



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option:

NURS 4032
Nursing Practicum 4**Start Date:** January 9, 2006**End Date:** May 12, 2006**Total Hours:** 270 **Total Weeks:** 15**Term/Level:** 4 **Course Credits:** 11**Hours/Week:** **Lecture:** **Lab:****Shop:** **Seminar:** 1 **Other:** 17**Prerequisites****Course No. Course Name**

NURS 1060 Pharmacology
NURS 3000 Applied Nursing Science 3
NURS 3032 Family Nursing Theory
NURS 3034 Nursing of Families Practicum
NURS 3036 Mental Health Theory
NURS 3038 Mental Health Practicum
BHSC 3329 Immunology for Nursing

NURS 4030 is a Prerequisite for:**Course No. Course Name**

NURS 7030 Nursing Practicum in a Specialty Unit
NURS 7100 Community Nursing

Corequisites**Course No. Course Name**

NURS 2040 Professional Practice 2
NURS 3020 Clinical Techniques 3 — Laboratory
NURS 4000 Applied Nursing Science 4

■ Course Description

In this course students will gain nursing experience in acute care units that 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 that will require follow-up on discharge. Context of practice: Adult Medicine and Surgery.

■ Detailed Course Description

NURS 4032 is a practicum course focusing on nursing care of patients experiencing complex health issues that 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.

■ Course Learning Outcomes/Competencies

Upon successful completion of this course, the student will meet the course outcomes and related Standards of Practice determined by the CRNBC:

Standard #1: Responsibility and Accountability

Maintains standards of nursing practice and professional conduct determined by the CRNBC and the practice setting

Course Outcomes:

- Provides professional caring based on knowledge and skills.
- Implements technical skills competently with increasing confidence.

Clinical Practice Indicators

1. Follows BCIT and practicum agency policies, procedures, protocols, and care standards.
2. Exercises judgment in assuming nursing care.
3. Independently recognizes when patient safety is jeopardized.
4. Intervenes as appropriate when patient safety is jeopardized.
5. Demonstrates responsibility and accountability for own learning.
6. Demonstrates responsibility and accountability for attaining and maintaining a safe and ethical level of nursing practice.
7. Demonstrates accountability and responsibility for own professional behaviour.
8. Consistently arrives on time.
9. Consistently submits all assignments on time.

Standard #2: Specialized Body of Knowledge

Bases practice on best evidence from nursing science and on related content from other sciences and humanities

Course Outcomes:

- Provides professional caring based on knowledge and skills.
- Pursues shared meaning by communicating effectively with people.
- Uses systematic inquiry.

Clinical Practice Indicators

1. Prepares for the clinical experience by:
 - a. Raising questions.
 - b. Discussing health issues and related knowledge from nursing science and other disciplines.
 - c. Identifying priority actual and potential problems.
 - d. Identifying related nursing implications.
2. Uses effective communication skills to elicit information and to understand the other person's perspective and context.
3. Clearly explains own role and abilities to health care team members.
4. Explores a variety of theoretical perspectives to guide patient care.
5. Begins to incorporate published research into nursing practice.

■ Course Learning Outcomes/Competencies (cont'd.)

Standard #3: Competent Application of Knowledge

Determines client status and responses to actual/potential health problems, plans interventions, performs planned interventions, and evaluates client outcomes

Course Outcomes:

- Provides professional caring based on knowledge and skills.
- Pursues shared meaning by communicating effectively with people.
- Uses systematic inquiry.
- Uses creative leadership skills to manage changing patient situations.
- Implements technical skills competently with increasing confidence.

