



A POLYTECHNIC INSTITUTION

School of Health Sciences  
Program: Bachelor of Science in Nursing  
Option:

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

<b>Start Date:</b> August 2007	<b>End Date:</b> December 2007
<b>Total Hours:</b> 51 <b>Total Weeks:</b> 17	<b>Term/Level:</b> 2 <b>Course Credits:</b> 3.5
<b>Hours/Week:</b> 3 <b>Lecture:</b> <b>Lab:</b>	<b>Shop:</b> <b>Seminar:</b> <b>Other:</b>

**Prerequisites**

<b>Course No.</b>	<b>Course Name</b>
NURS 1000	Applied Nursing Science 1

**NURS 2000 is a Prerequisite for:**

<b>Course No.</b>	<b>Course Name</b>
NURS 3000	Applied Nursing Science 3
NURS 3032	Family Nursing Theory
NURS 3034	Family Practicum
NURS 1060	Pharmacology
NURS 3038	Mental Health Practicum

**v Course Description**

Students develop nursing knowledge, skills, attitudes and judgements while exploring health situations in problem-based groups. Each health situation requires the development of a plan for nursing care. Nursing, growth and development, ethnicity, health promotion, health, illness, pain, loss and grief, dying, physiological stress, diversity, spirituality, social and economic context, and group process are the concepts emphasized in this course.

In their problem-based groups, students develop the processes crucial to nursing practice: professionalism, communication, systematic inquiry, professional growth, creative leadership and technology-in-practice.

Problem-based, small group learning is the format used in this course. Instructor facilitators/tutors meet with a maximum of 12 students weekly for the duration of the course. The groups work at their pace as they identify learning issues to investigate then apply this learning to the health situation. All health situations must be completed by the end of the course.

**v Detailed Course Description**

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

v **Evaluation**

• Group Skills <b>Satisfactory ability to function effectively in the problem-based group is required for passing.</b>	15%
• Research/Teaching Skills	10%
• Two papers that discuss one of the <b>central concepts</b> of NURS 1000 or NURS 2000. <b>Both papers must be submitted to receive a mark for the course.</b>	30%
• A problem-solving exam	35%
• Two take-home multiple choice quizzes – each worth 5% <b>The quizzes must be completed to achieve credit for the course.</b>	10%
<b>TOTAL</b>	<hr/> 100%

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

**Students must achieve 50% or > of the weighted average on Papers 1 &2 and the Final Exam.**

v **Course Outcomes**

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

1. Develop nursing knowledge related to the nursing of human beings (individuals, families, groups and populations) with selected common health experiences by:
  - Discussing the influence of concepts and context.
  - Sharing academic research that is current and accurate.
  - Applying research.
2. Develop partnerships with human beings by:
  - Accepting a variety of perspectives in learning experiences.
  - Monitoring the group's ability to develop the partnership process.
  - Using facilitation skills in the group to ensure optimal group functioning.
  - Giving feedback to group members to facilitate achievement of mutually defined group goals.
  - Reflecting on own ability to partner with human beings and implementing learning plans to develop own ability.
  - Considering principles of teaching and learning.

**v 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**

### Instructors

Susan Rowe-Sleeman	Phone: 604-454-2216	E-mail : susan_rowe-sleeman@bcit.ca (CL)
Pauline Zabawski	Phone: 604-451-6957	E-mail : pauline_zabawski@bcit.ca
Angela Lam	Phone: 604-451-6948	E-mail : <a href="mailto:angela_lam@bcit.ca">angela_lam@bcit.ca</a>
Kathy Quee	Phone: 604-451-6950	E-mail : kathy_quee@bcit.ca
Diane Brothers	Phone: 604-451-6956	E-mail: diane_brothers@bcit.ca
Janet MacDonald	Phone: 604-456-1140	E-mail: janet_macdonald@bcit.ca

