



FEB - 5 1997

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline Part A

School of Health Sciences

Program: Nursing

Option:

NURS 2010

Nursing and Health Issues 2

Hours/Week:	6	Total Hours:	102	Term/Level:	2
Group Work:	3	Total Weeks:	17	Credits:	7
Independent Work:	3				
Other:					

Prerequisites

NURS 2010 is a Prerequisite for:

Course No.	Course Name	Course No.	Course Name
NURS 1010	Nursing and Health Issues 1	NURS 3010	Nursing and Health Issues 3
		NURS 3030	Nursing Practicum 3

Course Goals

Nursing 2010 fosters students ability to explore health situations from a professional nursing perspective by working collaboratively in small groups.

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, lung cancer, and gastrointestinal bleeding.

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

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 3 situations during the term. A simulated patient may be associated with the health situation.

Evaluation

- Group skills — 30% of mark
Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.
 - A paper that discusses one of the central concepts of the course — 35% of mark.
 - A written test of problem solving ability — 35% of mark.
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Course Outcomes

The student will:

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

When exploring the health situations presented in this course, students will consider the following concepts:

- Illness
- Loss and Grief
- Death
- Pain - acute and chronic
- Complementary Therapy
- Chronicity
- Coping - Rehabilitation
- Health Promotion
- Physical and Emotional Context
- Growth & Development
- Culture
- Community Resources
- Group Process

Course Content (cont'd.)

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

- Rheumatoid arthritis
- Lung cancer
- Gastrointestinal bleeding. This situation will also present the concepts of shock and fluid and electrolyte balance.

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.

Process Threads Relevant to this Course

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

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

Course Record

Developed by: Lynn Field Date: Nov. 22/96
Instructor Name and Department (signature)

Revised by: _____ Date: _____
Instructor Name and Department (signature)

Approved by: M. Deirdre R. Raley Start Date: January, 1997
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part B**

School of Health Sciences

Program: Nursing

Option:

NURS 2010

Nursing and Health Issues 2

Effective Date

January, 1997

Instructor(s)

	Phone	Office No: SE12-418	Office Hrs.: as posted
Pauline Zabawski	6957		
Linda Barratt	8916		
Diane Belyk	8910		
TBA			

Text(s) and Equipment

Required:

1. Canadian Nurses Association. (1991). *Code of ethics for nurses*. Ottawa: Author.
2. Registered Nurses Association of British Columbia. (1992). *Standards of nursing practice in British Columbia*. Vancouver: Author.
3. Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
4. Snyder, M. (1992). *Independent nursing interventions* (2nd ed.). Albany, NY: Delmar.
5. **A fundamentals text is required.** One of the following fundamentals texts is suggested:
 - Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of nursing: Human health and function* (2nd ed.). Philadelphia: Lippincott.
 - DuGas, B.W., & Knor, E.R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, ON: Appleton & Lange Canada.
6. **A medical-surgical text is required.** One of the following texts is suggested:
 - LeMone, P., & Burke, L.M. (1996). *Medical-surgical nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.
 - Smeltzer, S.C., & Bare, B.C. (1996). *Brunner & Suddarth's textbook of medical-surgical nursing* (8th ed.). Philadelphia: Lippincott.

Text(s) and Equipment (cont'd.)

7. **A nursing/medical dictionary is required.** One of the following two texts is suggested:

- Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1994). *Mosby's medical nursing and allied health dictionary* (4th ed.). St.Louis: Mosby.
- Miller, B.F., & Keane, C.B. (1992). *Encyclopedia and dictionary of medicine, nursing and allied health* (5th. ed.). Philadelphia: Saunders.

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.**

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.

Course Notes (Policies and Procedures)

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the instructor 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.

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 will not meet the attendance requirement of the course and may be withdrawn from the course. (See BCIT policy re: attendance).

Group Skills

1. **Each student must participate to develop their group skills. Productive group function is a major expectation of this course.**
2. The course outcomes describe the group skills that students will develop in the course. Each group will develop criteria for these group skills. Weekly written and/or verbal discussions of group skills will occur so that individuals can develop their skills. The student, their peers in the group, and the instructor will assess each student's group skills based on the identified criteria and give feedback. 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.
3. Following this final assessment, students will be expected to submit a mark for their own and each of their peers' group skills. The marks given by peers will be averaged to obtain the peer mark. The instructor will also assign a mark to each student's group skills. The marks from the instructor, the student and the peer group will each count for one third of the final group function mark. **All students must be judged satisfactory in this area to receive the marks earned for the paper and the problem solving exam. If students are not judged satisfactory in group function, they will receive an unsatisfactory for the course.**

Written Assignment

1. As the purpose of the written assignment is to help students develop their ability to reason and reflect, students may request assistance as they need it and as instructors are able to give it. There is no penalty for this assistance. **It is strongly recommended that students discuss the concept paper with their instructor.**
2. The paper counts for 35% of the course mark. **It must be word processed.**
3. Marks will be assigned according to three criteria; content of the paper, structure or organization of the paper, and mechanics of the writing.

