



## Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 2000**  
**Applied Nursing Science 2**

**Start Date:** January 2001

**End Date:**

**Course Credits:** 3.5

**Term/Level:** 2

**Total Hours:** 51

**Total Weeks:** 17

**Hours/Week:** 3    **Lecture:**    **Lab:**    **Group Work:** 3    **Seminar:**    **Other:** 3

### Prerequisites

Course No.	Course Name
NURS 1000	Applied Nursing Science 1

### NURS 2000 is a Prerequisite for:

Course No.	Course Name
NURS 3000	Applied Nursing Science 3
NURS 3032	Family Nursing Theory
NURS 3034	Nursing OF Families Practicum

### Course Calendar 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 situations discussed in this course are related to rheumatoid arthritis and lung cancer.

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

### Course Goals

Nursing 2000 fosters student's ability to explore health situations from a professional nursing perspective by working collaboratively in small groups.

## 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 2 situations during the term.

### Evaluation

• Group Skills	15%
<b>Satisfactory ability to function effectively in the problem-based group is required for passing.</b>	
• Research/Teaching Skills	5%
• A paper that discusses one of the central concepts of the Level 1 or Level 2 courses.	35%
<b>A paper must be submitted to receive a mark for the course.</b>	
• A problem-solving exam	35%
• 2 take-home multiple choice tests- <i>The quizzes must be completed to achieve credit for the course. 5% per quiz will be given.</i>	10%
TOTAL	<u>100%</u>

### Comments:

All assignments must be completed to achieve a passing grade.

## Course Learning Outcomes:

At the end of this course the student will be able to :

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. relate 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 facilitate the achievement of 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 in this level:

- Lung cancer. This situation will also present palliative care.
- Rheumatoid arthritis. This situation includes preoperative, intraoperative, postoperative care and complementary therapy.

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

- Diversity
- \*Dying
- Group Process
- Growth and Development
- Health/Illness
  - \*Chronic Illness
  - \*Palliation
- Health Promotion
  - Determinants of Health
    - \*Poverty
  - Community Resources
  - Nutrition
  - \*Patient Education
  - \*Illness/Injury Prevention
- \* Loss and Grief
- \*Pain
- Stress (\*Physiological)
- The following contexts will be emphasized in Level 2:
  - \*Social/Economic
  - Spiritual

\*New in Level 2

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 and group interest permits.

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## Process Threads Relevant to this Course

1. **Professionalism:** Students begin to develop an understanding of the professional nurse's role. They develop an understanding of nursing care that is required for safe practice. They are accountable and responsible to follow through with the work they have agreed to do and develop a knowledge base regarding common health problems that is useful in practice. Also, they recognize the various contexts in which people live. They analyze data and develop care plans to resolve patient issues or promote comfort. With assistance, students incorporate health promotion, illness/injury prevention and rehabilitation into nursing care and begin to consider planning for discharge.
2. **Communication:** Students begin to develop team building skills. They establish relationships with members, share ideas, clarify thoughts, give feedback and monitor effective group functioning. Students develop clear thinking and communicate that thinking with the assistance of group members including the tutor. Students improve the abilities they developed in the first level course. Students thoughtfully discuss verbally and in writing. They learn to be concise in their arguments and use relevant research literature to support their views. They critically read and compose essays, critical analyses and summaries. They use APA style.
3. **Systemic Inquiry:** Students reason critically about assessment data, patient concerns and care. They are expected to investigate alternate approaches to patient care. They begin to appreciate multiple perspectives that can be taken about health issues and students are helped to critique the data. They use word processing and access databases and internet sites for information.
4. **Professional Growth:** Students take responsibility for their learning and for preparing information for problem-based sessions that is accurate and relevant. They begin to consider individual learning styles and take that into consideration when they prepare material. Also, they are responsible and accountable for their actions. They access a variety of health professionals in hospitals and community to more fully understand health issues. They begin to reflect on their values, beliefs and assumptions about growth and development, ethnicity, health promotion, health/illness, and nursing concepts. They begin to value discussions of their own performance and begin to self-evaluate and act on learning needs.
5. **Creative Leadership** —Students describe the continuum of care as it relates to health situations. They appreciate the role of nurses in the health care system. They are assertive with colleagues as they work with health issues. They develop skills of group problem solving and consensus decision making as well as other group process skills.
6. **Technical Skills:** Students discuss technical skills relevant to the health issues and the rationale for why they are performed.

