



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Option:

NURS 4030
Nursing Practicum 4

Start Date: August 19, 2002

End Date: December 6, 2002

Course Credits: 11.5

Term/Level: 4

Total Hours: 288

Total Weeks: 16

Hours/Week:	Lecture:	Lab:	Shop:	Seminar: 1	Other: 17 Clinical agency practicum
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Prerequisites

Course No.	Course Name
NURS 3030	Nursing Practicum
NURS 3000	Nursing and Health Issues 3
BHSC 3329	Immunology for Nursing

NURS 4030 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

Corequisites

Course No.	Course Name
NURS 3020	Clinical Techniques 3 – Laboratory

Course Calendar 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.

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.

Evaluation

- Satisfactory/Unsatisfactory standing based on student and instructor evaluation of course outcomes.
 - Successful completion of a self-evaluation journal.
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Course Learning Outcomes/Competencies

The student:

A. Provides professional caring based on knowledge and skills

1. Prepares for the clinical experience, by a) raising questions; b) discussing health issues and related pathophysiology; c) identifying priority actual and potential problems; d) identifying related nursing implications.
2. Independently performs initial, focused and thorough ongoing assessments on all patients and relates nursing action to assessment data.
3. Uses all sources of data in planning care, e.g., client, family members, client records, etc.
4. Intervenes appropriately with actual and potential problems.
5. Develops a plan of care that addresses patient problems and issues and promotes comfort and safety for each patient.
6. Individualizes patient care.
7. Organizes care for three to four patients by a) setting priorities; b) completing care in a realistic time frame.
8. Provides safe care.
9. Identifies and implements care in relation to patient and family health learning needs.
10. Evaluates, modifies and implements a plan of care quickly to accommodate changes in health status.
11. Demonstrates confidence when providing patient care.
12. Anticipates the continuum of care required for specific patients in order to identify discharge planning needs.
13. With assistance takes an active role in assessing, planning and implementing the discharge of patients.
14. Adheres to the RNABC Standards of Nursing Practice.

B. Pursues shared meaning by communicating effectively with people

1. Independently establishes professional relationships with patients, family, health care team, instructor and peers based on shared meaning and partnership.
2. Uses effective communication skills to elicit information and understand the other person's perspective and context.
3. Utilizes communication skills to establish, maintain and terminate helping relationships with people.
4. Records in a clear, concise, relevant, legal and timely manner according to agency guidelines.
5. Reports in a clear, organized and timely manner about patient care and progress to the appropriate health team member.

C. Uses systematic inquiry

1. Responds to patient situations with appropriate clinical judgment.
2. Recognizes significant information and explains how different pieces of information form a significant pattern.
3. Uses questioning and feedback to assist self to think critically and reflect on thinking.
4. Demonstrates ability to critically reason using own initiative.
5. Demonstrates ability to articulate and support reasoning process with instructor and health care professionals.
6. Explores a variety of theoretical perspectives to guide patient care.
7. Begins to incorporate research into nursing practice.
8. Reflects on practicum experiences by analyzing situations, identifying problems, exploring alternatives.
9. Reflects on own nursing practice related to knowledge, skills, attitudes and judgement.
10. Acknowledges professional progress and success.

D. Monitors own practice, determines learning needs and independently acts upon identified learning needs

1. Follows BCIT and agency policies and procedures.
2. Consistently arrives on time.
3. Assumes responsibility for self-direction in learning.
4. Demonstrates responsibility for attaining and maintaining a safe level of nursing practice.
5. Demonstrates responsibility and accountability for own actions.
6. Exercises judgement in assuming nursing care.
7. Recognizes limitations and seeks help from appropriate sources.
8. Seeks and accepts feedback in an open manner.
9. Identifies and discusses areas of strength and areas requiring further development.
10. Sets goals and strategies for action in a learning plan.
11. Acts to improve clinical performance.
12. Evaluates and modifies learning plan.
13. Identifies when outcome has been met and provides evidence.
14. Identifies when outcome has not been met and provides evidence.

E. Develops collaborative partnerships with members of the health care team

1. Develops and participates in professional partnerships with peers, instructor, nurses and other members of health care team to enhance patient care.
2. Clearly explains own role and abilities to health care team members.
3. Uses effective verbal and non-verbal communication skills when relating to members of the health care team.
4. Works cooperatively as part of the health care team.
5. Recognizes when communication problems have occurred with members of the health care team, and with guidance begins to resolve the problem.

F. Uses creative leadership skills to manage patient situations

1. Uses initiative to consult with a variety of health professionals.
2. Demonstrates increasing confidence in decision making.
3. Is assertive with health care team members, instructor, patient and family members.
4. Takes on a leadership role by initiating patient care and participating in resolving patient care issues.
5. In non-crisis situations, independently formulates possible solutions to patient issues and then discusses these possibilities with appropriate members of the health team.
6. Takes responsibility to follow up on patient issues.
7. Recognizes and intervenes independently when the patient's safety is jeopardized.
8. Advocates for the patient and family with members of the health care team.
9. Delegates appropriately.
10. Actively participates in professional forums such as debriefing sessions and ward rounds.
11. Begins to understand nursing leadership within the context of acute care nursing practice.