Office Location: SE12-418 Office Hours: As posted

### v Learning Resources

#### Required:

1. Black, J.M., & Hawks, J.H. (2005). *Medical-surgical nursing: Clinical management for positive outcomes*. (7<sup>th</sup> ed.). Philadelphia, PA: Saunders.
2. College of Registered Nurses of British Columbia. (2006). *Scope of practice for Registered Nurses; standards, limits, conditions*. Vancouver, BC: CRNBC. Retrieved, May 17, 2007. @ <http://www.crnbc.ca/downloads/433-scope.pdf>
3. Davies, B., & Logan, J. (2003). Reading research. *A user-friendly guide for nurses and other health professionals*. (3<sup>rd</sup> ed.). Canada: Canadian Nurses Association.
4. Philosophy Task Force. (2006). *Bachelor of Science nursing curriculum philosophy*. Burnaby, B.C.: British Columbia Institute of Technology.
5. Ross-Kerr, J.C., & Wood, M.J. (2006). *Potter & Perry's Canadian fundamentals of nursing*. (3<sup>rd</sup> ed.). Toronto, ON: Mosby-Elsevier.
6. Taber, C.W. (2001). *Taber's cyclopedic medical dictionary* (19<sup>th</sup> ed.). Philadelphia: F.A. Davis.
7. A diagnostic tests handbook.
8. A pharmacology handbook.
9. A standard nursing care plan book is recommended.
10. An APA reference is recommended (based on APA Publication Manual, 5<sup>th</sup> edition).

## v Information for Students

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

**Assignments** must be done on an individual basis unless otherwise specified by the instructor.

If your paper is late, **10 percent of the actual paper mark will be deducted for each day it is late. For example if the paper is out of 100, 10 marks will be deducted for each 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.

**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**.

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

**The following statements are in accordance with the BCIT Student Regulations Policy, 5002.**

To review the full policy, please refer to <http://www.bcit.ca/files/pdf/policies/5002.pdf>

**Attendance/Illness:** In the case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program. 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.

**Academic Misconduct:** Violations of academic integrity, including dishonesty in assignments, examinations or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

### **Cheating, Fabrication, Plagiarism and/or Dishonesty:**

**First Offense:** Any Student in the School of Health Sciences involved in an initial act of Academic Misconduct – **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offense:** Any Student in the School of Health Sciences involved in a second act of Academic Misconduct – **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in that course and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, expulsion from the program.

**Attempts:** BCIT Nursing Program Student Guidelines, Policies and Procedures located online at <http://bcit.ca/health/nursing> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations". Applicants who have any combination of two instances of withdrawal or failure, in any Nursing Practicum course(s) for academic or performance reasons, will not be readmitted to the program.

**Accommodation:** Any student who may require accommodation from BCIT because of a physical or mental disability should refer to the BCIT Policy on Accommodation for Students with Disabilities (Policy #4501) and contact the BCIT Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reasons) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

**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.

**v 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.

**Process Learning Threads N2000**

**Professionalism-** is a process that evolves throughout professional life as nurses make the client the primary focus of nursing and commit to providing nursing service in the public interest (*Bachelor of Science in Nursing Curriculum Philosophy*, 2006). Students develop professionalism by actively engaging in learning partnership with nursing students and nursing instructors. With assistance, students consider theoretical perspectives relevant to understanding individual issues. They also commit to using reasoning and reflection to develop professional nursing attitudes, judgments, knowledge and skills.

Students commit to honesty, integrity, responsibility, accountability and moral commitment consistent with the Canadian Nurses Association *Code of Ethics for Registered Nurses* (2002) as they develop optimism, comfort with uncertainty, and passion for nursing in this theory course.

Students develop their ability to practice professionally by developing a depth of nursing knowledge, considering humanistic care, making defensible nursing judgments, evaluating planned care, reading and using nursing research, and considering contexts that promote, maintain and restore health.