Clinical Practice Indicators

1. Independently performs thorough, initial, focused, and ongoing assessments of all assigned patients.
2. Interprets assessments based on nursing theory and established nursing knowledge.
3. Relates nursing actions to assessment data.
4. Articulates and supports reasoning process.
5. Uses all sources of data in planning care, including client, family members, and client's records.
6. Develops a plan of care that addresses patient problems and issues and that promotes comfort and safety for each patient.
7. Individualizes patient care.
8. Organizes care for three to four patients by:
 - a. Setting priorities.
 - b. Completing all required care in a realistic time frame.
9. Identifies and implements care in relation to patient and family health learning needs.
10. Intervenes appropriately with actual and potential problems.
11. Assesses changes in patient health status and acts appropriately to implement a timely plan of care.
12. Identifies discharge planning needs by assessing the continuum of care needs of patients.
13. With assistance, actively participates in planning and implementing the discharge of patients.
14. Independently establishes professional relationships with patients, family, health care team, instructor, and peers based on shared meaning and partnership.
15. Utilizes communication skills to establish, maintain, and terminate helping relationships with patients and family members of patients.
16. Responds to patient situations with appropriate clinical judgment.
17. Recognizes significant information and explains how data form a significant pattern.
18. Demonstrates increasing confidence in decision making.
19. Takes responsibility to follow up on patient issues.
20. Anticipates, prepares, and organizes self to perform technical skills.
21. Implements technical skills competently with increasing confidence.
22. Uses resources to perform skills safely.
23. Assesses patient in relation to specific skills.
24. Performs skills according to policies, procedures, and established patient care standards.
25. Maintains patient's and own safety when performing skills.
26. Demonstrates manual dexterity.
27. Communicates appropriately with patient and family during technical skills.
28. Modifies skill according to context with increasing confidence.
29. Reports and records assessments done before, during, and after skill performance.
30. Demonstrates confidence when providing nursing care.

■ Course Learning Outcomes/Competencies (cont'd.)

Standard #4: Code of Ethics

Adheres to the ethical standards of the nursing profession

Course Outcomes:

- Provides professional caring based on knowledge and skills.
- Pursues shared meaning by communicating effectively with people.

Clinical Practice Indicators

1. Uses a variety of interpersonal skills and attitudes that respond in a positive, ethical, and helpful way to client issues and/or situations.
2. Fosters a climate of mutual respect, trust, dialogue, and negotiation with patients and health team members to achieve patient goals.
3. Respects cultural diversity (*CNA values: dignity, justice*), respects patients' right to choose (*CNA value: choice*) and values family involvement in care.
4. Recognizes and is sensitive to stereotypes that exist regarding people, lifestyles, and health problems.
5. Practises according to the values in the CNA Code of Ethics for Registered Nurses (2002):
 - a. Safe, competent and ethical care.
 - b. Health and well-being.
 - c. Choice.
 - d. Dignity.
 - e. Confidentiality.
 - f. Justice.
 - g. Accountability.
 - h. Quality practice environments.

Standard #5: Provision of Service in the Public Interest

Provides nursing services and collaborates with other members of the health care team in providing health care service

Course Outcomes:

- Pursues shared meaning by communicating effectively with people.
- Develops collaborative partnerships with members of the health care team.
- Uses creative leadership skills to manage patient situations.

Clinical Practice Indicators

1. Records in a clear, concise, relevant, legal, and timely fashion according to agency guidelines.
2. Reports in a clear, concise, relevant, legal, and timely fashion according to agency guidelines.
3. Uses effective verbal and non-verbal communication skills when relating to members of the health care team.
4. Develops and participates in professional partnerships with peers, instructor, nurses, and other members of the health care team.
5. Works cooperatively as part of the health care team.
6. Uses initiative to consult with a variety of health professionals.
7. Recognizes when communication problems have occurred with members of the health care team and begins to resolve them with assistance.
8. Advocates for patients and families with the health care team.
9. Delegates appropriately.

■ **Course Learning Outcomes/Competencies (cont'd.)**

10. Participates actively in professional forums such as debriefing sessions and nursing unit rounds.
11. Develops a beginning understanding of nursing leadership within the context of acute care nursing practice.
12. Demonstrates assertiveness with health team, instructor, patients, and family.
13. Assumes a leadership role by initiating patient care and participating in resolving patient care issues.
14. In non-crisis situations, independently formulates possible solutions to patient issues and then initiates discussion of the possible solutions with appropriate health team members.

