

MAR 12 1998



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline **Part A****NURS 1010****Nursing and Health Issues 1**


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<b>Hours/Week:</b>	6	<b>Total Hours:</b>	102	<b>Term/Level:</b>	1
<b>Group Work:</b>	3	<b>Total Weeks:</b>	17	<b>Credits:</b>	7
<b>Independent Work:</b>	3				
<b>Other:</b>					

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**Prerequisites**

Course No.	Course Name
None	

**NURS 1010 is a Prerequisite for:**

Course No.	Course Name
NURS 2010	Nursing and Health Issues 2
NURS 2030	Nursing Practicum 2

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**Course Goals**

NURS 1010 fosters students' ability to explore health situations from a professional perspective by working collaboratively in small groups.

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**Course Description**

Students will explore selected common health experiences in order to understand the impact it has on the individual, family, society and health care system. While developing their understanding, students will access information from a variety of sources including professionals in hospitals and in the community. A thorough exploration of the health situation will assist students in developing a professional context from which they can plan nursing care. The health experiences discussed in this course are related to sexually-transmitted diseases including HIV infection and cerebrovascular accidents (stroke).

The teaching/learning strategy used in this course is problem-based learning.

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**Course Format**

Students will meet for three hours each week with a tutor to explore the situation and to identify learning needs. Students will do research independently then work to apply the knowledge to the situation when the group reconvenes. The group is required to function effectively so students will focus on both developing group process skills and learning content relevant to the situation. Students will complete two situations during the term. A simulated patient may be associated with the health situation.

## Evaluation

- Group skills – **Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.**
- A written midterm test of problem solving ability – 50% of mark.
- A written final exam that tests problem-solving ability and application of course content – 50% of mark.

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## Course Outcomes

The student will:

1. Develop a theoretical knowledge base related to nursing and specifically nursing's role in relation to selected common health experiences.
2. Develop ability to accept a variety of perspectives related to the situation.
3. Recognize contextual influences as relevant to the situation.
4. Actively work in the group to develop a planned approach towards understanding the situation.
5. Apply independent study material to the situation as planned and share information in the group that is clear, focused on the situation and defensible.
6. Participate actively in the group so that the group functions productively.
7. Develop ability to give feedback to other members of the group in a manner that facilitates the group goal.
8. Establish relationships with group members that achieve the tasks of the group.
9. Develop ability to monitor group process.
10. Reflect on own growth in developing effective group skills.

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## Course Content

Students will work in learning partnerships to explore the following situations:

- Sexually Transmitted Diseases (STD) and HIV
- Cerebrovascular Accident

When exploring the above situations, students will consider the following concepts:

- Health
- Healing/Curing
- Illness
- Anxiety/Stress
- Coping/Personal Growth
- Spirituality/Spiritual Context
- Sexuality
- Nutrition
- Disability
- Determinants of Health
- Group Process
- Growth and Development
- Culture
- Community Resources

In analyzing a situation the students may identify many other relevant content areas. These will be discussed within the context of the situation as time permits.

### Process Threads Relevant to this Course

- Professionalism – Students will develop an understanding of nursing care that is required for safe practice. Also, they will need to be accountable and responsible to follow through with the work they have agreed to do and develop a knowledge base that is useful in practice.
- Communication – Working effectively in teams is a focus of this course. This includes establishing relationships with members, sharing ideas, clarifying thoughts, giving feedback and monitoring group functioning. The group will facilitate students' development of clear thinking and in communicating that thinking.
- Learning – Students will be required to take responsibility for their learning and for preparing material for their fellow classmates that is accurate and relevant.
- Leadership – Students will be assertive as the group works on the health situation. They will develop skills of group problem solving and consensus decision making as well as offer group process skills.
- Systematic Inquiry – Research or evidence that is brought to bear on the health situation may be questioned by the group, and the student will be helped to critique the data in the group situation.

The process of working in groups and bringing information to bear on a health situation for the purpose of understanding the situation more clearly promotes the development of a professional nurse. The purpose of understanding the situation may lead to developing a plan for approaching a simulated patient to try out some aspect of the professional role in nursing.

### Course Record

Developed by:	_____ Instructor Name and Department (signature)	Date:	_____
Revised by:	<u>Am Whitson</u> Instructor Name and Department (signature)	Date:	<u>December 17, 1997</u>
Approved by:	<u>M. Bennett Ratson</u> Associate Dean / Program Head (signature)	Start Date:	<u>January 1998</u>



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline **Part B**

**NURS 1010**

**Nursing and Health Issues 1**

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### Effective Date

January, 1998

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### Instructor(s)

Jain Verner	Phone: 451-6954	Elaine Fraser	Phone: 432-8468
Elly Carr	Phone: 451-6950	Donna Zimka	Phone: 432-8687
Selma Whiteside	Phone: 451-6949		