**Communication-** is a dynamic process by which embodied, verbal, written, emotional and spiritual messages are exchanged (McMaster University, 1993). Students develop professional communication by establishing shared meaning and partnership with nursing students and nursing instructors in their work groups. They also critically read, write and work process essays using APA style.

Students develop partnership by believing all human beings have worth and potential and are unique. They value cooperation and commit to share the responsibility, risk, and power inherent in partnerships. They value partnership, open communication and the contributions participants bring, and they believe in the capacity of others to engage in partnership and empowerment.

Nursing partnership is developed in this course:

- Students agree to partner and negotiate roles, responsibilities and actions. They use critical listening to explore group concerns, assist with self-reflection, identify capacities and build trust in the partnership.
- Students share knowledge about health and the management of health concerns. Students use their personal power and work to pool abilities and learn from each other. Students apply teaching and learning principles in their role as educator reinforce capacity, support decision-making, teach new knowledge and skills and monitor progress in achieving goals. They engage actively in decision-making to gain control of their learning and increase competence, confidence and self-reliance.
- Students use facilitation skills to build effective work teams, differentiate between tasks and process skills and provide constructive feedback to evaluate individual and group function.

**Systematic Inquiry--** involves the processes of critical thinking, decision making and research. They access texts, databases and internet sites for information.

- To develop critical thinking, students continue to challenge assumptions, consider the importance of context, imagine alternate perspectives and begin to be reflectively skeptical (Brookfield, 1987) when considering the health experience. They engage in self-reflection and dialogue with nursing students and instructors. This reflective questioning, thinking and evidence search is used continually to develop approaches to health concerns.
- To develop decision making, students use reasoning to make connections and judge information. They use critical thinking and academic research to consider the best possible decisions.
- To develop research ability, students initiate a diligent, systematic investigation of concepts and data relevant to the health experience presented. They investigate appropriate and relevant literature to expand their body of knowledge and begin to consider research studies to assess evidence.

**Professional Growth-** is a process of self-inquiry and self-direction that facilitates learning. Students continue to evaluate theirs and others' performance, assess learning gaps, reflect on these gaps and why they might exist, manage information to search for learning opportunities, think critically about learning options, and then critically appraise the consequences of the learning and teaching options implemented. Students have the self-discipline, initiative, commitment to nursing and passion for nursing practice to engage with nursing students and instructors to enhance their professional growth. They assume responsibility and accountability for their professional growth in this course. They begin to reflect on their personal values, beliefs and assumptions about nursing concepts, health situations and group norms.

**Creative Leadership-** is a process that evolves throughout a nurse's professional life. Students continue to develop creative leadership that enhances and supports the creative potential within followers by nourishing a common vision and focusing activity towards the common goal. Students also continue to develop self-understanding so they can transcend self-interest, establish meaningful connections with nursing students and instructors, challenge the status quo, and incorporate nursing ethics into their actions. They continue to support self-direction and risk-taking in nursing students and instructors and recognize the contributions of others.

At all levels, students develop exemplary followership (Kelley, 1992). That is, they develop the independence and initiative to think critically and challenge the leader so the best idea, strategy or goal is identified, but they are also loyal energetic supporters of the goal (Chaleff, 1998). Students know their strengths thus their unique contribution to the goal. Students develop the ability to move between exemplary followership and creative leadership roles as the situation requires.

**Technology-in-practice** -“Technology involves organization, procedures, symbols, new words, equations and . . . a mindset” (Franklin, 1990, p. 12). Technology-in-practice is the ways of knowing, being and doing in health that enhances patient care. Students continue to develop understanding of the impact of technology-in-practice on culture, socially accepted practices and values. Students continue to appreciate the impact of technology-in-practice on patients and health care workers.