Standard #6: Self-Regulation

Assumes primary responsibility for maintaining competence, fitness to practice, and acquiring evidence-based knowledge and skills for professional nursing practice

Course Outcomes:

- Uses systematic inquiry.
- Monitors own practice, determines learning needs, and independently acts upon identified learning needs.

Clinical Practice Indicators

1. Uses questioning and feedback to think critically and reflect on own thinking.
2. Uses own initiative to think critically about clinical practice.
3. Analyzes situations, identifies problems, and explores alternatives related to clinical practice (*own and others*).
4. Maintains current CRNBC student membership.
5. Assumes responsibility for self-direction in learning by:
 - a. Identifying and discussing strengths and areas for development.
 - b. Writing goals and action strategies in a learning plan.
 - c. Evaluating and modifying learning plan.
6. Acts to improve clinical practice.
7. Reflects on own knowledge, skills, attitudes, and judgment related to clinical practice.
8. Recognizes limitations and seeks help from appropriate sources.
9. Seeks and accepts feedback in an open manner.
10. Recognizes clinical examples to support outcome achievement.
11. Recognizes clinical examples to support lack of outcome achievement.
12. Acknowledges professional growth and success.

■ **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.

■ Process Threads Relevant to This Course (cont'd.)

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 judgment. 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.**

During Weeks 12–15, students must show evidence of consistent outcome achievement for three of the four weeks to obtain a satisfactory standing in the course.

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

■ **Process Threads Relevant to This Course (cont'd.)**

- 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

■ **Verification**

I verify that the content of this course outline is current.

Peggy Wyatt
Authoring Instructor

15 December 2005
Date

I verify that this course outline has been reviewed.

[Signature]
Program Head/Chief Instructor

December 15, 2005
Date

I verify that this course outline complies with BCIT policy.

[Signature]
Dean/Associate Dean

Dec. 15/05
Date

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

■ Instructor(s)

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Peggy Wyatt (course leader)	" "	Office Phone: 604-432-8782
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■ Learning Resources

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
- 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

While all students will find it necessary to seek additional reading resources pertaining to their particular clinical setting and patient assignment, the following texts and articles are required:

1. A current medical-surgical text purchased in a previous level such as:
Black, J.M., & Hawks, J.H. (2005). *Medical-surgical nursing: Clinical management for positive outcomes* (7th ed.). Philadelphia: Saunders.
2. A current skills text purchased at a previous level such as:
Perry, A.G., & Potter, P.A. (2002). *Clinical nursing skills and techniques* (5th ed.). St. Louis, MO: Mosby.
3. A nursing medical dictionary such as:
Taber, C.W. *Taber's cyclopedic medical dictionary* (20th ed.). Philadelphia, PA: F.A. Davis.
4. A diagnostic tests handbook.
One of the following:
 - Wilson, D.D. (1999). *Nurses' guide to understanding laboratory and diagnostic tests*. Philadelphia: Lippincott.
 - LeFever Kee, J. (2005). *Handbook of laboratory and diagnostic tests: With nursing implications* (5th ed.). Prentice Hall.
5. Articles as posted on course website on my.bcit.ca
6. Spratto, G.R., & Woods, A.L. (2005). *PDR nurse's drug handbook*. New York: Thomson Delmar Learning.

■ Learning Resources (cont'd.)

6. Aschenbrenner, D.S., & Venable, S.J. (2006). *Drug therapy in nursing*. Philadelphia: Lippincott Williams & Wilkins.
7. Evans-Smith, P. (2005). *Lippincott's atlas of medication administration*. Philadelphia: Lippincott Williams & Wilkins.
8. Jarvis, C. (2004). *Physical examination and health assessment* (4th ed.) Philadelphia: W.B. Saunders.
9. Canadian Nurses Association. (1997). *Code of ethics for nurses*. Ottawa: Author.
10. College of Registered Nurses in British Columbia. (2005). *Professional standards for registered nurses and nurse practitioners*. Vancouver: Author.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

Assignments: Late assignments, lab reports, or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams, or Quizzes: There will be **no** makeup tests, exams, or quizzes. If you miss a test, exam, or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

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.

■ Information for Students (cont'd.)

