BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

COURSE OUTLINE

COURSE NAME	NURSING IV	· · · · · · · · · · · · · · · · · · ·			
COURSE NUMBER	NURS 4100	DATE _	<u>_August, 19</u>	94/Januar	<u>y,1995</u>
Prepared by	<u>M. Walmsley</u>	Taught to	oS	Second	Year
School	Health Science Studies	School _	Health 2	<u>Science Sti</u>	ıdies
Program	Nursing Program	. Program		Nursing	
Date Prepared	August 1993	Option _			n in an an third in the second se
Term	Hrs/Wk Theory	- 7, Practicum	<u>- 15</u> Credi	ts	
No. of Weeks	17	Total Hours		374	
Chief Instructor	<u>M. Walmsley</u>	Office!	<u>SW 8.2</u>	_ Local _	_ <u>8411</u>
Office Hours	<u>As posted by instruct</u>	or:s			
PREREQUISITES					
	NURS 3100 Nursing II BHSC 3328 Immunolog CPR – COURSE C (curre	gy			

COURSE DESCRIPTION

This course is offered in the fourth Level of the Nursing Program.

NURS 4100 focuses on stressors associated with selected stages and tasks of growth and development, selected unanticipated events and multiple unanticipated events. Responses to these stressors may be appropriate or inappropriate. The common response of dying is studied. Altered physiology and pharmacology are integrated within the course.

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

A practicum experience is provided with adults on acute psychiatric and medical or surgical. units. Students are expected to provide care to 2–4 individuals. Students must receive a satisfactory standing in each component of the practicum experience to be successful in level 4.



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 selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.
- 3. Demonstrates caring behaviors toward patients and involved family members.
- 4. Uses selected interactive skills to initiate, maintain and terminate helping relationships with patients and involved family members.
- 5. Demonstrates organizational ability in providing nursing care.
- 6. Implements teaching plans for individuals and involved family members.
- 7. With assistance, demonstrates leadership behaviors 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. (See Appendix for theory and clinical subobjectives)

EVALUATION

Final Examination	%
Mid-Term I	<u>%</u>
Mid-Term II	<u>%</u>
Other (1) Practicum Evaluation	Pass-Fail
(2) Process Recordings	Satisfactory/Unsatisfactory
(3) Nursing Process Assignments	Satisfactory/Unsatisfactory

REQUIRED TEXT(S) AND EQUIPMENT

Ellis, J. R., Nowlis, E. A., & Bentz, P. M. (1992). <u>Modules for Basic Nursing Skills</u> (5th ed.). Volume 2. New York: J. B. Lippincott.

Townsend, Mary C. (1993). <u>Psychiatric Mental Health Nursing: Concepts of Care.</u> Philadelphia, Pennsylvania: F.A. Davis Company.

Note: Students are advised that all textbooks from previous courses may be needed

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COURSE CONTENT

NURSING CORE

Responses/Stressors

- 1. The Response of Dying will be approached in the following manner:
 - a) definition
 - i) reviews the physiology of dying
 - ii) describes the psychological stages of dying
 - 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 the stressors of lifestyle patterns and of the stages and tasks of growth and development
 - c) therapeutic measures
 - i) description
 - ii) rationale
 - iii) implications for patient care

Stressors Associated With the Stages and Tasks of Growth and Development

- 1. Selected examples of stressors associated with the stage and tasks of the adolescent is related to the task of identity formation. For example: peer pressure.
 - a) definition
 - b) data collection
 - i) basis (physiological and/or psychological)

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- ii) expected responses/stressors
- iii) effect on need satisfaction
- iv) relationship of the stressors of lifestyle patterns, of the stages and tasks of growth and development and of selected unanticipated events
- c) therapeutic measures
 - i) description
 - ii) rationale
 - iii) implications for patient care

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Stressors Associated With Unanticipated Events

- 1. The unanticipated events categories selected for Nursing IV are:
 - degenerative disorders a)
 - b) aberrant cell growth
 - psychosocial disorders c)
- 2. The examples selected for each category are:
 - degenerative disorders a)
 - i) occlusive vascular disease
 - coronary artery disease
 - peripheral vascular disease
 - congestive heart failure
 - hypertension
 - ii) cataracts } independent study
 - glaucoma iii)
 - aberrant cell growth b)
 - i) breast cancer
 - ii) benign prostatic hypertrophy
 - psychosocial disorders c)
 - i) withdrawal from reality disorders
 - ii) mood disorders
 - iii) anxiety and somatoform disorders
 - iv) substance use disorders
 - v) eating disorders
 - vi) identify formation
 - personality disorders vii)
- 3. Each unanticipated event and its examples will be approached in the following manner:
 - definition a)
 - 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
 - diagnostic procedures v)
 - c) therapeutic measures
 - i) description
 - ii) rationale
 - iii) implications for patient care