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 Content Verification**

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy 5013 – Course

*Sain Verne*

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Program Head/Chief Instructor

*DECEMBER 12, 2000*

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Date

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



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**NURS 2000**  
**Nursing and Health Issues**

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### Instructor(s)

	Phone	E-mail	
Pauline Zabawski	451-6957	pzabawsk@bcit.ca	(In charge)
Karen Casselman	451-6952	kcasselm@bcit.ca	
Susan Rowe-Sleeman	432-8910	srowesle@bcit.ca	Office No.: SE12-418
Janine Hadfield	TBA	janine@kwantlen.bc.ca	

Office Hrs.: as posted

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### Learning Resources

#### Required:

1. Sims, L. K., D'Amico, D., Stiesmeyer, J. K., & Webster, J. A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
2. Woods, D. R. (1994). *Problem-based learning: How to gain the most from PBL*. Hamilton, ON: Author.
3. **A fundamentals text is required.** One of the following fundamentals texts is suggested:
  - DuGas, B.W., & Knor, E.R. (1999). *Nursing foundations: A Canadian perspective*. (2<sup>nd</sup> ed.). Scarborough, ON: Appleton & Lange Canada.
  - Kerr, J. R. & Sirotnik, M. K. (Eds) (1997). *Canadian fundamentals of nursing*. St. Louis, Missouri: Mosby- Yearbook, Inc.
6. **A medical-surgical text is required.** One of the following texts is suggested:
  - Black, J. M. & Matassarin-Jabos, E. (1997). *Medical-surgical nursing: Clinical mangement for continuity of care* (5<sup>th</sup> ed.) Philadelphia, PA: Saunders.
  - Phipps, W. J. , Sands, J. K. & Marek, J. F. (1999). *Medical-surgical nursing: Concepts & clinical practice* (6<sup>th</sup> ed.). St. Louis, Missouri: Mosby, Inc.
7. **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, Missouri: Mosby., Inc.
  - Miller, B. F., & Keane, C. B. (1992). *Encyclopedia and dictionary of medicine, nursing and allied health* (5th. ed.). Philadelphia: Saunders.
  - Taber, C. W. (1997). *Taber's cyclopedic medical dictionary* (18<sup>th</sup> ed. ). Philadelphia: F.A. Davis.

8. **A diagnostic tests handbook is required.** One of the following two texts is suggested:
    - Fischbach, F. (1996). *A manual of laboratory and diagnostic tests* (5th ed.). Philadelphia: Lippincott.
    - Malarkey, L. M., & McMorrow, M. E. (1996). *Nurse's manual of laboratory tests & diagnostic procedures*. Philadelphia: Saunders.
  9. **A pharmacology handbook is required.**
  10. **A standard nursing care plan book is recommended.**
    - Carpenito, L. J. (1999). *Nursing care plans and documentation: Nursing diagnoses and collaborative problems* (3rd ed.). Philadelphia: Lippincott.
  11. **An APA reference is 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 BCIT library.*
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### **BCIT Policy Information for Students**

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 and/or written 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 subsequent students.
4. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. As much as possible, students will be given adequate notice of changes.

## 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 — 15% of Final Mark

1. **Each student must participate to develop his or her group skills. Productive group function is a major expectation of this course.**
2. Students are expected to:
  - Work actively in each session.
  - Give feedback to members so those group goals are achieved.
  - Establish working relationships with members.
  - Develop the ability to monitor group process.
  - Reflect on their own growth in developing effective group skills.

Criteria for group skills is distributed and discussed at the beginning of the term. Weekly written or verbal discussions of group function will occur so that each person can develop their skills. A *four-week* and a *midterm* summary of skills will be done to direct individual learning. A *final assessment* of each student's ability to function in the group will be done at the end of the term. **All students must pass in this area to receive the earned marks for the research/presentation skills, concept paper, problem-solving exam and take home tests. If students do not receive a pass for group skills, an unsatisfactory is received for the course.**

3. A mark will be negotiated between the tutor and each student, in consultation with the entire group.
4. It is the tutor's responsibility to make the final recommendation about a student's group skills mark.

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## Research/Teaching — 5% of Final Mark

1. Each student will conduct research of various topics assigned by the group. The research done is to gain a variety of perspectives of the topic. Besides using the required textbooks, research **must** include references from the resource lists, academic and nursing practice journals, books in the library, the Internet, personal experiences and/or community resources. This information is then presented in meaningful and creative ways to the group, helping students to learn the content of the course. ***The principles of teaching and learning for adults should guide the presentation of the research.***
2. Criteria for research/presentation skills is distributed and discussed at the beginning of the term. Written or verbal discussions of presentations will occur so that each person can develop their skills. A four-week and a midterm summary of skills will be done to direct individual learning. A final assessment of each student's ability to research and present will be done at the end of the term.
3. A mark will be negotiated between the tutor and each student, in consultation with the entire group.
4. It is the tutor's responsibility to make the final recommendation about a student's research and presentation skills.