4. Students are expected to conduct themselves appropriately at all times. This applies to any institutional-related activity on or off campus. Please refer to Misconduct policy #5251 located on the BCIT website.

■ Journals

1. The journal will consist of two parts: a self-evaluation portion and a reflective portion.
2. Students will keep a journal during this course.
3. The instructor will discuss journal writing requirements for this course during orientation week. The student's reflective 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.

■ Participation

1. Students will research patient information at the assigned agency the Wednesday prior to the practicum experience. Student preparation is required before the clinical experience in order for students to 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 16 hours per week. Depending on the agency this will be either day or evening shift.
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.
4. A copy of "Student Medical Certificate" must be submitted for illness/absence of over 10% from practicum. This is approximately 3 days.

■ 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 self-evaluation and reflective journals must be completed to achieve a satisfactory standing in this course. Both journals must show sufficient thoroughness and thought in order to be accepted.* Towards the end of this practicum 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.*

■ 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).

■ Attendance (cont'd.)

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.

The BCIT attendance policy (#5002) is enforced in NURS 4032. This states that a student may be "...prohibited from completing their course" when the student is absent ... for any cause for more than 10% of the time of the prescribed course." Students will be formally advised when they are approaching the 10% absenteeism. In NURS 4032, this means that they will receive a letter if they have missed two clinical days. If students miss more than two clinical days, they will have exceeded the 10% absenteeism and may be prohibited from a successful standing in this course.

■ Evaluation of the Course

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.



Transition Guidelines

We view practicum learning as a continuum. In order to ease the transition from Level 3 to Level 4, some of the following strategies have been put into place to assist you in this transition.

1. A lab which focuses on experiences that the Level 4 four student will encounter over the next 15 weeks is scheduled in Week 1 to allow some time to practice with previously learned skills such as insulin administration, IV/minibag administration of medications, IMs, aseptic technique. Come to the lab prepared to identify patient problems and perform skills for this situation.
2. A buddy or "shadowing" morning will be arranged for the first day of patient care to enable the student to take an observational role in the clinical area. The student will be assigned an RN from the nursing unit who will act to orient the student to the activities of that unit for the RN's patient assignment.
3. Each student will be assigned one patient at the beginning of the practicum so that the instructor and student can work closely in performing assessments and skills together for the first time in the clinical area. Patient assignments will advance each week as experience and confidence grows.
4. Students will be oriented to the clinical area over a two week period.
5. The student will be expected to identify specific learning needs and share these with the clinical instructor at the beginning of the practicum using a specially designed form. This will enable the instructor to assist the student in meeting these learning needs over the course of the practicum.
6. Specific knowledge that needs to be reviewed by the student includes:
 - head-to-toe assessment,
 - pre/post-op assessments,
 - potential post-op complications of surgery,
 - aseptic technique,
 - common medications for hypertension, pain, nausea, congestive heart failure, diabetes, glucocorticoids,
 - fluid and electrolyte balance,
 - stress response.

Transition Guidelines (cont'd.)

7. Specific skills that need to be reviewed and mastered in the first three weeks of practicum are:

- priming and management of IVs,
- administration of IV minibag medications,
- IV rate calculation,
- sterile dressings,
- IM, subcutaneous injections.

Be sure to make use of the open lab practice times to upgrade your skills.

8. Preparation for practice, data collection in regard to research expectations for weekly clinical will be discussed by practicum instructors and will detail methods of data collection that are adequate and appropriate for this level. Prep includes data collection, problem identification, and an organizational plan.
9. Reflective journals and self-evaluation will be done linking the outcomes to actual practice. This is a requirement for Level 4 and will continue after graduation as seen in the CRNBC competencies. Self-evaluation journals must be written and submitted weekly.



JOURNAL GUIDELINES

The journal for the Level 4 practicum consists of two components:

- a. the self-evaluation portion and
- b. the reflective portion.

Please create two separate sections in your journal for these purposes by using two labeled dividers.