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Stressors Associated With Multiple Unanticipated Events

- Examples of stressors associated with multiple unanticipated events are: 1.
 - renal failure a)
 - b) respiratory failure
 - chronic obstructive pulmonary disease c)
 - liver failure d)
 - e) CNS failure
 - spinal cord injury f)
 - organic mental syndrome g)
 - AIDS h)
- 2. The 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

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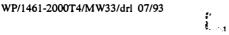
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- diagnostic procedures v)
- therapeutic measures c)
 - description i)
 - ii) rationale
 - iii) implications for patient care

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NURSING SKILLS

Psychomotor Skills

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

- 1. Physical assessment techniques Do neurological assessment.
- 2. Administer personal hygiene No new content.
- 3. Provide comfort measures No new content.
- 4. Maintain fluid and nutritional levels Maintain central venous catheters. Administer gavage feeding.
- 5. Administer medications Administer I.V. push medication.
- 6. Carry out aseptic procedures Apply sterile compresses and soaks. Maintain blood transfusion. Tracheostomy care (non acute). Maintain chest tubes. Irrigate wounds and body cavities. Insert wound packing.
- 7. Carry out procedures Insert and remove oral airway. Suction nasal passages. Provide ostomy care. Care for body after death. Insert and remove nasogastric tubes. Neurovital signs and turning beds.
- 8. Assist with procedures No new content.
- 9. Manipulate, operate and care for equipment Manipulate and operate suction equipment.
 Operate turning frames.
- 10. Ambulate and transfer patients No new content.

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Organizational Skills

(applied in practicum)

Interactive Skills

- 1. Confrontation
 - a) definition
 - b) purpose
- 2. Immediacy
 - a) definition
 - b) purpose

Teaching and Learning Skills

(applied in practicum)

PROFESSIONAL BEHAVIORS

Responsibility and Accountability

- 1. Ethical principles
- 2. Concept of euthanasia
- 3. Concept of truth-telling
- 4. Computers in health care

Caring

(applied in practicum)

Working with Health Care Workers

(applied in practicum)

Leadership

- 1. The change process in nursing:
 - a) definition
 - b) theory of planned change
 - c) basic strategies for planning change

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LEARNING EXPERIENCES

The first week of the term is for theory and practicum orientation. The focus is on introductory material dealing with responses to the stressors associated with unanticipated events. Subsequently, the classroom experience is 7 scheduled hours and the practicum experience is 15 hours weekly.

CLASSROOM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Nursing Core	 lectures independent instruction concurrent readings A/V (e.g., films, slides, tapes) assignments 	- all the students with 1 instructor for 5 hours per week for 16 weeks, or access to instructor when doing independent study
Nursing Skills - Psychomotor	 independent instruction lecture/demonstration/ laboratory practice concurrent readings A/V aids (e.g., films, slides, tapes) 	 1 group of students with 1 instructor for lecture/ demonstration 1 hr/wk for 16 weeks practice 1 hr/wk for 16 weeks
- Interactive	 independent instruction seminars concurrent readings A/V aids (e.g., video, audiotapes, films) 	- 1 group of students (16 maximum) with 1 instructor for 12 hours during the course
Professional Behaviors	 lectures independent instruction concurrent readings A/V aids (e.g. films) 	 all the students with 1 instructor per lecture for 3 hours per term guest lecturer for 2 hours

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PRACTICUM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Hospital	 Focuses on individuals who require assistance to satisfy needs. medical or surgical area for 8 weeks and psychiatric area for 8 weeks patient assignment by instructor or agency personnel self-directed study application of nursing core, nursing skills and professional behavior assignments – written nursing process and process recordings 	 8 students per group with an instructor 15 hrs/week 8 wks Medical/Surgical Nursing 8 wks Psychiatric Nursing The student must complete a satisfactory written nursing process assignment in order to meet the Nursing Process objective in the practicum evaluation for each rotation. Students who submit an unsatisfactory nursing process will have only one opportunity to rewrite the assignment.
	 Post-practicum conference discussion of aspects of nursing care with which the students are involved student presentations role playing preparatory readings and assignments 	 8 students per group with an instructor 2 hrs/wk 8 wks Medical or Surgical Nursing 8 wks Psychiatric Nursing held in the clinical practicum agency

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APPENDICES

- Theory Subobjectives
- Practicum Evaluation Form with Practicum Subobjectives

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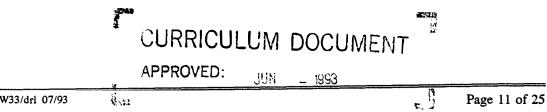
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THEORY SUBOBJECTIVES

Core/Nursing Process

- 1. Knows facts about:
 - the common response of dying;
 - stressors associated with the stage and tasks of growth and development adolescence.
 - stressors associated with the unanticipated events of degenerative disorders, psychosocial disorders, aberrant cell growth and with multiple unanticipated events.
 - 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 or need satisfaction.
 - iv) Discusses its relationship to stressors of lifestyle and/or stages and tasks of growth and development 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 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.

