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

NURS 2000
Applied Nursing Science 2

Start Date:	January 2008		**End Date:**	May 2008

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 1030	Practicum 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
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 Evaluation

- Group Skills
  Satisfactory ability to function effectively in the problem-based group is   15%
  required for passing.

- Research/Teaching Skills   10%

- Two papers that discuss one of the **central concepts** of NURS 1000 or NURS 2000.   30%
  Both papers must be submitted to receive a mark for the course.

                                                                                          35%
- A problem-solving exam

- Two take-home multiple choice quizzes – each worth 5%   10%
  The quizzes must be completed to achieve credit for the course.

TOTAL   ____
                                                                                          100%

<u>**Comments**</u>: **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

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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.* (7th 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.* (3rd 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.* (3rd ed.). Toronto, ON: Mosby-Elsevier.

6. Taber, C.W. (2001). Taber's cyclopedic medical dictionary (19th 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, 5th edition).

v   Information for Students

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.

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.

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.

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.

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**.

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.