A. Self-Evaluation Journal

The purpose of this self-evaluation portion is to promote your assessment of your nursing practice and to serve as a record of progress towards meeting the course outcomes. You are evaluating your nursing practice in relation to the seven course outcomes listed in the NURS 4032 course outline. In order to be successful in this rotation it is necessary that you meet the seven outcomes and to have done so in a consistent manner during the last three weeks of the practicum experience. Self-evaluation consists of the following:

1. **Professional Learning Plan:** This is to be initiated during Weeks 1 to 3. Based on the seven course outcomes and your experiences thus far in the program, identify your learning needs. Using this self-evaluation write down specific strategies that you will implement in order to meet your learning needs. At this same time, identify your strengths and write them down in your journal.
2. **Self-Evaluation:** Using the seven course outcomes as a framework assess and evaluate your progress in achieving these outcomes. It is unnecessary to address *each outcome on a weekly basis*, but you will need to write and submit a weekly self-evaluation journal. Focus on outcomes that are most relevant to your practice that particular week. By midterm each outcome should be addressed at least three times. Your examples and analysis will serve as a reference when you and your instructor write your midterm and final summaries. **Provide clarity and meaning by including specific examples.** The following questions should be used as guidelines to structure what you write:
 - a. What is the specific example?
 - b. What went well?
 - c. What are your challenges?
 - d. How do you plan to overcome these challenges?
3. **A Skills Checklist:** The Skills Checklist is your record and is to be completed weekly by students.

4. **Midterm and Final Summaries:** Your journal self-evaluations will be used to form the basis for the midterm and final summaries.

When completing the "Evaluation Summary" section identify areas in which you believe significant progress or development has occurred. Next, identify challenges requiring further development. Please allow some space for the instructor to make comments in this section.

When completing the "Student Comments" section of the Final Summary, please address each course outcome (outlined on the front page of the Final Summary).

B. Reflective Journal

The purpose of this part of your journal is to provide an opportunity for reflection, critical thinking, and ongoing dialogue with your instructor. This journal is confidential, shared between you and your instructor only, and not used for evaluation. Submit the journal to your clinical instructor at least six times during the rotation. Using the course outcomes as a framework, identify at least one event that occurred in your clinical day that was significant to you. Feel free to use a writing style that fits for you and allows optimal self-expression. Some of you may find it useful to describe the event, why it was significant, and what you thought, felt, and did in relation to the event (Paterson, 1995). Whatever style you choose, your comments **must** address the following components:

1. Provide a clear explanation of the issue or what happened. Why was it significant?
2. What were your thoughts and feelings?
3. In analyzing the situation, include your thoughts on other perspectives.
4. How would you resolve the situation in future?

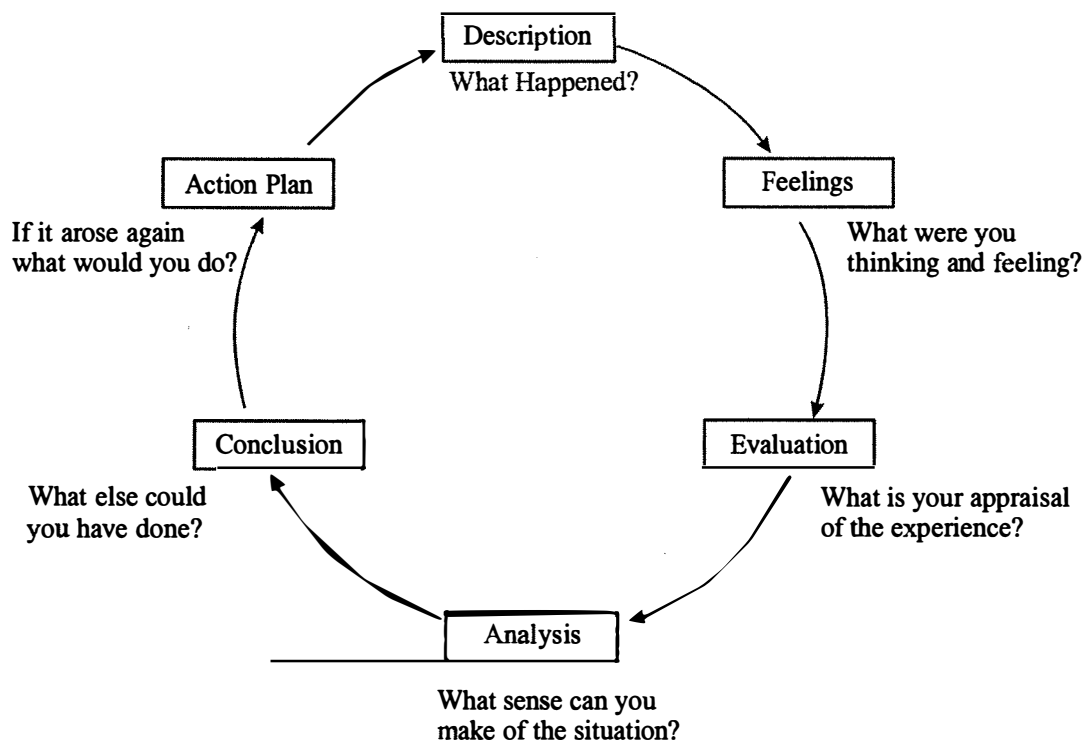
The questions below can be used as guidelines to structure what you write.

