



**RCCAP**  
Regional Integrated Critical Care Education

**PROGRAM SYLLABUS**

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Regional Knowledge Coordinators - Critical Care, 2023

Interior Health would like to recognize & acknowledge the traditional, ancestral, & unceded territories of the Dākelh Dené, Ktunaxa, Nlaka'pamux, Secwépemc, St'át'imc, Syilx, & Tšilhqot'in Nations where we live, learn, collaborate & work together.

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## Program Goal

The goal of the Interior Health (IH) Regional Critical Care Advancement Program (RCCAP) is to prepare Registered Nurses to provide safe, competent, professional, and patient centered care in the critical care setting, at a competent novice level by the end of the program.

## Program Description

The RCCAP program is supported by the Professional Practice Office (PPO) and the Critical Care Network (CCN) within IH. RCCAP uses standardized, evidence informed, on-line curriculums offered by the American Association of Critical-Care Nurses (AACN), including Essentials of Critical Care Orientation (ECCO) and the Essentials of ECG & Dysrhythmia Monitoring. To facilitate critical thinking within the context of critical care, RCCAP has adopted a blended-learning model, allowing learners to solidify learning through use of technology-based materials in combination with face-to-face, instructor-led education. The 12-week, full-time program systematically integrates content and promotes the development of hands-on skills through skills lab days and clinical shifts. Upon completion of theoretical learning, learners will be supported in a preceptor-led practicum to consolidate knowledge and skills and achieve critical care competencies at a novice-level. At the conclusion of the program learners will receive a certificate of program completion.

## Program Objectives

At the completion of the RCCAP program, the Registered Nurse is expected to achieve the following competencies, **at the novice level:**

1. Develop advanced clinical skills to provide safe and effective care for critically ill patients in diverse critical care settings.
2. Utilize current evidence-based practices to enhance decision-making and nursing interventions in critical care scenarios.
3. Foster advanced critical thinking and clinical judgement skills to assess complex patient conditions, interpret data, and make timely nursing decisions.
4. Integrate in-depth knowledge of advanced pathophysiology and pharmacology to understand and manage complex medical conditions in critically ill patients.
5. Cultivate effective communication and collaboration skills within a multidisciplinary team to ensure comprehensive and coordinated care for critically ill patients.
6. Emphasize the importance of patient and family-centered care, ensuring compassionate and culturally sensitive approaches to meet the unique needs of critically ill individuals and their families.
7. Acquire proficiency in technical skills including, but not limited to advanced monitoring, life support systems, and invasive procedures.
8. Navigate complex ethical issues inherent in critical care nursing, demonstrating an understanding of end-of-life care and engaging in difficult conversations.

## Program Content

ECCO is an online course designed to facilitate flexible learning for the learner through an interactive, case-based comprehensive orientation to critical care. The program provides hours of asynchronous online learning that is accompanied with synchronous theoretical learning opportunities with working professionals that is incorporated alongside hands-on learning opportunities. Content includes common diseases and disorders of the critically ill, diagnostic tools, patient management principles, and opportunities for application, assessment, and decision-making. The ECCO program is reviewed and updated regularly by expert clinicians to reflect current evidence-based practice.

The course design includes 18 modules encompassing the following content:

- Foundational Concepts
  - Global Perspectives, Team Competence, Ethics, and Evidence-Based Practice
  - Prevention and Management of Healthcare-Associated Infections
  - Patient Care, ABCDE Bundle, End-of-Life Care
- Cardiovascular Disorders
  - Assessment, Diagnostic Testing
  - Conditions: ACS, Peripheral Vascular Disease, Cardiomyopathies
  - Procedures: Pacemakers, ICDs, Electrophysiology
  - Surgical Interventions: CABG, Valve Repair/Replacement
- Pulmonary Disorders
  - Assessment Techniques, Oxygen Delivery
  - Conditions: Respiratory Failure, COPD, Pneumonia, PE, ARDS, Pulmonary Hypertension
  - Ventilation: Invasive and Non-invasive
- Hemodynamic Monitoring
  - Arterial and Central Venous Pressure
  - Pulmonary Artery Pressure, Cardiac Output
  - Oxygenation and Oxygen Transport
  - Vasoactive Medication Management
- Neurologic Disorders
  - Assessment Techniques
  - Conditions: Strokes, Status Epilepticus
  - Infections, Traumatic Injuries
- Gastrointestinal Disorders
  - Diagnostic Testing
  - Nutritional Support
  - Management: GI Bleeding, Infections, Organ Disorders
- Renal Disorders
  - Assessment, Fluid/Electrolyte Disorders
  - Renal Replacement Therapies, CRRT
- Endocrine Disorders
  - Assessment, Management
  - Conditions: DKA, HHS, SIADH, DI, CSW, Hyper/Hypoglycemia, Adrenal, Thyroid/Parathyroid Dysfunction
- Hematological Disorders
  - Assessment, Management
  - Conditions: DIC, HIT, VTE
  - Transfusion Therapies
- Multisystem Disorders
  - Nursing Priorities for Shock
  - SIRS-Sepsis Continuum
  - Multisystem Organ Dysfunction Syndrome
  - Conditions: Rhabdomyolysis, Necrotizing Fasciitis, Alcohol Withdrawal, Drug Overdose