**British Columbia Institute of Technology**  
**Bachelor of Science in Nursing**  
**NURS 2000**  
**Applied Nursing Science 2**  
**Course Information**  
**August 2007**

**v 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:

<b>Previously Covered:</b>	<b>New Concepts in Level 2</b>
Critical Thinking	Dying (physiological)
Group Process	Chronic Illness
Health	Palliation
Illness	Patient Education
Health Promotion	Loss and Grief
Determinants of Health	Pain (acute, cancer, chronic)
Community Resources	Stress (physiological & psychological)
Nutrition	Ethnicity for Jewish and First Nations
Illness/Injury Prevention	Growth and Development for 30 and 57 yr old
Diversity	Nursing
Ethnicity	BCIT Curriculum Philosophy
Growth and Development	Nursing and Profession Caring
	Models of Nursing
	Adaptation Model (Callista Roy)
	Transcultural Model (Madeleine Leininger)

**The following contexts will be emphasized in Level 2:**

- Social/Economic
- Poverty
- Spiritual

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.

**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 written and verbal **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 will be 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.**

**v 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 group will determine the other 50%.  
**The tutor will make the final decision.**

### v 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 – 5% of Final Mark – due according to class schedule.**

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. This introduction section 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.
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.
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.
7. An electronic copy and a paper copy of the assignment will be sent/submitted to the tutor by 0830hrs on the due date. The paper copy should be in a folder.

If your paper is late, **10 percent will be deducted for each 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 due date from the Course Leader**. **Late marks are deducted from the total paper mark of 10 and not from the total course mark: 10% equals 1 mark per day.**

Plagiarism: SOHS Rules of Misconduct will apply.

**Breakdown of Marks****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 according to class schedule.** 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.

1. 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.
2. 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 eight literature sources to use in your paper.  
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.**
3. Your literature review should use **primary sources whenever possible**. Some secondary sources may be used; **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 eight sources for exploring the concept.**

4. Your paper must follow APA guidelines for format (**margins & font size will be checked**) and content.
5. The **text** of the paper must be **no more than 2800 words in total** (this is excluding title and reference pages). The paper must be submitted to receive a mark for the course.
6. If your paper is late, **10 percent will be deducted for each 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 due date from the Course Leader**. **Late marks are deducted from the paper mark total of 100 and not from the total course mark: 10% equals 10 marks per day.**
7. An electronic copy and a paper copy of the assignment will be sent/submitted to the tutor by 0830hrs on the due date. The paper copy should be in a folder.

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.

Students may be asked to discuss aspects of their paper with their group.

Plagiarism: SOHS Rules of Misconduct will apply.

**Breakdown of Marks****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, #3).

\***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, as a student nurse, will apply this knowledge (**acquired in this paper’s 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**

**v Examination Details****Final Problem Solving Exam – 35 Marks**

**Scheduled time is: 2 hours and 50 minutes to complete the exam.**

- **held during the afternoon PBL class time in Week 16.**

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 related to nutritional deficiency and blood loss during surgery)**. You will receive a list of concepts.
2. You will identify at least **three (3)** things you could **assess** and specify the **likely evidence associated with each assessment** that would be present 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 Part A while completing Part B.
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 appropriate concept. One-half (0.5) mark will be given for three assessments and likely evidence. Partial marks will not be given for less than three of each.

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 be related to a cause**. You will describe **all the evidence** in the situation that supports the inclusion of each priority problem. You may include problems 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 each of the four (4) priority problems (**What is the impact on the patient?**), counting for **5 marks**. 1.25 marks are assigned for each rationale.
3. For each of the **correct four (4)** priority problems, list three (3) appropriate nursing **interventions**. Include a **rationale** for each intervention. If problems were not a priority, marks are not given for interventions or rationales. 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 marked, do not waste time including more than 3 interventions.**

**Two (2) Take-Home Multiple Choice Quiz – 10 Marks (5 marks each)**

These assignments may be done collaboratively.

Distributed during class according to the Weekly Schedule.

1. To ensure security, please submit your quiz **by 0830hrs on the due date** as arranged by the tutor (regardless of class time).
2. The quiz will be reviewed with students during class.
3. **Each quiz carries a weight of 5%. Students must complete the quizzes to achieve credit.**