
- Loudermilk, *Maternity and Women's Care* (6th ed.).

Course Notes (Policies and Procedures)

1. Students are responsible to identify their own learning needs and to consult with instructor about how they might meet these needs.
2. A learning partnership is essential for successful completion of this course. Both student and instructor will communicate openly, will demonstrate respect in the relationship and will work to maintain a reasonable balance of power in relationship. This can be achieved by:
 - **discussing the course outcomes to achieve shared understanding of them.**
 - **identifying the evidence required to demonstrate achievement of the outcomes.**
 - **dialoging verbally regularly throughout the course.**
3. Students will be expected to develop a plan of care for their patient(s) each clinical day. This is to include:
 - thorough data collection.
 - identification of issues/problems.
 - planning and implementing nursing interventions with sound rationale.
4. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing of evaluation. As much as possible, students will be given adequate notice of such changes.

Course Evaluation

Regular dialogue between instructor and student serves to promote learning and achievement of the course outcomes. **All reflective learning activities must be completed to achieve a satisfactory standing in this course. The reflective journal must show sufficient thoroughness and thought in order to be accepted.** Towards the end of the course the student must show evidence that the course outcomes are being met. The student and teacher will meet to draft the final summary of outcome achievement. **The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in this course.**

Students have the right and the responsibility to evaluate this course. Dialogue with the instructor will assure that the course outcomes will be facilitated as the student moves from one clinical setting to another. An end of term review is aimed at modifying the course for subsequent students.

Attendance

Attendance is required in this course as this practical experience is essential to meet program outcomes and to learn how to practice nursing. BCIT Attendance Policy applies (see Guidelines for Students in the Nursing Program).

It is expected that students will be in satisfactory health when providing nursing care for people. If students are not able to attend a clinical experience the instructor and agency must be informed before the experience begins for the day.

Participation

1. Students will be given patient information the day prior to the practicum experience if possible. Research is required before clinical so that students have a reasonable understanding of the reason for hospitalization, type of treatments and interventions and some understanding of what nursing care the patient(s) might require.
 2. Safe nursing care is required. The instructor has the responsibility to assist students to provide safe and comfortable care for the patient. Students are expected to take responsibility for errors and to document them according to agency and BCIT policy. Students whose care is unsafe regardless of instructor input and supervision may be removed from the practicum setting. (See Guidelines for Students in the Nursing Program.)
 3. Students can expect to attend a weekly practicum conference. Students and the instructor have a joint responsibility to see that these conferences are meaningful. They will decide when the conferences will be scheduled each week and how the conference will be structured. A one hour a week conference is suggested.
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Reflective Thinking Activity

1. Students will keep a journal during this course.
2. The instructor will discuss journal writing requirements for this course during orientation week. The student's contribution to this journal will be confidential between the student and the teacher. Sharing of any part of the student's writing will only occur when the student has given written permission.