- What is your appraisal of the situation? What sense can you make of the situation? Consider the impact on self and others. What are the implication (for self and others)? Were you fair minded in considering competing points of view?
- If you acted in this situation, describe your decision-making process. Did you consider all the relevant data? What else could you have done? In what areas did you demonstrate progress/development? What areas require further development?
- Identify previously learned knowledge/experience that helped in this situation. Describe the resources you utilized. Connect this to what you have learned from this situation.
- If a similar incident occurred what would you do?
- What questions or issues arise from this situation? What are the implications for your future practice?

(Palmer & Burns, 1994; Paterson, 1995; Patton, Woods, Agarenzo, Brubaker, Metcalf & Sherrer, 1997)

You may find the structured approach used in the following Reflective Cycle helpful.

REFLECTIVE CYCLE



Palmer, A. & Burns, S. *Reflective Practice in Nursing* (1994)
London: Blackwell Scientific Pub.

*** *The Self-Evaluation and the Reflective Journal are two separate documents.***

References

- Palmer, A., & Burns, S. (1994). *Reflective practice in nursing*. London: Blackwell Scientific Pub.
- Paterson, B.L. (1995). Developing and maintaining reflection in clinical journals. *Nurse Educator Today*, 15, 211–220.
- Patton, J.G., Woods, S.J., Agarenzo, T., Brubaker, C., Metcalf, T., & Sherrer, L. (1997). Enhancing the clinical practicum experience through journal writing. *Journal of Nursing Education*, 36(5), 238–240.

BCIT NURSING GUIDE TO THE USE OF THE LEARNING PLAN FOR STUDENTS AND INSTRUCTORS

Students must start each practicum experience (with the exception of Level 1) with a professional learning plan completed. The expectation is that students will identify specific sub-outcomes that need work and then act on the strategies identified. Students are recommended to keep their learning plans in a portfolio that they can take from term to term. (Curriculum Review Committee, May 14, 2001)

Students and instructors will adopt the "3R" approach (review, revise, roll over) to learning plans.

Every student is responsible to complete and update (review and revise) a learning plan. Students need to take ownership of their learning plans.

Each student's learning plan should be reviewed by the instructor at the beginning (with the exception of Level 1), midterm, and at the completion of the semester as well as on a prn basis (review). The final learning plan for the semester should be brought forward (rolled over) by the student to the next level.

It is important for students to "carry through" or "roll over" their learning plans into each and all levels and in Level 3 students should "roll over" their learning plans into each specialty.

Learning plans will not be placed in students files. Students should keep all their learning plans throughout the program. Keeping all learning plans together in a file folder, duo tang, portfolio is a good thing!