## PROGRAM FACILITATION

The IH Manager of Specialty Education, will function as the RCCAP Administrator to oversee all aspects of the program. The role encompasses administrative and educational support to all learners and staff involved at the various critical care sites, including purchasing and managing AACN ECCO seats. Please contact the IH Manager, Specialty Education, for program inquiries: [specialtyeducation@interiorhealth.ca](mailto:specialtyeducation@interiorhealth.ca)

Regional Knowledge Coordinators (RKC) will function as a support to learners throughout their program and oversee learner progress. The role encompasses RCCAP content development, implementation, delivery, evaluation, and assigning and managing AACN ECCO seats.

## Program Delivery

The full-time 12-week program is divided into 2 parts:

### Part 1: Weeks 1-7

The first half of the program uses online interactive, case-based delivery of theory where the learner completes the required modules at their own pace. Integrated into these weeks are on-site weekly skills labs and clinical days. Skills labs and clinical days are designed to allow the learned to apply theory into practice. On-site skills lab and clinical days will take place at the learner's home unit, with unit educators' and clinical resource nurses' support.

Required Theory	Clinical Lab Hours	Preceptorship led Clinical Practicum	Total Length of Program
Full-Time Training - all hours remunerated			12 weeks
115 hours	155 hours	180 hours	450 hours

### Part 2: Weeks 8-12

The second half of the program is a 180-hour (16 shifts x 11.25 hour) preceptor-led clinical practicum within a critical-care area.

Learners will be fully remunerated for 450 hours of theory, clinical/lab hours, and preceptorship. Based on 37.5 hours/week during weeks 1-7 and paid practicum shifts in weeks 8-12.

Learners will receive a certificate of program completion upon successful completion of the theory and clinical components of the program.

Theory	Clinical/Lab Hours	Preceptorship
<ul style="list-style-type: none"> <li>• <b>115 hours</b> (includes 75.45 hours ECCO 4.0 course contact hours).</li> <li>• Asynchronous online delivery of theory during weeks 1-7</li> <li>• Learner to complete all 18 modules and required assignments.</li> <li>• Passing mark of 80% or higher on all module assignments/quizzes.</li> <li>• Modules must be completed by assigned deadline.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>155 hours</b> (includes 28 hours of on-site skills lab days, 21 hours of RKC facilitated synchronous on-line learning sessions, and 94 hours of clinical day hours).</li> <li>• Learner required to attend all on-site skills lab days, synchronous learning sessions, and clinical days.</li> <li>• On-site skills lab and clinical days will take place at the learner's home site, with unit educator and clinical resource nurse support (dependent upon unit filled positions).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>180 hours</b> (includes 16 shifts x 11.25 hours).</li> <li>• Preceptor-led clinical practicum within an assigned critical-care area.</li> </ul>

## Theory

The following modules will be completed through the AACN's ECCO online course:

- Global Perspectives in the Care of Critically Ill Patients: Part 1
- Global Perspectives in the Care of Critically Ill Patients Part 2
- Caring for Patients with Cardiovascular Disorders: Part 1
- Caring for Patients with Cardiovascular Disorders: Part 2
- Caring for Patients with Cardiovascular Disorders: Part 3
- Caring for Patients with Cardiovascular Disorders: Part 4

- Caring for Patients with Pulmonary Disorders: Part 1
- Caring for Patients with Pulmonary Disorders: Part 2
- Hemodynamic Monitoring of Critically Ill Patients: Part 1
- Hemodynamic Monitoring of Critically Ill Patients: Part 2
- Caring for Patients with Neurologic Disorders: Part 1
- Caring for Patients with Neurologic Disorders: Part 2
- Caring for Patients with Gastrointestinal Disorders
- Caring for Patients with renal Disorders: Part 1
- Caring for Patients with Renal Disorders: Part 2
- Caring for Patients with endocrine Disorders
- Caring for Patients with Hematological Disorders
- Caring for Patients with Multisystem Disorders

For a more detailed description of each module please refer to the AACN ECCO Syllabus [AACN ECCO Syllabus](#). Asynchronous Module Work is considered independent learning time for the learner. Module work and assignments to be completed from home.