Office: All in SE12 – 418

Office Hrs: As 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. Registered Nurses Association of British Columbia. (1992). *Standards of nursing practice in British Columbia*. Vancouver: Author.
3. Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
4. Snyder, M. (1992). *Independent nursing interventions* (2nd ed.). Albany, NY: Delmar.
5. Woods, D.R. (1994). *Problem-based learning: How to gain the most from PBL*. Hamilton, ON: Author.
6. **A fundamentals text is required.** One of the following texts is suggested:
  - Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of nursing: Human health and function* (2nd ed.). Philadelphia: Lippincott.
  - DuGas, B.W., & Knor, E.R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, ON: Appleton & Lange Canada.
7. **A medical-surgical text is required.** One of the following texts is suggested:
  - LeMone, P., & Burke, L.M. (1996). *Medical-surgical nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.
  - Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's textbook of medical-surgical nursing* (8th ed.). Philadelphia: Lippincott.
8. **A nursing/medical dictionary is required.** One of the following is suggested:
  - Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1994). *Mosby's medical nursing and allied health dictionary* (4th ed.). St. Louis: Mosby.
  - Miller, B.F., & Keane, C.B. (1992). *Encyclopedia and dictionary of medicine, nursing and allied health* (5th ed.). Philadelphia: Saunders.
9. **A pharmacology handbook is required.**

#### **Recommended:**

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author. This text is in the reference section of the library.

## 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 tutor to see how this might be accomplished.
2. During the first class, the evaluation methods will be discussed.
3. Students will participate in a verbal review of the course at midterm and a written review at 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 subsequent students.

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## Participation/Attendance

We believe that dialogue contributes to both thinking and learning. Therefore:

1. Attendance is required in this course. The different viewpoints and experiences shared during the session will expand the thinking of all participants. Also, students will be doing independent work to share with the group. This work is required for the group to accomplish its task and move on to other tasks. **Therefore, if students are absent for more than 10% of the planned activities without a medical reason, they may be prohibited from completing the course (see BCIT policy re attendance).**

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## Group Skills

1. The course outcomes describe the group skills that students will develop in the course. The Group Process Evaluation Tool describes specific behaviors and criteria against which students will be evaluated. This tool will be distributed during the first week of classes. Weekly verbal discussions of group skills will occur so that individuals can develop their skills. The student, their peers in the group and the instructor will assess each student's group skills based on the identified criteria in the evaluation tool and give feedback. A midterm summary of skills will be done to direct individual learning.
2. A final written assessment of each student's ability to function in the group will be done in week 17. Students will be expected to submit a written evaluation of their own and each of their peers' group skills. The written assessments of the student, their peers in the group and the instructor will be integrated to achieve the final assessment. If there is a major discrepancy between the student's self-assessment and their peers' and the instructor's assessments, the instructor's assessment will take priority. In such a case, the student will meet with the tutor to discuss the discrepancy and the final assessment of group skills.
3. It is the instructor's responsibility to make the final recommendation about a student's group skills.
4. **All students must be judged satisfactory in this area to receive the earned marks assigned for the midterm and final exam. If students do not receive a satisfactory for group skills, an unsatisfactory is received for the course.**

## Examination Details

**MIDTERM PROBLEM-SOLVING EXAM** – This is an individual exam, about 1.5 hours long, held during the PBL session of week 8.

1. Students will be presented with a health situation.
  - In Part A, they will develop a list of the 10 probable issues/concerns/problems relevant to the situation. The issues/concerns/problems must relate to a minimum of 5 course concepts. For each issue identified students must describe specific information or data that they would need to validate each issue. Then they will hand in this part of the exam to the tutor. The student will record on carbonless paper so that they may keep a copy of this part of the exam for the next part. This part of the exam will count for 20 marks.
  - In Part B, they will be given additional patient data for the situation. They will list 5 issues/problems/concerns present in the data provided. For each issue the student will describe the evidence from the patient data that supports its inclusion. They will receive 1 mark for each relevant issue and 1 mark for the relevant data/evidence. In total this part of the exam will count for 10 marks.

**PROBLEM SOLVING EXAM** – This is an individual exam, about 3 hours long, held during the PBL session of week 16.

1. Students will be presented with a health situation.
  - Students will be given patient data for the situation. They will list 5 issues/problems/concerns present in the data provided and describe the reasoning behind their inclusion on the list. This part of the exam will count for 10 marks. Then they will choose one issue and list nursing interventions with rationale that would be appropriate for the health situation. They will receive 2 marks for each intervention and related rationale. Therefore students will receive 0 or 2 marks for each intervention. In total this part of the exam will count for 10 marks.
2. The remainder of the exam will test course content through the use of multiple choice and short answer questions. This part of the exam will count for 30 marks.
3. The exams will be marked by the tutor then reviewed in the problem-based group during week 17.
4. **All students must write and pass this exam to achieve credit for the course.**