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## Written Assignment

### CONCEPT PAPER — 35% of Final Mark, due Wednesday, February 21, 2001 by 1130 hours.

1. The purpose of the assignment is to provide students with the opportunity to explore and discuss a concept encountered in Level 1 and 2 Nursing and Health Issues. The paper will define and give a clear in-depth exploration of the selected concept reviewed in the researched material. The paper will show the reader that the student has studied the concept, done research, and thought about how this new knowledge can influence *their present nursing practice and future practice.*
2. A literature review is to be done to gain a variety of at least 2 perspectives on the chosen concept and to relate the concept to your nursing practice. You will need to scan several pieces of literature to select at least 6 to 8 literature sources to use in your paper. A minimum of 2 sources are to be primary sources. (***A primary source is literature written by the person who conducted the research or proposed the theory, model or framework.*** A secondary source is a description of a study or studies prepared by *someone other than the original author*). Your literature review should use primary sources whenever possible. Some secondary sources may be used; **your textbooks are an example of secondary sources but are not appropriate to use for a literature review.** For the purposes of this concept paper, secondary sources such as journal articles that discuss or apply someone's work can be used. The original author should also be consulted. Dictionaries or encyclopedias can be used for definitions, but they are not to be part of the 6 to 8 sources for exploring the concept.
3. **Your paper must follow APA guidelines for format and content.**
4. **It is required that students discuss the concept paper with their tutor.**
5. **The paper must be submitted to receive a mark for the course.** To ensure security of your paper, please submit your paper to your tutor on the due date, do not submit them to the tutor's mailbox or desk. If your paper is late, **15 marks will be deducted for each school day it is late.** **Extensions** are granted in **exceptional situations** (e.g., illness with a medical note, bereavement, etc.) and must be requested at **least 24 hours before the deadline.**
6. **The text of the paper must be between 7 to 10 pages in total.**
7. Marks will be assigned according to three criteria: content, structure or organization and mechanics of writing. The paper will be marked out of 100. See marking scheme criteria on the following page. Late marks are deducted from the paper mark and not from the total course.

## I. CONTENT OF THE PAPER: 70 MARKS

### A. The literature review shows analysis of the concept. (55 marks)

- /10 defines the concept using at least 2 different *sources*
- /25 discusses the concept as a whole by describing at least 2 different *perspectives\**
- / 5 discusses the similarities between the *perspectives\**
- / 5 discusses the differences between the *perspectives\**
- / 5 includes references that provide at least 2 different *perspectives\** on the concept
- / 5 includes at least 6–8 references with a minimum of 2 primary sources

\* *A perspective* means a theory or model or framework.

### B. The concept is applied to *your* nursing practice (15 marks)

- /15 how will you, as a student nurse apply this knowledge to your nursing practice?

## II. STRUCTURE OF THE PAPER: 20 MARKS

### A. The structure includes the organization and writing style of the paper. (14 marks)

- /2 written in a tone or style appropriate for health care professionals
- /1 includes an abstract (see APA manual abstract requirements)
- /4 includes an introduction which presents the ideas being discussed and the organization of the paper
- /4 includes a conclusion that summarizes the paper
- /3 each paragraph has a topic sentence, discusses one idea, and there is a clear transition between paragraphs

### B. The paper follows APA guidelines (6 marks)

- /2 uses correct format for references list
- /2 uses correct citation for references in body of paper
- /2 includes a title cover page, page numbers and headings

## III. MECHANICS OF WRITING: 10 MARKS

### A. The paper is written according to English conventions. (10 marks)

- /3 sentence structure
- /3 grammar
- /2 spelling
- /2 punctuation

\_\_\_\_\_ Total marks out of 100

## Examination Details

### PROBLEM SOLVING EXAM — 35 MARKS, about three hours long, held during the PBL session of Week 16. May 2, 2001

1. Students will be presented with a health situation.

In **Part A**, they will develop a comprehensive list of ten (10) different concerns/issues/problems that are related to a minimum of five (5) different **NURS 2000** concepts. The concerns/issues/problems **must include the cause**, (e.g., *fatigue as a result of nutritional deficiency and blood loss during surgery*). They will identify a method of **validating (identifying if a problem does exist)** these issues, concerns and/or problems then hand in this part of the exam to the tutor. The student will record on carbonless paper so they may have a copy of this exam for the next part. This part of the exam will count for **10 marks**.

In **Part B**, they will receive additional patient data for the situation.

1. They will list the top four priority issues/concerns/problems **relevant to this data** that they should pursue further. Again, the concerns/issues/problems **must include the cause**. They will describe **all the evidence** in the case that supports the inclusion of each additional issue/concern/problem. They may include issues from Part A if they are relevant. This will count for **8 marks**. 2 marks will be given for the correctly worded problem statement and all the evidence, **partial marks are not assigned**.
2. They will include a rationale for choosing these four, counting for **5 marks**. 1.25 marks are assigned for each of the four(4) issues/concerns/problems.
3. For each of the **correct** four- (4) priority issues, concerns and/or problems, they are to list a minimum of three (3)-nursing interventions that would be appropriate. They include a rationale for why these interventions are appropriate for this situation. **If problems were not correct, marks are not given for interventions or rationale in this section**. This will count for **12 marks**. Both the intervention and the rationale must be **specific and correct** to receive full marks, **partial marks are not assigned**.

### TWO (2) TAKE-HOME MULTIPLE CHOICE TESTS - 10 MARKS (5 marks for each)

1. Distributed during the PBL session of weeks 8 and 14 and returned Wednesday, **March 7 and April 11, 2001**.
2. To ensure security of your paper, please submit your paper to your tutor on the due date, do not submit them to the tutor's mailbox or desk.
3. The quiz will be returned for a brief discussion to students in a PBL session.
4. The highest mark for both quizzes will be used to assign the mark out of 10. **Students must complete the quizzes to achieve credit for the course.**