## Clinical/Lab

### **On-site weekly skills labs:**

Supported by unit educators and clinical resource nurses on site.

Lesson plans developed by RKC's of required content to cover.

Learner to focus on hands on skill development, review of order sets, documentation, demonstrations, and enhanced learning activities.

### **Synchronous Learning:**

Learner expected to join virtual Teams-based learning sessions facilitated by RKC's.

Learners to join from home and/or from site depending on preference/availability.

Theory content will be augmented through synchronous learning sessions with learners across various sites.

Sessions may include guest presenters, content experts, debriefs from clinical experiences, and supplemental education to consolidate asynchronous learning.

### **Clinical days:**

Learners will be paired with proficient and supportive Critical Care RN(s) for clinical days to support the learner in clinical skill development.

Clinical days incorporated into weeks 1-7, ranging from 7.5 hour-11.25 hour shifts to be completed by learner.

Learners are expected to complete Buddy Shift Milestones (BSM) and seek buddy nurse feedback at the end of each week to reflect upon learning opportunities as part of a self-assessment to identify areas of learning, growth, and improvement. BSMs to be reviewed by RKC's.

Clinical days are designed to supplement and enhance learning for the learner. The learner is not expected to assume full responsibilities of patient care.

## Preceptorship

The preceptorship experience provides the learner with the opportunity to integrate Critical Care knowledge, skills, critical thinking, clinical judgment and reasoning at the bedside in a supportive relationship. The learner will be assigned a preceptor to assist in skill development, knowledge solidification, and transitioning into independent Critical Care practice.

## PROGRESS ASSESSMENT AND EVALUATION

Learners will be evaluated for competency based on the following:

Component	Criteria
<b>AACN Essentials of ECG &amp; Dysrhythmia Monitoring Modules</b> (as required by Learner)	<p>Learners are required to show proof of ECG &amp; Dysrhythmia Monitoring course completion prior to the start of the program.</p> <p>If learners have not previously completed an appropriate course learners will be enrolled in the Essentials of ECG &amp; Dysrhythmia Monitoring course offered through AACN (14 unpaid hours as employee investment in their education).</p> <ul style="list-style-type: none"> <li>• Passing mark of 80% or higher.</li> </ul> <p>Must be completed by assigned deadline.</p>
<b>AACN ECCO 4.0 Modules</b>	<ul style="list-style-type: none"> <li>• Each module has 3-7 assignments to be completed and will be tracked in the Learning Management System.</li> <li>• The online modules internally track all assignment exam scores as each attempt is made. The last score achieved will display on the assignment scorecard as well as the exam summary report.</li> <li>• Assignment exams are passed with a score of 80% or higher.</li> <li>• Assignment exams can be retaken multiple times until an exam is passed with 100%; then it cannot be retaken.</li> </ul> <p>Must be completed by assigned deadline.</p>
<b>Learning Passport</b>	<ul style="list-style-type: none"> <li>• The Learning Passport is intended to keep track of clinical experiences for the learner throughout clinical days, on-site skills lab days, and synchronous learning sessions to demonstrate the richness of learning experiences during weeks 1-12.</li> <li>• Learner to begin filling out passport from the start of clinical days and throughout preceptorship.</li> <li>• RKC's will use the learning passport as a guide to assess learner's clinical experiences as they progress through the program.</li> <li>• Skills and experiences outlined in the learning passport are fundamental basic competencies required to for the learners to successfully transition to critical care nursing practice.</li> <li>• Once a learner has had an opportunity to complete a skill/experience it is important for the educator/preceptor to sign off on the skill and give feedback. If the educator or preceptor is unavailable to sign off a completed skill/experience, then the learner may sign off themselves.</li> <li>• To be completed by learner and reviewed with preceptor, unit educator, and/or RKC through out weeks 1-12 and at:             <ul style="list-style-type: none"> <li>-Midterm evaluation</li> <li>-Final evaluation</li> </ul> </li> <li>• Completed Learning Passport to be submitted to RKC at completion of program after week 12.</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>• <i>**RN Entry Level Skills: If learner has not acquired competency in any of the identified RN Entry Level Skills, the skills must be added to this passport for completion.</i></li> </ul>

