



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 2000**Applied Nursing Science 2****Start Date:** August 2003**End Date:****Total Hours:** 51 **Total Weeks:** 17**Term/Level:** 2 **Course Credits:** 3.5**Hours/Week:** 3 **Lecture:** **Lab:****Shop:** **Seminar:** **Other:****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 Family Practicum

■ 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 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.

■ Detailed Course Description

NURS 2000 fosters student's ability to explore health situations from a professional nursing perspective by working collaboratively in small groups. Students will apply selected theoretical concepts.

■ Evaluation

• Group Skills	10%
Satisfactory ability to function effectively in the problem-based group is required for passing.	
• Research/Teaching Skills	10%
• Two papers that discuss one of the central concepts of NURS 1000 or NURS 2000 courses	35%
Both papers must be submitted to receive a mark for the course.	
• A problem-solving exam	
• Two take-home multiple choice tests	35%
The quizzes must be completed to achieve credit for the course.	
	10%
TOTAL	100%

Comments: All assignments must be completed to achieve a passing grade.

■ Course Learning Outcomes/Competencies

Upon successful completion, the student will be able to:

1. develop a theoretical knowledge base related to nursing and specifically the nursing role in relation to selected common health problems and the inherent concept/context in the health situations studied.
2. develop an ability to accept a variety of perspectives related to the situation.
3. analyze contextual influences as relevant to the situation.
4. actively work in the group, with commitment and initiative, to develop a planned approach towards understanding the situation.
5. use facilitation skills in the group so that the group functions productively.
6. reflect on own growth in developing effective facilitation skills.
7. establish relationships with group members that achieve the tasks of the group.
8. develop ability to monitor group process.
9. develop ability to give feedback to other members of the group in a manner that facilitates the group goal.
10. teach researched topics to group members utilizing principles of teaching and learning in a competent and professional manner.

■ Process Learning Threads 2000

Professionalism: Students further develop an understanding of the professional nurse's role. They develop a nursing knowledge base regarding common health problems that is required for safe practice and analyze contextual influences. With assistance students consider theoretical perspectives relevant to understanding individual issues. They are accountable and responsible to follow through with work they have agreed to do. 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.

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. The critically read and compose essays, critical analyses and summaries. They use APA style.

Systematic 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.

■ Process Learning Threads 2000 (cont'd)

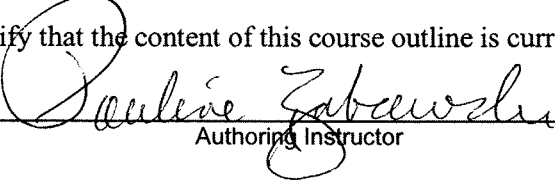
Professional Growth: Students take responsibility for their learning and for preparing information for problem-based sessions that is accurate and relevant. They begin to consider individual learning styles and take that into consideration when they prepare material. Also, they are responsible and accountable 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.

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.

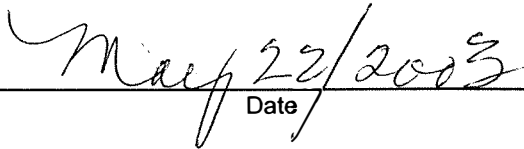
Technical Skills: Students discuss technical skills relevant to health issues and the rationale for why they are performed.

■ Verification

I verify that the content of this course outline is current.



Authoring Instructor

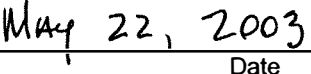


Date

I verify that this course outline has been reviewed.

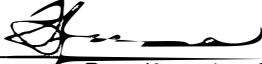


Program Head/Chief Instructor

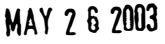


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

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

■ Instructor(s)

Pauline Zabawski	Phone: 604-451-6957	E-mail Address: pauline_zabawski@bcit.ca (Leader)
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Susan McDonald	Phone:	E-mail Address:

Office Location: SE12-418 Office Hours: As posted

■ Learning Resources

Required:

1. Davies, B., & Logan, J. (1999). *Reading research. A user-friendly guide for nurses and other health professional* (2nd ed.). Canada: Canadian Nurses Association.
2. **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* (2nd ed.). Scarborough, ON: Appleton & Lange, Canada.
 - Kerr, J.R. & Sirotnik, M.K. (Eds). (2001). *Canadian fundamentals of nursing*, (2nd ed.). St. Louis, MO: Mosby Yearbook, Inc.
4. **A medical-surgical text is required.** One of the following texts is suggested:
 - Black, J.M., & Matassarin-Jabos, E. (2001). *Medical-surgical nursing: Clinical management for continuity of care*, (5th ed.) (6th ed.). Philadelphia, PA: Saunders.
 - Phipps, W.J., Sands, J.K., & Marek, J.F. (1999). *Medical-surgical nursing: Concepts and clinical practice* (6th ed.). St. Louis, MO: Mosby, Inc.
5. **A nursing/medical dictionary is required.** One of the following is suggested:
 - Anderson, K.N., Anderson, L.E., & Glanze, W.D. (2001). *Mosby's medical nursing and allied health dictionary* (6th ed.). St. Louis, MO: Mosby., Inc.
 - Taber, C.W. (2001). *Taber's cyclopedic medical dictionary* (19th ed.). Philadelphia: F.A. Davis.
6. **A diagnostic tests handbook is required.** One of the following two texts is suggested:
 - Wilson, D.D. (1999). *Nurses guide to understanding laboratory and diagnostic tests*. Philadelphia: Lippincott.
 - LeFever Kee, J. (2001). *Handbook of laboratory and diagnostic tests: With nursing implications* (4th ed.). Toronto: Prentice Hall.
7. **A pharmacology handbook is required.**
8. **A standard nursing care plan book is recommended.**
9. **An APA reference is recommended.**

■ 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 independent research 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.

■ Course Content

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

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

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

- Diversity
- *Dying
- Ethnicity
- 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.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

Assignments: Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes: There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

Note:

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, 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, Student Medical Certificate).

■ Group Skills — 10% 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.

■ Group Skills (cont'd.)

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 **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. The tutor's mark will count for 50% of the mark and the student and the group will determine the other 50%. The tutor will make the final decision.

■ Research/Teaching — 10% 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 adult teaching and learning should guide the presentation of the research.***
2. Criteria for research/teaching 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 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. The tutor's mark will count for 50% of the mark and the student and the group will determine the other 50%.

■ Assignment Details

There are two written assignments. The purpose of these two assignments is to provide students with the opportunity to explore and discuss a concept encountered in Applied Nursing Science 1 or 2. The first paper will include a title page, the introduction and the definition of the selected concept and references. The second paper will give a clear ***in-depth exploration*** of the same 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/or future practice.***

Paper 1 – Outline of the Concept Paper – 10% of Final Mark – due Wednesday, September 24, 2003 by 0830 hours

1. This paper is the **introduction section** to the concept paper. It presents the ideas being discussed and the organization of the second and final paper. The introduction is to be no more than **one page**.
2. An initial literature review is to be done to **define the selected concept** using two different sources. *Required or recommended textbooks will not be accepted as sources.* Dictionaries or encyclopedias can be used for definitions. The text is to be no more than **one page**.
3. Your paper must follow APA guidelines for referencing in the text, spelling, grammar, format and content.
4. A reference list must be included that follows APA.

Paper 1 – Outline of Concept Paper (cont'd)

5. The paper must be submitted to receive a mark for the course.
6. Marks will be assigned according to three criteria: content, structure or organization and mechanics of writing. The paper will be marked out of 10. See marking scheme criteria below. Late marks are deducted from the paper mark and not from the total course.
7. 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.
8. If your paper is late, **10 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 from your course leader**.
9. **25% will be deducted from the final grade of this paper for plagiarism.**

I. Content of the Paper

The literature review shows the beginning analysis of the concept: (2 marks)

- /0.5 identifies the selected concept
- /1 defines the concept using two different dictionary or encyclopedia references.
- /0.5 identifies two perspectives that will be discussed in the Concept Paper

II. Structure of the Paper

- a. The structure includes the organization and writing style of the paper. (5 marks)

- /2 writes in a tone or style appropriate for health care professionals.
- /3 starts the paper with an introduction which:
 - identifies the selected concept being analyzed,
 - outlines the organization of the paper
 - cites the two perspectives being used to analyze the selected concept.

- b. The paper follows APA guidelines. (2.6 marks)

- /1 uses correct format for references list.
- /1 uses correct citation for references in body of paper.
- /0.6 includes a title cover page, page numbers and headings.

