

COURSE OUTLINE

COURSE NAME NURSING LEVEL 3
COURSE NUMBER NURS 3100 DATE August 1994
Prepared by A. Houseman Taught to Second Year
School Health Sciences School Health Sciences
Program Nursing Program Nursing
Date Prepared May 1993 Option _____
Term Level 3 Hrs/Wk Theory 7 hrs
Practicum 15 hrs Credits 25

No. of Weeks 17 (Including Exam Week) Total Hours 374

Instructor(s) A. Houseman Office SW8.3-104 Local 432-8686

Office Hours As posted by instructor

PREREQUISITES

BHSC 2205 Physiology NURS 2100 or GNNU 201 and 202
BHSC 2227 Microbiology BHSC 2240 Human Development II

COURSE DESCRIPTION

This course is offered in the third level of the Nursing Program.

NURS 3100 focuses on stressors associated with the stages and tasks of growth and development related to childhood and childbearing and selected unanticipated events. Responses to these stressors may be appropriate or inappropriate. The common response of general adaptation syndrome (exhaustion phase) is studied. Altered physiology and pharmacology theory are integrated within the course.

Concurrent theory, laboratory and practicum experience focuses on the nursing measures required to assist individuals to satisfy needs.

Practicum experience is provided on family-centered maternity and general pediatric units. Students are expected to provide care to 2-3 pediatric patients and a maximum of 4 maternity patients and their neonates. Some experience is provided in the labor and delivery unit. Some experience may be provided in appropriate outpatient or day clinics as well.

CURRICULUM DOCUMENT

COURSE OBJECTIVES

The student:

1. Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors.
2. Performs nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.
3. Demonstrates caring behaviors toward patients and involved family member(s).
4. Uses selected interactive skills to initiate, maintain and terminate a helping relationship with patients and involved family member(s).
5. Demonstrates organizational ability in providing nursing care.
6. Implements teaching plans for individuals and involved family member(s).
7. Participates actively in selected groups and/or with individuals.
8. Demonstrates responsibility and accountability for actions as a nursing student.
9. Works collaboratively with health care workers with assistance.

(See Appendix for theory and clinical subobjectives)

EVALUATION

Final Examination	<u>40</u>	%	2 Hours
Mid-Term #1	<u>30</u>	%	2 Hours
Mid-Term #2	<u>30</u>	%	2 Hours
Other (1) Clinical	Satisfactory/Unsatisfactory		
(2) Assignments	Satisfactory/Unsatisfactory		

- * The student must have a passing grade in theory plus a satisfactory in the practicum experience in order to pass NURSING 3100.
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REQUIRED TEXT(S) AND EQUIPMENT

Ladewig, P., London, M. & Olds, S. (latest edition). Essentials of maternal-newborn nursing. Menlo Park, California: Addison Wesley.

Whaley, L., & Wong, D. (latest edition). Essentials of pediatric nursing. St. Louis: Mosby.

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

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NURSING CORE

Responses/Stressors

1. The response of General Adaptation Syndrome (G.A.S.) will focus on the stage of exhaustion and will be approached in the following manner:
 - a. definition
 - b. data collection - general nature of the response
 - i. basis (physiological and/or psychosocial)
 - ii. indicators that the response has become a stressor
 - iii. effect on need satisfaction
 - iv. relationship of stressors of lifestyle patterns and of the stages and tasks of growth and development
 - v. diagnostic procedures
 - c. therapeutic measures
 - i. description
 - ii. rationale
 - iii. implications for patient care

Stressors Associated with Stages and Tasks of Growth and Development, Including Childbearing

1. The selected examples of stressors associated with the stages and tasks of growth and development are the tasks related to childbearing (Antepartum, Intrapartum, Postpartum and Newborn) and toilet training (Toddler), separation from family (Preschooler) and communicable diseases (School-age). They will be approached in the following manner:
 - a. definition
 - b. data collection
 - i. basis (physiological and/or psychosocial)
 - ii. expected responses/stressors
 - iii. effect on need satisfaction
 - iv. relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
 - v. diagnostic procedures

CURRICULUM DOCUMENT

- c. therapeutic measures
 - i. description
 - ii. rationale
 - iii. implications for patient care