The **content of the paper** refers to the thinking demonstrated. It counts for 50% of the mark assigned for the paper:

- The literature review shows analysis of the concept and the application of the concept to the human situation:
 - /5 similarities within the literature are identified
 - /5 differences within the literature are identified
 - /5 gaps in the literature are identified and
 - /5 reasons for the gaps are discussed.
- There is evidence given to support the analysis of the topic. The evidence is:
 - /5 clearly stated, (this includes appropriate identification of the source.)
 - /5 of sufficient quantity to support the idea and
 - /5 relevant to the topic.

Written Assignment (cont'd.)

- The body of knowledge on the concept is critiqued for the assistance it gives in understanding the human being in the situation. It:
 - /5 discusses how the knowledge helps or hinders understanding of the human situation.
 - /5 discusses what is missing from the literature that would have been helpful in understanding the human situation.
 - /5 suggests possible nursing applications of the concept.
 - The **structure of the paper** refers to how it is organized. It counts for 30% of the mark assigned:
 - /4 The tone or style of the paper is appropriate for an academic audience.
 - /4 There is an introduction that presents the idea being discussed
 - /4 There is a conclusion that summarizes and extends the ideas.
 - /3 APA style is used throughout the paper and the paper is in a cover.
 - /4 A central idea organizes the paper
 - /4 Paragraphs form units of thought.
 - /4 Paragraphs include a topic sentence and details that support the topic sentence.
 - /3 The links between paragraphs provide smooth transitions.
 - The **mechanics of writing papers** refers to:
 - /4 sentence structure,
 - /4 grammar,
 - /4 spelling,
 - /4 punctuation, and
 - /4 verb tense. All must be according to English conventions. Mechanics count for 20% of the mark assigned.
5. Students who question a mark may request a reread of their paper. Another instructor will read the paper and assign the final mark. A clean copy of the original paper may be requested for the reread. Only one reread may be requested for the paper.
 6. Students may negotiate an extension of the submission date for the paper as long as the extension does not exceed the final deadline for submission of the paper. Extensions must be negotiated at least 24 hours before the paper is due.
 7. If a paper is late without a negotiated extension, the mark for the paper will be dropped 15 marks below what would have been assigned if the paper had been submitted on time, i.e., from 90% to 75%. If the paper is submitted after the final deadline, it will be penalized 15% for each school day late.
 8. **The paper must be submitted to achieve a mark for the course.**

Written Assignment Details

CONCEPT PAPER — due week 10 (March 22, 1997). Final Deadline — April 5, 1997.

The purpose of the paper is to apply a course concept to an actual human situation. Therefore:

1. Identify a person to which you could apply a course concept.
2. Select one of the following course concepts:
 - Loss or Grief
 - Pain - acute or chronic
 - Death
 - Health promotion
 - Complementary therapy
 - Chronicity
 - Coping - rehabilitation
 - Physical or emotional context

If you wish to write a concept paper on another concept related to the course, discuss your idea with your instructor.

3. Then, review the literature related to the concept and summarize it. Be sure to look for several perspectives that could be taken about the concept. Generally, 8–10 pieces of literature will give you a reasonable sample.
4. Critique the body of knowledge on the concept for the assistance it gives you in understanding the human being in the situation you have chosen.
 - In what way does the knowledge help or hinder your understanding of the human being in the situation?
 - When using the concept in this situation, what is missing from the literature that would have been helpful?
5. Suggest some possible nursing applications of this concept. Be sure to account for the assumptions you make when you suggest this application.
6. Use APA style when writing the paper. Consult the publication manual for type size, spacing, margins, titles, cover pages, pagination, and referencing.
7. The maximum length of this paper is 10 pages.

Examination Details

PROBLEM SOLVING EXAM — 30 marks, about three hours long, held during the PBL session of week 15. April 26, 1997.

1. Students will be presented with a health situation.
 - In Part A, they will develop a comprehensive list of the concepts that could be relevant to the situation. They will identify a method of validating these concepts then hand in this part of the exam to the instructor. The student will record on carbon-less paper so that they may have a copy of this part of the exam for the next part. This part of the exam will count for 10 marks.

Examination Details (cont'd.)

- In Part B, they will be given additional patient data for the situation. They will revise the list of relevant concepts based on the data provided and describe the reasoning behind the revisions made. This part of the exam will count for 10 marks. Then they will choose one issue and list nursing intervention with rationale that would be appropriate for the health situation. This will count for 10 marks.
2. The exams will be marked by the instructor then reviewed in the problem-based group during week 17.
 3. **All students must satisfactorily complete this exam to achieve credit for the course.**