III. Mechanics of Writing

The paper is written according to English conventions. (0.4 marks)

- /0.1 sentence structure
- /0.1 grammar
- /0.1 spelling
- /0.1 punctuation

_____ Total marks out of 10

Concept Paper – 25% of Final Mark – due Wednesday, October 29, 2003 by 0830 hours

1. This paper will build on the work done for the first paper and will **incorporate the necessary changes of the first paper**. If changes are not made from paper #1 to this paper, marks will be deducted.
2. The paper will be organized as follows: a title page, introduction, definitions of the concept, definition and in-depth discussion of **two different perspectives** of the same selected concept, comparison and contrast of the perspectives, an application to **your nursing practice**, a conclusion, and a reference list.
3. A literature review which incorporates the definitions from the first paper with a **discussion of these definitions**. Further research which gains a variety of at least two perspectives on the chosen concept must be included. You will need to scan several pieces of literature to select at least six to eight literature sources to use in your paper.
4. A minimum of 2 references are to be primary sources, each perspective must have 1 primary source. (*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 six to eight sources for exploring the concept.
5. Your paper must follow APA guidelines for format and content.
6. The text of the paper must be between **9 to 10** pages in total.
7. The paper must be submitted to receive a mark for the course.
8. 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, **10 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 from your Course leader*.
9. Two copies of the paper are to be submitted. The tutor will retain one paper.
10. 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.
11. **Students may be asked to discuss aspects of their paper with their group.**
12. **25% will be deducted from the final grade of this paper for plagiarism.**

I. Content of the Paper: (75 Marks)

- a. The *literature review* shows analysis of the concept. (55 marks)

- /5 **discusses** the concept in general, using the 2 definitions used in the first paper.
- /4 **defines** the selected concept by using *two different perspectives**
- /20 **discusses in depth** the selected concept by using the above same *perspectives**.
- /9 **discusses** at least three similarities between these *perspectives**.
- /9 **discusses** at least three differences between these *perspectives**.
- /4 includes 1 **primary reference** for each of these *perspectives**.
- /4 includes at least 8 **acceptable** references (refer to previous page, #4).

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

- b. The above *literature review* is applied to **your** nursing practice (20 marks).

- **Hint: use first person in this section.**

- /20 provides and **discusses** at least four examples of how you will, as a student nurse, apply this knowledge (*acquired in the literature review*) to your nursing practice.

II. Structure of the Paper: (21 Marks)

- a. The structure includes the organization and writing style of the paper. (12 marks)

- /3 written in a tone or style appropriate for health care professionals.
- /2 starts with an introduction which presents the ideas being discussed and the organization of the paper.
- /6 ends with a conclusion that summarizes the paper.
- /1 each paragraph has a topic sentence, discusses one idea, and there is a clear transition between paragraphs.

- b. The paper follows APA guidelines (9 marks)

- /3 uses correct format for references list.
- /3 uses correct citation for references in body of paper.
- /1 includes a title cover page and page numbers.
- /2 uses correct format for headings.

III. Mechanics of Writing: (4 Marks)

- a. The paper is written according to English conventions. (4 marks)

- /1 sentence structure
- /1 grammar
- /1 spelling
- /1 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
- Wednesday, December 3, 2003
- in Town Square A & B.

In **Part A**, you will be presented with a health situation.

1. You will develop a comprehensive list of ten (10) different potential patient problems that are related to a minimum of five (5) different **NURS 2000** concepts. The problem **must include the cause**, (e.g., *fatigue as a result of nutritional deficiency and blood loss during surgery*).
2. You will identify at least **three (3)** things you will **assess** and the related, likely, **evidence** to validate there is a problem for each of these ten (10) problems.
3. You will hand in this part of the exam to the tutor. You will record on carbonless paper so you may have a copy of this exam for the next part.
4. This part of the exam will count for **10 marks**. One-half (0.5) mark will be given for the correctly worded problem statement and concept. One-half (0.5) mark for three assessments/evidence, partial marks will not be given for less than three.

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

1. You will list the top four (4) priority problems **relevant to this data**. Again, the problems **must include the cause**. You will describe **all the evidence** in the situation that supports the inclusion of each priority problem. You may include issues from Part A if they are relevant. This will count for **8 marks**. One (1) mark is given for the correctly worded problem statement and one (1) mark is given for all the evidence.
2. You will include a rationale for choosing these four (4) priority problems (**What is the impact on the patient?**), 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 problems, list a minimum of three (3) nursing **interventions** that would be appropriate. Include a **rationale** for why these interventions are appropriate for this situation. *If problems were not priority, 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*. **Note: only the first 3 interventions will be corrected, do not waste your time including more than 3 interventions.**

Two (2) Take-Home Multiple Choice Tests – 10 Marks

Distributed during the PBL session of Weeks 7 and 13 and to be submitted at 0830 hours on Monday, October 15 and November 26, 2003.

1. 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.
2. The quiz will be returned for a brief discussion to students in a PBL session.
3. The average mark of both quizzes will be used to assign the mark out of 10. **Students must complete the quizzes to achieve credit for the course.**