Stressors Associated with the Unanticipated Events

1. The unanticipated events categories selected for Nursing III are:
 - a. trauma
 - b. congenital disorders
 - c. immunological disorders
 - d. inflammatory disorders (continued)
 - e. metabolic disorders (continued)
2. The examples selected for each category are:
 - a. trauma
 - i. fractures
 - ii. sexual assault
 - iii. burns
 - iv. child abuse/neglect
 - b. congenital disorders overview
 - c. immunological disorders
 - i. glomerulonephritis
 - ii. asthma (and eczema)
 - d. inflammatory disorders (continued)
 - i. upper and lower respiratory infections, e.g. laryngotracheobronchitis and pneumonia
 - ii. meningitis (seizure disorders)
 - iii. gastroenteritis
 - iv. inflammatory bowel disease
 - v. sexually-transmitted diseases
 - e. metabolic disorders
 - i. diabetes mellitus (continued)
 - ii. hypo and hyperthyroidism

3. Each unanticipated event and its examples will be approached in the following manner:
 - a. definition
 - b. data collection
 - i. basis (physiological and/or psychosocial)
 - ii. expected responses/stressors
 - iii. effect on need satisfaction
 - iv. relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
 - v. diagnostic procedures
 - c. therapeutic measures
 - i. description
 - ii. rationale
 - iii. implications for patient care

NURSING SKILLS

Psychomotor Skills

Principles and practice of selected skills may be taught in the classroom, laboratory and/or clinical setting.

1. Physical assessment techniques
 - Time uterine contractions
 - Palpate fundus
 - Take FHR
 - Assess breast engorgement
 - Do physical examination of newborn (including reflexes)
 - Palpate abdomen for fetal position
2. Administer personal hygiene
 - Change diapers
 - Do cord care of newborn
3. Provide comfort measures
 - No new content
4. Maintain fluid and nutritional levels
 - Feed infants and children
 - Assist with breast-feeding

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5. Administer medications

Administer medications via volutrol
Administer medications by inhalation
Administer medications via heparin lock (volutrol/minibag)

6. Carry out aseptic procedures
Insert and remove urethral catheter
Bladder irrigation

7. Carry out procedures

Chest physio — postural drainage only
Carry out isolation technique) *as related to*
Carry out reverse isolation technique) *Body Substance Precautions*
Care for casts
Administer O₂ therapy (mask, cannula, croupette)

8. Assist with procedures

Assist with minor surgical procedures
Assist with pelvic exam
Assist with lumbar puncture
Assist with cutdown
Assist with aspiration of fluid or biopsies
Assist with endoscopy
Assist with circumcision

9. Manipulate, operate and care for equipment

Maintain traction

10. Ambulate and transfer patients

Assist patients with crutch walking

Organizational Skills

1. Application of organizational skills to modify plans.

Interactive Skills

1. Summarization
 - a. definition
 - b. purpose
2. Information sharing
 - a. definition
 - b. purpose
3. Self-sharing
 - a. definition
 - b. purpose

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Teaching and Learning Skills

1. Application of the principles of teaching and learning

No new content.

PROFESSIONAL BEHAVIORS

Responsibility and Accountability

1. Legal/ethical considerations in childbearing and pediatrics.

Caring

1. Methods to modify own behavior in order to display a caring attitude

Leadership

No new content.

Working with Health Care Workers

1. Communicating with health care workers
 - a. current application of computer use in health care

LEARNING EXPERIENCES

The first week of the term is for theory and practicum orientation. The focus is on introducing the stressors associated with unanticipated events and with the growth and developmental stages and tasks of childhood and of childbearing. Subsequently, the classroom experience is 7 hours and the practicum experience is 15 hours weekly.

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Nursing Core

- lectures/consolidation classes
- independent study (modules)
- group discussions
- concurrent readings
- audiovisual aids (e.g. films, videos, tapes)
- assignments based on the stressors associated with the unanticipated events and with the growth and development stages and tasks, including childbearing

- all students with 1 or more instructor(s) for 4 hours per week for 16 weeks, or access to instructor when doing independent study

Nursing Skills

- Psychomotor

- independent study
- lecture/demonstration
- laboratory practice
- concurrent readings
- audiovisual aids (e.g. films, slides, tapes, videos)

- 1 group of 64-72 students with 1 or 2 instructor(s) for 1 hour per week for lecture/demonstration for 16 weeks
- 2 instructors with 22-24 students for practice for 1 hour per week for 16 weeks

- Interactive
- Legal Ethical
- Professional Behaviors

- independent study/lecture
- laboratory practice
- concurrent readings
- role playing
- audiovisual aids (e.g. films, slides, tapes, videos)
- assignments based on interactive skills

- 1 or 2 instructor(s) for 1 hour per week during the 16 weeks

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Practicum

Focuses on individuals who require assistance to satisfy needs.

