



MAR 31 1999

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

School of Health Sciences

Program: Nursing

Option:

**NURS 4030****Nursing Practicum 4****Hours/Week:** 16**Total Hours:** 256**Term/Level:** 4**Lecture:****Total Weeks:** 16**Credits:** 15**Lab:****Other:****Prerequisites****NURS 4030 is a Prerequisite for:****Course No. Course Name**

NURS 3030 Nursing Practicum

NURS 3000 Nursing and Health Issues 3

BHSC 3329 Immunology for Nursing

**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

**Corequisites****Course No. Course Name**

NURS 3020 Clinical Techniques 3 – Laboratory

**Course Goals:**

NURS 4030 is a practicum course focusing on nursing care of patients experiencing complex health issues which require hospitalization. Emphasis is placed on developing knowledge, skills and attitudes relevant to professional nursing identity.

**Course Description:**

In this course students will gain nursing experience in acute care units which offer specialized care. Students will be expected to provide knowledgeable and safe nursing care. The scope of nursing practice includes recognition and consideration of patient health needs during hospitalization as well as health needs which will require follow-up on discharge. Context of practice: Adult Medicine and Surgery.

**Evaluation:**

- Satisfactory/Unsatisfactory standing based on student and instructor evaluation of course outcomes.
- Successful completion of a reflective 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. incorporate reasoning and reflection on own practice.
  - c. incorporate research into 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 strategies to respond to change.
7. implement technical skills competently and with increasing confidence.

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### Course Record

Developed by:

Kathy Zull Nursing  
Instructor Name and Department (signature)

Date:

December 15, 1997

Revised by:

Kathy Zull Nursing  
Instructor Name and Department (signature)

Date:

7 May 1998

Approved by:

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Associate Dean / Program Head (signature)

Start Date:

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### Effective Date

January 4, 1999

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### Instructor(s)

Linda Brazier	Office No.: SE12-418	Phone: 8918
Ivy O'Flynn	Office No.: SE12-418	Phone: 8911
Craig MacKenzie	Office No.: SE12-418	Phone: 451-6950
Susan McKenzie	Office No.: SE12-418	Phone: 8914
Laureen Schwartz	Office No.: SE12-418	Phone: 8917
Alison Taylor	Office No.: SE12-418	Phone: 8913

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### Text(s) and Equipment

#### Equipment:

- A uniform that complies with program policies (refer to Guidelines for Students in the Nursing Program).
- Shoes that comply with program policies.
- A stethoscope.
- A black ink pen.
- A pen light.
- Bandage scissors.
- A watch with a second hand.
- A lock may be required if you use a hospital locker to store coats, etc. while at the hospital.

#### Required:

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: Appleton & Lange Canada.

**Required:** (continued)

One of the following:

- Ellis, J.R., Nowlis, E.A., & Bentz, P.M. (1996). *Modules for basic nursing skills. Volume II* (6th ed.). Philadelphia: Lippincott Co.
- Elkin, M.K., Perry, A.G., & Potter, P.A. (1996). *Nursing interventions and clinical skills*. Toronto: Mosby.

One of the following:

- LeMone, R.I., & 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.

One of the following:

- Fischbach, F. (1996). *A manual of laboratory and diagnostic tests* (5th ed.). Philadelphia: Lippincott.
- Malarkey, L.M., & McMorro, M.E. (1996). *Nurses' manual of laboratory tests and diagnostic procedures*. Philadelphia: Saunders.
- A pharmacology handbook

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**Course Notes (Policies and Procedures)**

1. Students are responsible for identifying their own learning needs and consulting with the instructor to discuss how to 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 establish and maintain a collaborative 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 regularly throughout the course.
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.

## Student Evaluation

Regular dialogue between instructor and student serves to promote learning and achievement of the course outcomes. Student-instructor meetings, writing self-evaluations and reflective journals facilitate regular dialogue throughout the course. *All reflective journals 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 instructor will contribute to the final summary of outcome achievement. *The instructor ultimately has the responsibility to recommend a Satisfactory or Unsatisfactory standing in this course.*

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## Course Evaluation

Students have the right and the responsibility to evaluate the course. A midterm review of the course aims to help the students who are currently in the course so that student needs and course outcomes can be facilitated in a reasonable manner. An end of term review is aimed at modifying the course for subsequent students.

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## Attendance

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

It is expected that the student's own state of health is satisfactory 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.

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## Participation

1. Students will research patient information at the assigned agency the Wednesday prior to the practicum experience. Research is required before the clinical experience so that students have an understanding of the reason for hospitalization, type of illness and the nursing care the patient(s) might require. The practicum experience will occur on Thursdays and Fridays for 14 hours per week. Depending on the agency this will be either days or evening shift. Practicum may also include an alternate experience.
  2. Safe nursing care is required. The instructor has the responsibility to assist students to provide safe and comfortable care for the patients. Students are expected to take responsibility for errors and to document them according to agency and BCIT policy. Students whose care is unsafe 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 Journal

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 journal will be confidential between the student and the teacher. Sharing of any part of the student's writing will only occur when written permission has been given to do so.
  3. One of the journals will be an evaluative report describing the implementation of a proposal which will be submitted in NURS 4000 (PBL). Further information about this will be included on a separate handout.
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