



FEB - 5 1997

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline **Part A**

**NURS 1040**

**Professional Practice Seminar 1**

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Hours/Week:	2	Total Hours:	34	Term/Level:	1
Lecture:		Total Weeks:	17	Credits:	2
Lab:					
Other:	Seminar to Groups of 24				

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**Prerequisites**

**NURS 1040 is a Prerequisite for:**

**Course No.    Course Name**

**Course No.    Course Name**

NURS 2040    Professional Practice Seminar 2  
NURS 2030    Nursing Practicum 2

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**Course Goals**

Professional Practice Seminar 1 facilitates student understanding of the professional practice of nursing.

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**Course Description**

This seminar course presents the BCIT Nursing model and philosophy, and promotes a beginning understanding of the professional basis of nursing practice. Computer work, projects, written assignments, and discussions with peers and faculty are part of the course.

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**Evaluation**

- A paper that asks students to compare and contrast the image of nursing described in the professional literature, the image portrayed in the media, and the student's view of the image.
- An assignment that asks students to analyze assumptions present in a scenario and identify alternate perspectives that could be taken.
- Attendance and participation in class and activities. **Anyone having trouble participating, please see instructor for assistance.**

Students will participate in deciding the percentage of marks assigned to each.

All written assignments must be word processed.

## Course Outcomes

The student will:

1. Appreciate the role of nursing in the current health care system from a historical perspective.
2. Appreciate the impact of the philosophical basis of the BCIT Nursing Program on nursing practice.
3. Discuss the interrelationships of the BCIT Nursing model and their impact on the role of the nurse in practice.
4. Appreciate the role of caring in nursing and its contribution to the health of people.
5. Discuss the patterns of knowing in nursing and their contribution to nursing practice.
6. Understand the concept of research based practice and its relevance for nursing practice and health care.
7. Understand the nurse's role re: advocacy, health promotion, primary health care and referral.
8. Investigate current professional issues.
9. Discuss leadership and followership.
10. Identify assumptions and alternate perspectives when discussing course concepts.

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## Process Threads Relevant to this Content

- *Professionalism:* Students will discuss the various aspects of professional practice so that they develop an understanding of the professional nursing role. They will attend a RNABC chapter meeting to identify current professional issues.
- *Communication:* Students will thoughtfully discuss course concepts verbally and in writing. They will learn to be clear and concise in their arguments and to use relevant research and literature to support their views.
- *Systematic Inquiry:* The ways of knowing including the empirical will be discussed in this course. Students will learn to critically review literature and research. They will be encouraged to identify assumptions, suggest alternatives and consequences and be clear on the context of issues. They will be encouraged to provide evidence for their views.
- *Learning:* Students will be required to take responsibility for their learning. Individual learning styles will be discussed. They may work in reading groups so they will be responsible for sharing their thoughts clearly in class.
- *Leadership:* Students will discuss concepts of leadership in the class. Issues in decision making, priority setting, and leadership/followership styles will be discussed using case studies. Students will be encouraged to identify their style and consider ways to develop it.

### Course Record

Developed by: L. Hied Nursing Date: May 21, 1996  
Instructor Name and Department (signature)

Revised by: \_\_\_\_\_ Date: \_\_\_\_\_  
Instructor Name and Department (signature)

Approved by: M. Bennett Riley Start Date: August, 1996  
Associate Dean / Program Head (signature)



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**Effective Date**

January, 1997

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**Instructor(s)**

Lynn Field	Office No.:	SE12 - 418	Phone:	451-6945
	Office Hrs.:	posted at desk		
Selma Whiteside	Office No.:	SE12 - 418	Phone:	451-6949
	Office Hrs.:	posted at desk		

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**Text(s) and Equipment**

**Required:**

1. Canadian Nurses Association. (1991). *Code of ethics for nurses*. Ottawa: Author.
2. Kerr, J.R., and MacPhail, J. (1996). *Canadian nursing: Issues and perspectives*. (3rd ed.). St. Louis: Mosby.
3. Registered Nurses Association of British Columbia. (1992). *Standards of nursing practice in British Columbia*. Vancouver: Author.
4. Snyder, M. (1992). *Independent nursing interventions*. (2nd ed.). Albany, NY: Delmar.
5. **RNABC Membership** — Cost \$21.40 Per Year.

