



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline Part A

School of Health Sciences

Program: Nursing

Option:

**NURS 2010****Nursing and Health Issues 2**


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

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**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

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**Course Goals**

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

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**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.

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**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 —  
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 — 50% of mark.
  - A written test — 50% 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

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

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

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

- Illness — shock and fluid and electrolyte balance
- \*Loss and Grief
- \*Death
- \*Pain — acute and chronic
- \*Complementary Therapy
- \*Chronicity
- \*Coping — Rehabilitation

### Course Content (cont'd.)

- \*Health Promotion
- \*Physical and Emotional Context
- Growth & Development
- Culture
- Community Resources
- Group Process

\*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.

### 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.
- 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.
- 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.

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  
Instructor Name and Department (signature)

Revised by: Debbie Zaback  
Instructor Name and Department (signature)

Approved by: M. Desmond R. Kasey  
Associate Dean / Program Head (signature)

Date: November 22, 1996

Date: Dec 18/97

Start Date: \_\_\_\_\_



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### Effective Date

January, 1998

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### Tutors

	Phone	Office No: SE12-418 (In Charge)	Office Hrs.: as posted
Pauline Zabawski	451-6957		
Karen Driol	451-6946		
Ann Kenney-Lee	432-8791		
Fairleth McCuaig	451-6956		

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### Text(s) and Equipment

#### Required:

- Canadian Nurses Association. (1997). *Code of ethics for Registered Nurses*. Ottawa: Author.
- Registered Nurses Association of British Columbia. (1992). *Standards of nursing practice in British Columbia*. Vancouver: Author.
- Sims, L.K., D'Amico, D., Stiesmeyer, J.K., & Webster, J.A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
- Snyder, M. (1992). *Independent nursing interventions* (2<sup>nd</sup> ed.). Albany, NY: Delmar.
- 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* (2<sup>nd</sup> ed.). Philadelphia: Lippincott.
  - DuGas, B.W., & Knor, E.R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, ON: Appleton & Lange Canada.
- 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* (8<sup>th</sup> 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.**

American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (4th. ed.). Washington, DC: Author. This text is in the reference section of the BCIT library.

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### 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 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.

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### Participation/Attendance

We believe that dialogue contributes to both thinking and learning. Therefore:

1. Attendance is required in this course. The different viewpoints and experiences shared during the session will expand the thinking of all participants. Also, students will be doing independent work to share with the group. This work is required for the group to accomplish its task and move on to other tasks. Therefore, if students are absent for more than 10% of the planned activities without a medical reason, they may be prohibited from completing the course (see BCIT Policy re: attendance).

## Group Skills

1. Each student must participate to develop their 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 that 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.

Weekly written or verbal discussions of group function will occur so that tutor and peers can develop their skills. A midterm summary of skills will be done to direct individual learning. A final assessment of each group and the tutor will assess each student's group skills. The three sources of data will be integrated to achieve a final assessment. **All students must be judged satisfactory in this area to receive the earned marks assigned for the paper and the problem-solving exam. If students do not receive a satisfactory for group skills, an unsatisfactory is received for the course.**

3. If there is a major discrepancy between the student's self-assessment and their peers' and the tutor's assessments, the peer and tutor assessments will take priority. In such a case, the student will meet with the tutor to discuss the discrepancy and the final assessment of group skills.
4. It is the tutor's responsibility to make the final recommendation about a student's group skills.

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## Written Assignment

**CONCEPT PAPER — due Monday, March 23, 1998 at 1600 hours.**

### 50% of Final Mark

1. The purpose of this paper is to help students develop their ability to reason and reflect by analyzing a concept and applying it to a human situation. *your nursing practice. P3*
2. The student will select one of the following course concepts for their concept paper:
  - Loss and Grief
  - Pain – acute or chronic
  - Chronicity (chronic illness)
3. A literature review is to be done to gain a variety of perspectives on the chosen concept and to relate the concept to the individual selected. You will need to scan several pieces of literature to select at least 8 to 10 literature sources to use in your paper. A minimum of 4 sources are to be primary sources. (A primary source is literature written by the person who conducted the research or proposed the theory or model. 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 8 to 10 sources for exploring the concept.

4. **Your paper must follow APA guidelines for format and content.** You are encouraged to use the 4th edition of the APA manual while writing your paper. You should also consult the other resources and handouts relating to APA which you have received in your previous courses.
5. **It is strongly recommended that students discuss the concept paper with their tutor.** Students may request assistance from the tutor as needed without penalty.
6. **The paper must be submitted to receive a mark for the course.** Submit your paper to your tutor's mail box SE12 418 by 1600 hrs on the due date. If your paper is late, 15 marks will be deducted for each school day it is late.
7. Marks will be assigned according to three criteria; content, structure or organization and mechanics of writing. The paper will be marked out of 100. See marking criteria on following page.

## **I. CONTENT OF THE PAPER: 70 MARKS**

### **A. The literature review shows analysis of the concept. (50 marks)**

- /30 discusses the concept as a whole
- / 5 discusses the similarities within the literature
- / 5 discusses the differences within the literature
- / 5 includes references that provide a variety of perspectives on the concept
- / 5 includes at least 8 references with a minimum of 4 primary sources

### **B. The concept is applied to their nursing practice (20 marks)**

- / 8 explains the approach in applying the concept to their nursing practice
- /12 discuss how their understanding of the concept can be applied to their nursing practice by discussing 4 relevant examples

## **II. STRUCTURE OF THE PAPER: 20 MARKS**

### **A. The structure includes the organization and writing style of the paper. (12 marks)**

- / 2 written in a tone or style appropriate for health care professionals
- / 1 written using unbiased language
- / 1 includes an abstract (see APA manual abstract requirements)
- / 4 includes an introduction which presents the ideas being discussed and the organization of the paper
- / 4 includes a conclusion that summarizes the paper

### **B. The paper follows APA guidelines (8 marks)**

- / 2 uses appropriate type of paper, type size, spacing and margins
- / 2 uses correct format for references list
- / 2 uses correct citation for references in body of paper
- / 2 includes a title cover page, page numbers and headings, including a running head

## **III. MECHANICS OF WRITING: 10 MARKS**

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

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

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



## Examination Details

**PROBLEMSOLVING EXAM — 50 MARKS**, about three hours long, held during the PBL session of Week 15. April 22, 1998.

1. Students will be presented with a health situation.

In **Part A**, they will develop a comprehensive list of ten (10) different concerns/issues/problems that are related to a minimum of five (5) different course concepts. They will identify a method of validating these issues, concerns and/or problems then hand in this part of the exam to the tutor. The student will record on carbonless paper so they may have a copy of this exam for the next part. This part of the exam will count for **10 marks**.

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

- They will list five (5) issues/concerns/problems relevant to this data that they should pursue further. They will describe the evidence in the case that supports the inclusion of each additional issue/concern/problem. They may include issues from Part A if they are relevant. This will count for **10 marks**.
- They will identify three (3) issues, concerns and/or problems. They will include a rationale for choosing these three, counting for **6 marks**.
- For each of the three (3) priority issues, concerns and/or problems, they are to list a minimum of three (3) nursing interventions that would be appropriate. They include a rationale for why these interventions are appropriate for this situation. This will count for **24 marks**.

.. The exams will be marked by the tutor and the marks will be posted during Week 17.

3. All students must complete this exam to achieve credit for the course.