Caring

No theory subobjectives.

Interactive Skills

- 1. Practices the skills of attending and listening, respect, genuineness, summarization, information sharing and empathy and self-sharing in selected situations.
- 2. Develops the skills of confrontation and immediacy, to assist patients and involved family member(s).
- 3. 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

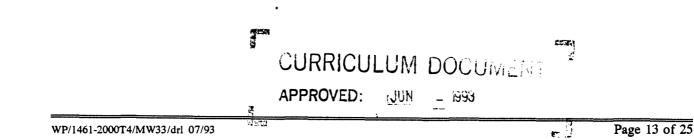
- 1. Describes selected components of the change process.
- 2. Identifies factors that influence the change process.
- 3. Identifies how people respond to change.
- 4. Describes basic strategies for implementing change.

Responsibility and Accountability

- 1. Describes legal and ethical responsibilities related to nursing practice in selected situations.
- 2. Understands professional issues which arise from the use of computers in health care.

Working as a Health Care Worker

No theory subobjectives.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

PRACTICUM EXPERIENCE EVALUATION

Course and Number _____ NURSING IV _____ NURS 4100 _____

Student:

Surname	First	Name		
	(Block	Letters)		
Hospital/Agency	Dates	Planned Hours of Experience	Hours Absent	Total Present

MIDTERM EVALUATION:

Date

Student's Signature

Date

Instructor's Signature

Instructor's Recommendation

FINAL EVALUATION:

Date

Student's Signature

Instructor's Signature

Instructor's Recommendation

Program Marks Committee Recommendation

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School Marks Committee Decision

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

EVALUATION SUMMARY

	Student:
MIDTERM EVALUATION:	
Areas of Strength	Continuing Areas for Improvement
Comments/Suggestions:	
	Instructor's Signature
FINAL EVALUATION:	
Areas of Strength	Continuing Areas for Improvement
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 Objectives and subobjectives.		
MIDTI ACHIE		I. <u>NURSING PROCESS</u>	1	NAL IEVED
PASS	FAIL	Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors.	PASS	FAIL
MET	UNMET	Note: Evaluation of this objective is based on practicum application and written nursing process assignment.	MET	UNMET
		* A. <u>ASSESSMENT</u>		
		* 1. Data Collection		
		* a. Uses data collection guide.		
		* b. Uses multiple sources to collect data.		
		* c. Assesses responses/stressors associated with:		
		 i. lifestyle patterns of coping activity/rest/relaxation individual living dietary ii. stages and tasks of growth and development iii. unanticipated events iv. common responses of: pain anxiety altered self image GAS dying 		-
		* 2. <u>Problem Identification</u>		
		 * a. Identifies appropriate and inappropriate responses. 		
		* b. Identifies actual and potential problems.		
		* c. Explains the basis for the problems.		
		* d. Lists problems in order of priority.		
		* B. <u>INTERVENTION</u>		
		1. <u>Planning</u>		
		a. Sets short and long-term patient goals according to criteria.		
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*Critical Objectives and subobjectives.

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MET	UNMET				MET	UNMET
		*	B.	<u>INTERVENTION</u> (Cont'd.) * b. Plans nursing measures which: i. support appropriate responses ii. encourage development of appropriate		
				responses iii. alter inappropriate responses iv. remove stressors, if possibl		
				 * c. Makes judgments based on knowledge. * d. Explains rationale for nursing measures and nursing judgement. 		
			*	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 outcomes of independent and dependent nursing measures.		
			*	2. Determines if goals have been met		
				3. Modifies nursing measures as necessary.		
				4. Modifies written care plans as necessary with assistance.		

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	DTERM IEVED	II.* <u>NURSING PSYCHOMOTOR SKILLS</u>		NAL IEVED
PASS	FAIL	Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.	PASS	FAIL
MET	UNMET	 Explains the purpose of the skill. Uses appropriate sources to review the skill before performing it. Familiarizes self with equipment, policies and procedures in the assigned practicum agency. Collects required equipment before performing the skill. Organizes the work environment to facilitate performance of the skill. Teaches the patient about the skill. Uses measures to ensure patient and own safety. Implements measures which ensure patient comfort. Demonstrates a correct method of performing the skill. Adapts the skill to patient situations. 	MET	UNMET
		11. Makes observations before, during and after the skill.		