<p><b>Buddy Shift Milestones</b></p>	<ul style="list-style-type: none"> <li>• Learner to complete weekly BSM during weeks 1-7 and electronically submit to RKC each week.</li> <li>• Learners expected to complete 6 BSMs during weeks 1-7 and seek buddy nurse feedback at the end of each week.</li> <li>• Site Educators/Resource Nurse/Unit PCC's facilitating ECCO learner debrief/post-conference sessions on clinical days to use BSM to guide discussions with learners.</li> </ul>
<p><b>Case Study Presentation</b></p>	<ul style="list-style-type: none"> <li>• Learner to complete Case Study during weeks 1-7</li> <li>• Learner to be prepared to present on prepared case study to cohort during a synchronous learning session in week 7.</li> <li>• The intention of this case study is to examine, in depth, a patient of interest that the learner has cared for during clinical days.</li> <li>• Learner to gather detailed information about a patient, including history, presenting diagnosis, treatment, and predicted or actual outcomes. Learner is to critically analyze the patient case and lead a discussion on care interventions.</li> <li>• The assignment is pass/fail.</li> <li>• RKC will facilitate break-out sessions with learner group during week 7 for shared learning experiences.</li> </ul>
<p><b>Mid-Term &amp; Final Evaluations</b></p>	<ul style="list-style-type: none"> <li>• The document is to be completed by the learner and the unit Educator and/or Clinical Resource Nurse.</li> <li>• The indicators outlined are those that would be expected to be achieved by a learner at the midpoint and completion of the program.</li> <li>• The learner will be evaluated on their level of performance in meeting the core fundamental competencies, at <u>week four</u> and <u>week seven</u> of the RCCAP program, using the guidelines in the evaluation document.</li> <li>• Mid-term and Final evaluations to be reviewed with learner, unit Educator and/or Clinical Resource Nurse, and RKC</li> <li>• Mid-term and Final evaluations to be electronically submitted to RKC by the unit Educator and/or Clinical Resource Nurse</li> </ul>
<p><b>Preceptorship Milestones</b></p>	<ul style="list-style-type: none"> <li>• During preceptorship the assigned preceptor and learner will complete 8 <i>Preceptorship Milestone</i> documents (2 per set) to assist in the evaluation of the learner's competency in critical care nursing.</li> <li>• Preceptorship Milestone documents to be reviewed with learner, preceptor, educators, and RKC during weeks 8-12</li> <li>• Preceptorship Milestone documents to be electronically submitted to RKC by the learner <i>each</i> week during practicum</li> </ul>

## FORMATIVE EVALUATION/FEEDBACK

The purpose of formative evaluation is to make adjustments to the learning process, as needed, with the goal of improving learner achievement. (Bastable, 2003). This process includes:

1. Development of and focus on learning goal(s).
2. Evaluation of where learner is in relation of goal(s).
3. Taking action to move closer to the goal(s).

Along with being provided feedback on their learning, learners will be required to seek out effective feedback from peers, or members of the interdisciplinary team. It is important to document feedback



so that it can be used in the formative learning cycle: Feedback received and sought out will assist in making goals, evaluating goals, and taking action to move toward reaching the goals.

## Roles and Responsibilities

### Learner Role and Responsibility

Learners are expected to actively participate in all aspects of learning, applying theory to real-world clinical settings and striving for excellence in patient care. Ethical practice, collaboration within the healthcare team, and adherence to professional standards are emphasized. Effective communication, critical thinking, and problem-solving skills are crucial for addressing complex patient conditions. Students should take ownership of their learning, demonstrate leadership, and embrace diversity and cultural competence. Ongoing professional development, reflective practice, adaptability, confidentiality, and a focus on safety are key responsibilities. Building a professional network within the critical care community is encouraged for continuous learning and collaboration.

### Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that is submitted individually or as a group. It involves the commitment to the values of honesty, trust, and responsibility. It is expected that learners will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, acts against academic integrity are serious offences that will result in consequences, including but not limited to removal from the RCCAP program and reimbursement of any monetary support provided up to the point of removal.