The learning plan contains three sections:

1. **Learning needs.** This section should contain identified sub-outcomes that students and/or instructors determine that the student needs to work on. Use your outcomes and sub-outcomes for each level as a guide to identifying these areas to work on or learning needs.
2. **Strategies.** Identify strategies or specific ways that you can meet your identified sub-outcomes. You should have several strategies identified for each learning need that you have identified. Reflect on your strengths and incorporate your strengths (where possible) in creating workable strategies.
3. **Progress.** In this section you will comment on your progress toward meeting your identified sub-outcomes. You may find that some learning needs are ongoing throughout the semesters of the program. Date each of your comments in order to be able to look back and reflect upon your progress.

Note: The "3R's" were created by L. Barratt.

May 2002

BC
Bachelor of Technology in Nursing
Professional Learning Plan

Student Name:

Course:

Date: January 24, 2002

Learning Needs (Sub outcomes)	Strategies	Progress (Date of Comments)
<p>4.1 Follows BCIT and agency policies and procedures. Late for practicum two times on a Thursday.</p>	<ol style="list-style-type: none">1. Leave a note on bathroom mirror to set alarm on Wednesday night.2. Have one of my classmates phone me at 0530 hours for the next two clinical weeks.3. Have my uniform, shoes, etc. ready.4. Make sure that I have enough gas in my car on Wednesday and Thursday night.5. Make my lunch the evening before.6. Go to bed by 2200 hours!	<p>February 20, 2002 I have been on time for the last three weeks of clinical. Now I do not have a classmate phoning me and I have regularly set my alarm. The note on the mirror works! I'm also getting a good sleep before clinical.</p>



Bachelor of Technology in Nursing

Professional Learning Plan

Student Name:

Course:

Date:

Learning Needs (Sub outcomes)	Strategies	Progress (Date of Comments)

BCIT
Bachelor of Technology in Nursing
Professional Learning Plan

Student Name:

Course:

Date:

Learning Needs (Sub outcomes)	Strategies	Progress (Date of Comments)

Name: _____

Indicate frequency by numbers:

	Week							
	1	2	3	4	5	6	7	8
1. IM Injections (Type)								
2. Subcutaneous Injections (Type)								
3. Capillary Blood Glucose Monitoring								
4. IV Medications — Bag (Main/Mini)								
5. IV Medications — Push								
6. Saline Lock (Maintenance or Auxiliary Unit)								
7. Central Venous Catheters								
8. TPN								
9. Infusion Pumps								
10. Blood Administration								
11. Dressings: Simple								
12. Dressings: Complex								
13. Wound Irrigation								
14. Drain Shortening or Removal								
15. Suture or Staple Removal								
16. N/G Maintenance								
17. N/G Insertion								
18. Enteral Tube Feeding								
19. Chest-Tubes								
20. Ostomy Care								
21. Neurovital Signs								
22. Doppler								
23. Catheterization (M or F)								
24. Bladder Irrigation/CBI								
25. Suctioning								
26. Trach Care								
27. Pre-op Checklist								
28. Pre-op Care								
29. Post-op Admission								
30. Admission								
31. PCA (P) / Epidural (E)								
32. Neurovascular Checks								
33. Other								

Certification: Blood Glucose Monitoring (Glucometer Elite)

A. Practice: Demonstration and at least two supervised attempts on patients.

B. Theory:

1. According to VGH policies, hypoglycemia is defined by the following blood glucose value _____ mmol/L.

2. Name five symptoms indicating possible hypoglycemia in a conscious patient.

3. What five essential actions will you take (in sequence/priority)?

4. Give two circumstances where it is appropriate to call the physical when your patient is having a hypoglycemic reaction.

5. If a patient is unconscious due to a hypoglycemic reaction, how should this patient be treated by the nurse and physician?

6. Name at least three indications for sliding scale insulin.

7. What type of insulin is always used for SS insulin and why?

8. If your type 1 diabetic patient is fasting, should you withhold the insulin? Explain your answer.

9. When should you have your RN check your blood sugar result?

10. What is the normal range for blood sugar?

11. Will your type 1 diabetic be maintained at a normal range of blood sugar immediately post-op? Explain your answer.

12. What will you do if you detect a pattern of significantly higher or lower blood sugar at particular times of the day and why will you do this?