- experience on:
 - pediatric units
 - family-centered childbearing units
- patient assignments by instructor
- application of nursing core, nursing skill and professional behavior
- assignments - nursing process

- 8 students per instructor for 13 hours per week for 8 weeks of Pediatrics and 8 weeks of Childbearing

Post-practicum conference

- discussion of aspects of nursing care with which the student is involved
- integration of theory with clinical practice
- student presentations
- preparatory reading and assignments

- 8 students per instructor for 2 hours per week for 16 weeks

- to be held at BCIT

CURRICULUM DOCUMENT

APPENDICES

- Theory Subobjectives
- Practicum Evaluation Form With
Practicum Subobjectives

~~CURRICULUM DOCUMENT~~

THEORY OBJECTIVES

Core/Nursing Process

1. Knows facts about:
 - the exhaustion phase of the general adaptation syndrome including fluid/electrolyte imbalance, acid/base imbalance and shock
 - stressors associated with the stages and tasks of growth and development of toddler, preschooler, school-age and childbearing
 - stressors associated with the unanticipated events of inflammatory disorders, trauma, immunological disorders, congenital disorders and metabolic disorders
- a. Defines terminology.
- b. Collects data about the stressor/response
 - i. discusses physiological and/or psychosocial basis
 - ii. discusses expected stressors/responses
 - iii. describes effect on need satisfaction
 - iv. discusses its relationship to stressors of lifestyle patterns and/or stages and tasks of growth and development and/or general adaptation syndrome and/or unanticipated events
 - v. knows facts about diagnostic measures
- c. discusses therapeutic measures
 - i. describes therapeutic measures
 - ii. states their rationale
 - iii. describes implications for patient care

Psychomotor Skills

1. Defines terminology.
2. Explains the purpose of the skill.
3. Explains the principles/guidelines underlying the skill.
4. States equipment to be used.
5. Organizes the work environment to facilitate performance of the skill.
6. States what the patient should be taught regarding the skill.
7. Describes observations to make before, during and after the skill.
8. States essential safety factors for patient and self.
9. States measures which ensure patient comfort.
10. Practices/observes when a correct method of performing the skill.
11. Describes methods of adapting the skill to selected situations.
12. Demonstrates a correct method of recording and reporting observations related to the skill.

CURRICULUM DOCUMENT

Caring

No theory subobjectives.

Interactive Skills

1. Practices the skills of attending and listening, basic empathy, respect and genuineness in selected situations.
2. Develops the skills of summarization, information sharing and self-sharing.
3. Practices the skills of attending and listening, basic empathy, respect, genuineness, summarization, information sharing and self-sharing to extend the helping relationships to involved family member(s) in selected situations.
4. Identifies factors that affect the helping relationship with patients and involved family member(s).

Organizational Skills

No theory subobjectives.

Teaching and Learning Skills

No theory subobjectives.

Leadership

No theory subobjectives.

Responsibility and Accountability

1. Describes legal and ethical responsibilities related to nursing practice in selected situations.

Working as a Health Care Worker

1. Discusses current application of computer use in health care.

NURSING PROGRAM

PRACTICUM EVALUATIONCourse and Number NURS 3100Student: _____
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 Committee Decision _____

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NURSING PROGRAM

EVALUATION SUMMARY

STUDENT: _____

MIDTERM PROGRESS:

<u>Areas of Strength</u>	<u>Continuing Areas for Improvement</u>

Comments/Suggestions:

FINAL EVALUATION:

<u>Areas of Strength</u>	<u>Continuing Areas for Improvement</u>

Comments/Suggestions:

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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.

MIDTERM PROGRESS		<p>I. <u>NURSING PROCESS</u></p> <p>Evaluation of this objective is based on clinical application and on the nursing process assignment.</p> <div> <p>Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors.</p> </div> <p>A. <u>ASSESSMENT</u></p> <p>1. <u>Data Collection</u></p> <p>a. Uses data collection guide as directed.</p> <p>b. Uses multiple sources to collect data.</p> <p>c. Assesses responses/stressors associated with:</p> <p>i. lifestyle patterns</p> <ul style="list-style-type: none"> - work, leisure and relaxation pattern - dietary pattern - sexual pattern - coping pattern - individual living pattern <p>ii. stages and tasks of growth and development</p> <ul style="list-style-type: none"> - childbearing - toddler - preschooler - school-age <p>iii. selected unanticipated events</p> <p>iv. pain</p> <p>v. anxiety</p> <p>vi. altered self-image</p> <p>vii. general adaptation syndrome</p> <p>* 2. <u>Problem Identification</u></p> <p>* a. Identifies appropriate and inappropriate responses.</p> <p>* b. Lists actual and potential problems in order of priority.</p> <p>* c. Explains the basis for the problem.</p>	FINAL ACHIEVED	
SAT.	NEEDS IMPR.		PASS	FAIL
			MET	UNMET

CURRICULUM DOCUMENT

CURRICULUM DOCUMENT

SAT.	NEEDS IMPR.