### Confidentiality

Learners are responsible for preserving privacy and confidentiality in both the actual and virtual worlds, including face to face meetings, phone calls, texts, emails, and all aspects of social media. The right to privacy and confidentiality includes information and/or images of patients, other learners, hospital employees, educators and health authority personnel.

### Attendance

Success in the program is dependent upon the learner's understanding of the content, and ability to apply this new knowledge in the practice setting. It is a requirement that learners attend all lab skills days, clinical days, synchronous learning days, and preceptorship shifts.

Learners will not be able to take vacation or scheduled days off during the program. If absence is unavoidable, the learner is required to arrange dates to make up their time with the RKC. The Specialty Education Coordinator will work with site to arrange additional shifts with approval from site manager.

#### **If you are sick, please complete the following:**

1. Call the Employee Absence Reporting Line (EARL) (1-855-264-9515)
2. Contact your RKC and preceptor by text or phone to ensure they are aware of your absence.

\*Note: Please ensure you have the phone numbers of your Preceptor and associated unit.

#### **If you have to go home sick part way through your shift, please complete the following:**

1. Inform your preceptor and email your sponsoring manager.
2. Contact your RKC by text or phone call.

If learners are not able to meet learning objectives in relation to sick time, they may be unsuccessful in the program. The RKC will work with the site to arrange an additional shift(s) in-lieu of the missed shift(s). The precepting site has final approval of adjusting/adding shifts.

## Preceptor Role and Responsibility

- Attend an IH Preceptor workshop prior to providing support as preceptor (recommended).
- Orient the learner to the clinical area and expectations of nursing care standards.
- Provide constructive feedback, share practical insights, and foster hands-on experiences to develop their clinical competence.
- Emphasize ethical practices, effective communication, and collaboration within the critical care team.
- Serve as a mentor, encouraging critical thinking, leadership, and a commitment to lifelong learning.
- Instill principles of adaptability, confidentiality, and patient safety.
- Provide regular feedback regarding learner's progress to the learner and the Perinatal RKC.
- Contact a Critical Care RKC with any urgent concerns regarding learner conduct or performance.
- Complete the *Preceptorship Milestone* documents after each set of shifts.
- For additional resources, preceptor education, and teaching/learning tips, check out the [Preceptor Community of Practice](#).

## Regional Knowledge Coordinator (RKC) Role and Responsibility

- Assist learners in the initiation of their studies, giving a brief overview of the program and technology to be used.
- Be available to the learner and preceptor during the clinical practicum.
- Meet with the learner as requested (via in-person, virtual, or phone as available).
- Work with the learner to create clear and achievable learning objectives.
- Work together with preceptor and learner to determine progress in the course.
- At the midterm and end of the preceptorship, discuss the learning objectives, learner growth, and preceptorship experiences.
- Support and facilitate communication in the event of challenging situations that may arise during the preceptorship.
- Act as a resource for both the preceptor, learner, and site educators.
- Determine completion of course and present final certificate to the learner.
- RKC will continue to be available for the learner for 18 months following the successful completion of the program.

## Detailed Theory Outline

### AACN ECCO Online Modules

Module Name	CE Contact Hours
Global Perspectives in the Care of Critically Ill Patients: Part 1	3.45
Global Perspectives in the Care of Critically Ill Patients Part 2	4.4
Caring for Patients with Cardiovascular Disorders: Part 1	3.75

Caring for Patients with Cardiovascular Disorders: Part 2	4.64
Caring for Patients with Cardiovascular Disorders: Part 3	3.15
Caring for Patients with Cardiovascular Disorders: Part 4	4.48
Caring for Patients with Pulmonary Disorders: Part 1	5.47
Caring for Patients with Pulmonary Disorders: Part 2	2.76
Hemodynamic Monitoring of Critically Ill Patients: Part 1	4.39
Hemodynamic Monitoring of Critically Ill Patients: Part 2	5.2
Caring for Patients with Neurologic Disorders: Part 1	4.35
Caring for Patients with Neurologic Disorders: Part 2	4.44
Caring for Patients with Gastrointestinal Disorders	4.66
Caring for Patients with renal Disorders: Part 1	4.24
Caring for Patients with Renal Disorders: Part 2	2.83
Caring for Patients with endocrine Disorders	4.73
Caring for Patients with Hematological Disorders	3.14
Caring for Patients with Multisystem Disorders	5.37
<b>TOTAL CE CONTACT HOURS</b>	<b>75.66</b>