**British Columbia Institute of Technology
NURS 3020 – Clinical Techniques 3**

Capillary Blood Glucose Monitoring – Quiz

1. There is usually a gradual onset of symptoms in hyperglycemia and a rapid onset of symptoms in hypoglycemia. True False

2. Patients often refer to hypoglycemia as a “reaction.” All patients who become hypoglycemic get symptoms or warning signs when their blood sugar is below the normal value. True False

3. List five common symptoms of **hypoglycemia**.
 - A.
 - B.
 - C.
 - D.
 - E.

4. Name four potential causes of hypoglycemia in a hospitalized patient.
 - A.
 - B.
 - C.
 - D.

5. List five common symptoms of **hyperglycemia**.
 - A.
 - B.
 - C.
 - D.
 - E.

6. Name four potential causes of hyperglycemia in a hospitalized patient.
 - A.
 - B.
 - C.
 - D.

7. Capillary blood glucose monitoring of patients in hospital is performed to assist nurses with the evaluation and management of their care. Name two types of situations where this assessment is indicated.
- A.
B.
8. When is the best time to perform capillary blood glucose monitoring?
9. Describe two methods for increasing blood flow to a patient's finger prior to lancing the finger.
- A.
B.
10. How often do you check the accuracy of a meter with a check strip or test strip?
11. Diabetes is considered well controlled when the a.c. blood sugar is between:
- A. 2 and 4 mmol/L.
B. 4 and 7 mmol/L.
C. 5 and 9 mmol/L.
D. 8 and 11 mmol/L.
12. At what blood glucose value should you administer food to your patient? What kind and amount of food is given?
13. When should you have an RN check your blood glucose result?
- A.
B.
14. At what blood glucose value should the physician be notified and a stat blood glucose level from the lab be ordered?
- A.
B.

15. At 0930 hours, your diabetic patient complains of feeling faint. Because you are an astute student nurse, you check his blood sugar and get a reading of 2.8 mmol/L. What actions will you take?
16. Should insulin be withheld from fasting patients who are insulin dependent? Explain your rationale.



WEEK 1: CASE STUDY (Bring to class on January 11, 2006)

Welcome to NURS 4032 nursing practicum. In order to help you to review skills from Level 2 and be prepared for more complex skills in Level 4, this introductory lab will give you a chance to brush up on some of the basics. We have used an example of the type of patient situation you may encounter in this level's practicum setting.

To get the most out of this lab activity, the following preparation is required in advance of the lab:

1. Read the case study for Terry Madison.
2. List anticipated potential problems.
3. Outline a focused assessment.
4. Prepare an organizational plan for her care.

The following is a time-line for this activity:

0930–0945	Practicum group discussion of case study. Anticipate problems, do assessment, formulate plan.
0945–1000	Divide into two groups of four. Complete the baseline assessment of Ms. Madison. Identify skills to be done. Revisit your problem list and plan; alter if necessary.
1000–1030	Implement care plan; start skills: one person performs the skill while the other three observe and provide constructive, supportive feedback.
1030–1045	Coffee
1045–1200	Continue with implementation. Each student should do one skill at least.
1200–1220	Debrief and clean up.

Terry Madison, age 57, was admitted to your ward following a small bowel resection surgery for a small bowel obstruction. She is post-op day two, has an abdominal dressing with either: a closed wound, drainage system (hemovac, Davol, Jackson-Pratt) or a Penrose drain. Her history includes Type 1 diabetes for 45 years.

2

Terry Madison has had a reasonably good post-op night. She was given Morphine and Gravoll M at 0500 for abdominal pain and nausea. The IV is infusing well with 700 TBA. The abdominal dressing shows a small amount of serosanguineous drainage. The hemovac drainage is 20 cc. The glucometer reading ac breakfast was 14.9. At 0715, she stated that she was very nauseated and her pain was rated at 7/10.

1. What are Ms. Madison's potential and actual problems? (Try to keep your problem list *relevant and practical*.)

3. **Briefly** outline an organizational plan. What are the priorities? Recognize the priorities probably will change after you assess Ms. Madison.