B. INTERVENTION

1. Planning

- a. Sets short and long-term goals according to criteria.
- * b. Plans nursing measures which:
 - i. support appropriate responses
 - ii. encourage development of appropriate responses
 - iii. alter inappropriate responses
 - iv. remove stressors, if possible
- * c. Makes judgments based on knowledge.
- * d. Explains rationale for nursing measures and nursing judgment.

2. Implementation

- a. Implements independent nursing measures.
- * b. Implements dependent nursing measures.
- * c. Explains rationale for nursing measures and nursing judgments.

C. EVALUATION

- * 1. Evaluates the outcome of independent and depending nursing measures.
- 2. Determines if goals have been met.
- 3. Modifies nursing measures with assistance.

MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

II. NURSING PSYCHOMOTOR SKILLS

Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.

- * 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 observations before, during and after the skill.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

III. CARING

Demonstrates caring behaviors toward patients and involved family member(s).

1. Describes own feelings about providing nursing care to patients.
2. Describes factors, other than feelings, that influence own caring behaviors toward patients and involved family member(s).
3. Discusses how own feelings promote and inhibit caring behaviors toward patients and involved family member(s).
4. Discusses how patients' behaviors promote and inhibit caring behaviors toward themselves.
5. Discusses own caring and uncaring behaviors toward patients and involved family member(s).
- * 6. Accepts responsibility for own caring and uncaring behaviors toward patients and involved family member(s).
7. Modifies own caring behaviors toward patients and involved family member(s).
8. Demonstrates caring behaviors toward patients and involved family member(s).

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

IV. INTERACTIVE SKILLS

Demonstrates selected interactive skills to initiate, maintain and terminate a helping relationship with patients and involved family member(s).

- * 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
- 4. Maintains a helping relationship by demonstrating:
 - * a. attending
 - * b. listening
 - * c. empathy
 - d. summarization with assistance
 - e. information sharing with assistance
 - f. self-sharing with assistance
- 5. Terminates a helping relationship by:
 - a. sharing feelings related to termination with the patient and involved family member(s)
 - b. giving recognition to problem solving accomplished by patient and involved family member(s)
- 6. Demonstrates interviewing techniques for specific situations and/or selected nursing procedures with patients and involved family member(s).
- 7. Identifies factors that affect any phase of the helping relationship and data collection.
- 8. Modifies, with assistance, own interactive skills in response to factors that affect any phase of the helping relationship and data collection.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

V. ORGANIZATIONAL ABILITY

Demonstrates organizational ability in providing nursing care.

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.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

VI. PATIENT TEACHING

Implements teaching plans for individuals and involved family member(s).

- * 1. Identifies learning needs.
- 2. Assesses readiness to learn.
- 3. Makes use of all teaching opportunities.
- 4. Implements the teaching plan:
 - a. Adapts teaching methods of the individual and involved family member.
 - b. Provides anticipatory guidance.
- 5. Evaluates the learning outcomes.
- 6. Modifies the teaching as required.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

VII. LEADERSHIP

Participates actively in selected groups and/or with individuals.

1. Demonstrates initiative when planning and implementing care.
 - * a. Seeks guidance and direction when appropriate.
 - * b. Discusses patient assignment with appropriate personnel.
 - c. Behaves assertively with health care workers, patient and involved family member(s).
 - * d. Demonstrates self confidence.
2. Participates actively in student clinical group.
 - a. Listens actively.
 - b. Volunteers relevant information in a manner that facilitates learning.
 - c. Facilitates group process.
 - d. Makes presentations.
 - * e. Demonstrates self confidence.
3. Identifies effective role models of leadership.
 - a. Recognizes leadership behaviors.
 - b. Recognizes factors that influence effective leadership.
 - c. Discusses the effect of the identified behaviors on patient care.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

VIII. RESPONSIBILITY AND ACCOUNTABILITY

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 and punctuality.
2. With minimal 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 and/or R.N. before proceeding with new procedure.
 - * c. Uses judgment when seeking assistance.
- * 4. With assistance, evaluates own clinical performance.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT

MIDTERM PROGRESS	
SAT.	NEEDS IMPR.

IX. WORKING AS A HEALTH CARE WORKER

With assistance, works collaboratively 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. Modifies Kardex care plan with assistance.
 - f. Participates in patient care conference as available.
 - g. Makes referrals 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. Participates in ward routine and tasks.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

Comments: (Student/Instructor)

MIDTERM

FINAL

CURRICULUM DOCUMENT