**Recommended:**

American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (4th ed.). Washington, D.C. Author.  
A Medical Dictionary.

**Optional:**

- one of: Craven, R.F., and Hirnle, C.J. (1996). *Fundamental of nursing: Human health and function*. (2nd ed.). Philadelphia: Lippincott.  
DuGas, B.W., and Knor, E.R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, ON: Appleton and Lange Canada.
- one of: LeMone, P., and Burke, K.M. (1996). *Medical-surgical nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.  
Smeltzer, S.C., and Bare, B.C. (1996). *Brunner and Suddarth's textbook of medical-surgical nursing*. (8th ed.). Philadelphia: Lippincott.

### Course Notes (Policies and Procedures)

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the teacher to see how this might be accomplished.
2. During the first class, the evaluation methods will be discussed and the percentage of marks assigned to each will be identified.
3. The reference readings (except those from required or recommended texts, booklets, etc.) are on reserve in the library. The material will be on two day loan.
4. **All the readings do not have to be read by every student. Reading groups should be formed so that readings are distributed among the members. Reading groups should have a maximum of four members to ease working relationships and communication between members.**
5. Students will participate in a verbal review of the course at midterm and the end of the term. This review will include a discussion of teaching methods, resources, and course structure. The midterm review is aimed at meeting the needs of the students currently taking the course. The end of term review is aimed at modifying the course for the next class.

### Participation / Attendance:

1. Attendance is required in this course because of the importance of dialogue in thinking and learning. The different viewpoints shared during the seminar will help expand the thinking of all participants. **If students are absent for more than 10% of the planned activities for other than medical reasons, they may be prohibited from completing the course.**
2. It is not enough that people are present in body. People must participate so that all can expand their thinking about the subject being discussed. People will be called randomly to share their thoughts.

### Written Assignments:

1. As the purpose of the written assignments is to help students develop their ability to reason and reflect, students may request assistance with the written assignments as they need it and as faculty are able to give it. There is no penalty for this assistance. **It is strongly advised that students discuss the first assignment with their teacher and get editing assistance from the English tutorial.**
2. Marks will be assigned according to three criteria; content of the paper, structure or organization of the paper, and mechanics of the writing. The content of the paper refers to the thinking demonstrated:
  - The thinking shows analysis — assumptions are identified, consequences are outlined and alternatives are given. The context in which the assumptions are valid is also identified.
  - There is evidence given to support the analysis of the topic. The evidence is clearly stated, of sufficient quantity to support the idea and relevant to the topic.

### Course Notes (Policies and Procedures) (Continued)

- The complexity of the issue being discussed is clear. Alternatives discussed address a number of perspectives that could be taken about the topic. Solutions recognize these diverse perspectives and the particular context of the situation.

The structure of the paper refers to how it is organized:

- The tone or style of the paper is appropriate to the audience. Academic papers avoid slang language, use specific words and clearly describe concepts. The style clearly indicates that the thoughts are written for academic purposes, not for a casual discussion with friends.
- There is an introduction that presents the idea(s) being discussed and a conclusion that summarizes and extends the ideas.
- APA format is followed and the assignment is submitted in a cover.
- A central idea organizes the paper and paragraphs form units of thought.
- Paragraphs include a topic sentence and details that support the topic sentence.
- The links between paragraphs provide smooth transitions.

The mechanics of writing papers refers to sentence structure, grammar, spelling, punctuation, and verb tense. All must be according to English conventions.

3. The marks will be assigned as follows:

- 50% for content
- 30% for structure
- 20% for mechanics

Specific marking systems for each assignment will be distributed.

4. Students who question a mark may request a reread of their assignment. Another instructor will read the paper and assign the final mark. Only one reread may be requested for any assignment.
5. Students may negotiate an extension of the submission date for all assignments as long as the extension does not exceed the final deadline for submission of that assignment. Extensions must be negotiated at least 24 hours before the assignment is due.
6. Please submit assignments by 1600 hrs on the due date. Put them in the appropriate faculty box in SE 12 418.
7. If an assignment is late without a negotiated extension, the mark for the assignment will be dropped 15% below what would be assigned if it was submitted on time, i.e., from 90% to 75%. If the assignment is submitted after the final deadline for submission, the mark will drop 15% for each school day it is late.
8. **All assignments must be completed to achieve credit for the course.**

## Assignment Details

### A. ASSUMPTION ANALYSIS — Due Week 8 (February 28). Final Deadline March 10.

Choose one of the following scenarios and identify the assumptions behind the decisions the people are making. Then suggest how these people could check the validity of these assumptions. Once this is done, suggest at least two alternative perspectives that could be taken by the person in the scenario.

