

COURSE OUTLINE

COURSE NAME NURSING LEVEL 3 PRACTICUM

COURSE NUMBER NURS 3102 | DATE January and 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 Clinical - 15 hrs Credits 17

No. of Weeks 17 (Including Exam Week) Total Hours 255

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

Office Hours As posted by instructor

PREREQUISITES

BHSC 2205 Physiology NURS 2100 or NURS 2101 & NURS 2102
 BHSC 2227 Microbiology BHSC 2240 Human Development II
 NURS 3101

COURSE DESCRIPTION

This course is offered in the third term of the General Nursing Program.

NURS 3102 is a clinical practice course which focuses on the nursing measures required to assist children and childbearing individuals to satisfy needs. Knowledge and skills from NURS 3101 - Nursing Level 3 Theory are applied.

Clinical 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.

JUN 16 1993

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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. With assistance, works collaboratively with health care workers.

EVALUATION

Clinical Assignments	Satisfactory/Unsatisfactory
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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.

CURRICULUM DOCUMENT

LEARNING EXPERIENCES

CLASSROOM EXPERIENCES

TEACHING/LEARNING
APPROACHES

IMPLEMENTATION

Hospital

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 - written nursing process

Post-clinical 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 13 hours per week for 8 weeks of Pediatrics and 8 weeks of Childbearing

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

- to be held at BCIT

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Page 3 of 16

APPENDICES

- Clinical Evaluation Form With
Clinical Subobjectives

CURRICULUM DOCUMENT

NURSING PROGRAM

EVALUATION SUMMARY

STUDENT: _____

MIDTERM PROGRESS:

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

Instructor Signature:

FINAL EVALUATION:

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

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Instructor Signature:

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 style="border: 1px solid black; padding: 5px;"> <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> <ul style="list-style-type: none"> i. lifestyle patterns <ul style="list-style-type: none"> - work, leisure and relaxation pattern - dietary pattern - sexual pattern - coping pattern - individual living pattern ii. stages and tasks of growth and development <ul style="list-style-type: none"> - childbearing - toddler - preschooler - school-age iii. selected unanticipated events iv. pain v. anxiety vi. altered self-image vii. general adaptation syndrome <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

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	
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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.

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Comments: (Student/Instructor)

MIDTERM

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CURRICULUM DOCUMENT

MIDTERM PROGRESS	
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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).

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Comments: (Student/Instructor)

MIDTERM

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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 collections.

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Comments: (Student/Instructor)

MIDTERM

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MIDTERM PROGRESS	
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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.

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MIDTERM

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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	
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MIDTERM PROGRESS	
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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	
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Comments: (Student/Instructor)

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MIDTERM PROGRESS	
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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	
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Comments: (Student/Instructor)

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MIDTERM PROGRESS	
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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
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Comments: (Student/Instructor)

MIDTERM

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