G. Implements technical skills competently with increasing confidence:

1. Anticipates, prepares and organizes self to perform skills.
2. Reviews agency and BCIT policies regarding the skill.
3. Uses resources to perform skills safely.
4. Prepares a focused assessment of the patient related to the skill.
5. Performs the skill in accordance with policies, procedures and care standards.
6. Maintains patient and own safety and comfort when performing skills.
7. Practices surgical asepsis.
8. Demonstrates manual dexterity.
9. Communicates appropriately with patients and family members during technical skills.
10. Demonstrates increasing confidence in ability to modify skill according to the context of practice.
11. Recognizes and seeks assistance when limitations are exceeded.
12. Reports and records observations assessed before, during and after the skill.
13. Interprets observations based on nursing theory.

Process Threads Relevant to This Course

Professionalism: Students anticipate and prepare for possible patient care problems on acute medical and surgical nursing units. Incorporating scientific, humanistic and technical aspects of caring, they provide safe individualized care for three to four acutely ill patients. They independently perform initial, focused and ongoing assessments and relate nursing actions to assessed data. **They develop a plan of care to resolve patient issues or promote comfort with patients in acute units.** They are able to organize and set priorities and coordinate nursing care for a group of patients. They consult with patients, families and members of the health care team to plan nursing care. Students respond to significant changes in health status immediately and evaluate and modify the plan to accommodate these changes. Students incorporate a code of ethics consistent with professional practices. Students examine legal implications of nursing care.

Communication: Students are independent in establishing relationships with patients, family, health care team, instructor and peers based on shared meaning and partnership. **With assistance students utilize communication skills to establish, maintain and terminate a supportive relationship. Students dialogue with colleagues and teachers in the process of learning. Discussion/feedback is thoughtful.** Students use communication skills to elicit and explore patient's issues. **Students record and report pertinent data, actions and responses in a legal manner. Students teach using principles of teaching and learning.**

Systematic Inquiry: Students are independent with critical reasoning. **They use questioning and feedback to help them think critically and reflect on their thinking.** They use evidence-based practice and are able to discuss this with various health care professionals. They explore a variety of theoretical perspectives to guide patient care. **Students reflect on their nursing competencies related to knowledge, skills, attitudes and judgement. Students develop reflective skepticism regarding nursing practice.**

Professional Growth: With increasing confidence students reflect on clinical practice and evaluate their own performance against professional practice standards. *Students develop learning partnerships with peers, instructor and nurses to explore learning needs and opportunities and act to improve and enhance their own performance.* **Students consult/interact with a variety of health professionals in the hospital. Students assume responsibility for learning and becoming self-starters. Students value continually updating knowledge. Students demonstrate responsibility for attaining and maintaining a safe level of skill performance. Students are responsible and accountable for their actions.**

Creative Leadership: With increasing confidence students engage in collaborative decision making with health team members and participate in resolving patient care issues. Independently students intervene when patients' safety is jeopardized. **They anticipate the continuum of care required for specific patients.** In collaboration with nurses students take an active role in assessment of discharge needs and discharge planning. **Students appreciate the role of nursing in the health care system. They are aware of the various components of the health care system in their context of practice. Students begin to understand nursing leadership within the context of acute care nursing practice.**

Technical Skills: Students anticipate skills to be performed and prepare and organize themselves to perform them. **They review agency policy regarding the skill. They prepare a focused assessment of the patient related to the skill. They demonstrate the communication aspects of nursing skills and maintain patient comfort.** They maintain patient and own safety when performing skills. They are independent with the majority of technical skills learned this term but may require minimal supervision with some. They are able to explain skills to patient and family. With assistance students show increasing confidence in their ability to modify skills to fit the context of practice.

Specific skills introduced in Level 4 are:

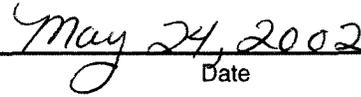
- capillary blood glucose testing
- neurological vital signs assessment
- catheterization
- nasogastric (NG) intubation and NG tube management
- chest drainage systems
- nutritional replacements: enteral and parenteral
- tracheostomy suctioning and care
- intravenous therapy: intermittent infusion devices
- intravenous therapy: central venous catheters
- intravenous therapy: intravenous push medications
- intravenous therapy: blood administration
- complex wound management:
 - normal saline compresses
 - hydrocolloid gel application
- complex wound management:
 - wound irrigations
 - ribbon gauze packing
- modalities for pain management

Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.



Program Head/Chief Instructor



Date

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