Keep length to a maximum of 3 pages.

#### *Scenario 1*

Joan is 35 years old. She is married and has two preschool children. She is in level 3 of the Nursing Program at BCIT. She has watched her family do more and more things without her since the program began. She is having trouble with her courses, is getting more and more tired, and feels like an absentee mother and wife. If only things would slow down, she would be able to cope better. To ease the situation, she is considering quitting school and returning to full time parenting. She thinks the family will appreciate this sacrifice she will make on their behalf because it will mean that the family has more money and can spend more time together. She will be able to participate more as a partner with her spouse and she will feel more capable as a person and will finally feel refreshed and energetic.

#### *Scenario 2*

Patty is a medical clinical nurse specialist at the local hospital. She has been meeting once a week with a group of head nurses and after three sessions, she is very concerned about Joyce, one of the head nurses. Joyce is a head nurse who is very technically competent, but she has trouble keeping senior staff for any length of time. They all want to transfer off her unit to another medical unit in the hospital. Patty thinks that this staff turnover is a direct result of Joyce's poor interpersonal skills. She decides to help Joyce see herself as others do so drafts a memo to Joyce. In the memo, she notes that Joyce doesn't participate in the weekly meetings, often brings work to do during the sessions, and sometimes leaves early on one excuse or another. Patty says that this behavior has a negative impact on the group of people meeting each week and probably indicates Joyce's ability to work effectively in groups. Patty asks that Joyce work to cooperate more equally in the group so that she will be seen as a partner in the hospital organization. Patty goes on to say that if Joyce can turn her behavior around, she will have more power and prestige in the hospital.

#### *Scenario 3*

Jennifer is 42 years old. She is fed up with her life. She was divorced a year ago and is finding it difficult to re-establish connections with her pre-marriage friends. She phones them to arrange outings, but they make excuses for being unable to join her. She works as a senior nurse in the ICU in Edmonton. Although she is not hurting financially in her current job, she feels her employers do not recognize her talents. Recently, she felt insulted when an outside expert was brought in to establish a clinical protocol for patients about to be extubated - a task that Jennifer proudly feels to be her area of expertise. So, she decided to make a change and applied for a number of jobs without the hospital knowing. Jennifer has been offered an ICU nurse position in a large Vancouver hospital. It would be a sideways move both financially and professionally. At the interview, she felt flattered by the person responsible for hiring the new employee. She was told that her qualifications were highly regarded. Because of that interview experience, she decided to accept the job. She thinks that it will be an improvement to work in a job where her talents will be recognized and rewarded. Also, she thinks that the move will be an exciting new direction for her personal life.

## Assignment Details (Continued)

### *Scenario 4*

Patricia is 26 years old. She has been nursing on this medical unit since graduation almost three years ago. She notices that two nurses, Bob and Marianne, are disruptive influences. Their behavior during report is difficult to listen to. They make sarcastic and derogatory comments about patients and they deride the assessments and recommendations of the nurses reporting. Whenever she is supposed to go on a break, they take much more time than allowed so she is late going. She is very concerned about the care they give to people — they are in and out of rooms so quickly, they couldn't possibly give decent care. Patricia is still one of the youngest nurses on the ward so she does not have the seniority to approach these nurse directly. She decides to share her feelings with two of the oldest nurses on the unit. She thinks that the three of them can make Bob and Marianne stop being so disruptive. The unit would be a great place to work if their behavior changed.

### C. IMAGE PAPER — Due Week 13 (April 11). Final Deadline April 18.

Review 3–5 pieces of literature to summarize the thoughts about the image of Nursing today. Review an example of the image of nursing portrayed in one type of media (radio, television, books, movies ). Describe your thoughts about the image of nursing. Compare and contrast these two views with your view of the image of nursing today.

Keep length to a maximum of 7 pages.