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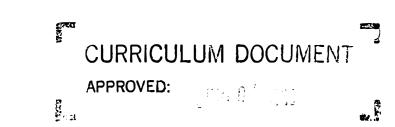
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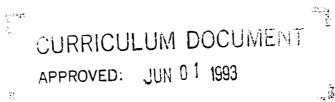
1	DTERM IIEVED	III.* <u>CARING</u>		NAL IEVED
PASS	FAIL	Demonstrates caring behaviors towards patients and involved family members.	PASS	FAIL
MET	FAIL		MET	FAIL UNMET
		 a. Patients b. Involved family members. * 6. Accepts responsibility for own caring and uncaring behaviors toward: * a. Patients b. Involved family members. * 7. Modifies own uncaring behaviors toward: a. Patients b. Involved family members. * 8. Demonstrates caring behaviors toward: * a. Patients b. Involved family members. 		

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	DTERM HEVED	IV.* INTERACTIVE SKILLS		NAL IEVED
PASS	FAIL	Demonstrates selected interactive skills to initiate, maintain and terminate helping relationship with patients and involved family member(s).	PASS	FAIL
MET	UNMET	*1. Describes the goal of the helping relationship.	MET	UNMET
		*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 d. summarization 		
		4. Maintains a helping relationship by demonstrating:		
		 *a. attending *b. listening *c. empathy d. summarization e. information-sharing f. self-sharing g. confrontation with assistance h. immediacy 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 which have affected any phase of the helping relationship and data collection.		



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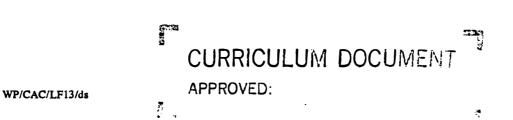
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	TERM IEVED	V.*	ORGANIZATIONAL ABILITY		NAL IEVED
PASS	FAIL		Demonstrates organizational ability in providing nursing care.	PASS	FAIL
MET	UNMET	* 1	. Designs a plan for organizing nursing care.	MET	UNMET
			a. Sets priorities to implement planned care.		
		* 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 quickly and efficiently when situation changes.		

Comments: (Student/Instructor)

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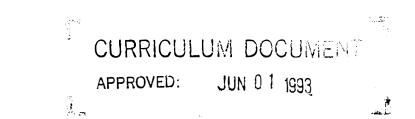


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MIDTERM ACHIEVED		VI.* <u>PATIENT TEACHING</u>	FINAL ACHIEVED	
PASS	FAIL	Implements teaching plans for individuals and involved family members.	PASS	FAIL
MET	UNMET	 * 1. Identifies short term and long term learning needs of: * a. Individual b. Involved family members. * 2. Assesses readiness to learn of: * a. Individual b. Involved family members. * 3. Makes use of all teaching opportunities. * 4. Implements teaching plan. a. Adapts teaching methods. 5. Evaluates the learning outcome(s). 6. Modifies the teaching as required. 	MET	UNMET

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MIDTERM ACHIEVED		VII.* <u>LEADERSHIP</u>	FINAL ACHIEVED	
PASS	FAIL	With assistance, demonstrates leadership behaviors in selected groups and/or with individuals.	PASS	FAIL
MET	UNMET	* 1. Demonstrates initiative when planning and implementing patient care.	MET	UNMET
		* 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 members.		
		* d. Demonstrates self-confidence.		
		2. Participates actively in student practicum 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. With assistance, develops own leadership behaviors.		
		a. Identifies own behaviors that demonstrate leadership.		
		b. Identifies own behaviors that interfere with leadership.		
	L	c. Modifies own behaviors that interfere with leadership.		

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MIDTERM ACHIEVED		VIII.* <u>RESPONSIBILITY AND ACCOUNTABILITY</u>	FINAL ACHIEVED	
PASS	FAIL	Demonstrates responsibility and accountability for actions as a nursing student.	PASS	FAIL
MET	UNMET	* 1. Adheres to established policies and practices of BCIT and the practicum agencies.	MET	UNMET
		* 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, R.N. and/or R.P.N. before proceeding with new procedures.		
		* c. Uses judgement when seeking assistance.		
		* 4. With assistance, evaluates own practicum performance.		

<u>Comments:</u> (Student/Instructor)

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MIDTERM ACHIEVED		IX.* WORKING AS A HEALTH CARE WORKER		FINAL CHIEVED	
PASS	FAIL	With assistance works collaboratively with health care workers.	PASS	FAIL	
MET	UNMET	 care workers. * 1. Communicates with health care workers about patients. * a. Reports relevant data: i. to appropriate personnel ii. at appropriate personnel ii. 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. Writes and modifies Kardex care plan with assistance. f. Participates in patient care conference as available. g. Makes referrals with assistance. h. Discusses patient care with other health professionals 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. 	MET	UNMET	
		3. Participates in ward routine and tasks.			

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