



Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 1000

Applied Nursing Science 1

Start Date: January 2001

End Date:

Course Credits: 3.5

Term/Level: 1

Total Hours: 52

Total Weeks: 17

Hours/Week: 3

Lecture:

Lab:

Shop:

Seminar:

Other:

Prerequisites

Course No. Course Name

NURS 1000 is a Prerequisite for:

Course No. Course Name

NURS 2000 Applied Nursing Science 2

NURS 2030 Nursing Practicum 2

Course Calendar 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 experiences discussed in this course are related to sexually-transmitted diseases including HIV infection and cerebrovascular accidents (stroke).

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

Course Goals

NURS 1000 fosters students' ability to explore health situations from a professional perspective by working collaboratively in small groups.

Evaluation

Group Skills	15%
Group Problem Solving Situation	15%
A paper related to a research article	20%
A written problem-solving exam that tests problem-solving ability and application of course content	25%
A multiple choice and short answer final exam that tests course content	25%
TOTAL	100%

Comments:

All assignments must be completed to achieve a passing grade.

All students must achieve a 50% average between the problem-solving exam and the final exam in order to achieve credit for the course.

Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.

Course Learning Outcomes/Competencies:

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

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 recognize own and others perspective related to the situation and concepts.
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.

Course Content

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

- Sexually Transmitted Diseases (STD) and HIV
- Cerebrovascular Accident

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

- | | |
|-------------------------------|------------------------------------|
| • Health | • Nutrition |
| • Healing/Curing | • Group Process |
| • Illness | • Growth and Development |
| • Health Promotion | • Ethnicity |
| - Illness & Injury Prevention | • Community Resources |
| - Determinants of Health | • Spirituality (Spiritual Context) |
| • Anxiety/Stress | • Physical context |
| • Coping | • Care plan |
| • Sexuality | • Diversity |

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 permits.

Process Threads Relevant to this Course

- **Professionalism** — Students begin to develop an understanding of the professional nurse's role. They develop an understanding of nursing care that is required for safe practice. They are accountable and responsible to follow through with work they have agreed to do and develop a knowledge base regarding common health problems that is useful in practice. Also, they recognize the various contexts in which people live. 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 experience working in groups. This includes establishing relationships with members, sharing ideas, clarifying thoughts, giving feedback and monitoring group functioning. Students dialogue with colleagues and teachers in the process of learning. Students develop clear thinking and communicate that thinking with the assistance of group members including the tutor. Students thoughtfully discuss verbally and in writing. They learn to be concise in their arguments and use relevant research literature to support their views. They critically read and compose essays, critical analyses and summaries. They use APA style.
- **Systematic Inquiry** — Students begin to 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 patient issues. They are encouraged to question research that students bring to discussions about health issues. They are expected to use word processing and access databases and internet sites for information.
- **Professional Growth** — Students take responsibility for their learning and for preparing information for problem-based sessions. They may discuss individual learning styles and take that into consideration when preparing 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

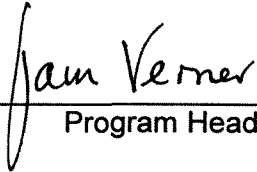
nursing concepts. They begin to value discussions of own performance and begin to self-evaluate and act on learning needs.

- Creative Leadership — Students describe the continuum of care as it relates to health situations. They 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. Students discuss technical skills relevant to the health issues and the rationale for why they are performed.

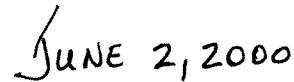
The process of working in groups and bringing information to bear on a health situation for the purpose of understanding the situation more clearly promotes the development of a professional nurse. The purpose of understanding the situation may lead to developing a plan for approaching a simulated patient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

Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy 5013 – Course



Program Head/Chief Instructor



Date

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



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Applied Nursing Science 1

Instructor(s)

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Office hours : As
posted at desk

Learning Resources

Required:

1. Jarvis, C. (2000). *Physical Examination and Health Assessment*. (3rd ed.). Philadelphia, PA: W.B. Saunders.
2. **A fundamentals text is required.** One of the following texts is suggested:
 - Kerr, J.R. & Sirotnik, M.K. (Eds) (1997). *Canadian Fundamentals of Nursing*. St. Louis, Missouri: Mosby-Yearbook, Inc.
 - Dugas, B.W., Esson, L. & Ronaldson, S.E. (1999). *Nursing foundations: A Canadian perspective*. (2nd ed.). Scarborough, ON: Appleton & Lange Canada.
4. **A Medical-surgical text is required.** One of the following is suggested:
 - Black, J.M. & Matassarin-Jacobs, E. (1997). *Medical-surgical nursing: Clinical management for continuity of care* (5th ed.). Philadelphia: Saunders.
 - Phipps, W.J., Sands, J.K. & Marek, J.F. (1999). *Medical-surgical nursing: Concepts & clinical practice* (6th ed.). St. Louis: Mosby.
5. **A nursing/medical dictionary is required.** One of the following 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.
 - Taber, C.W. (1997). *Taber's Cyclopedic Medical Dictionary* (18th Ed). F.A. Davis

Recommended:

1. 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 library.
2. Carpenito, L.J. (1999). *Nursing care plans and documentation: Nursing diagnoses and collaborative problems* (3rd ed.). Philadelphia: Lippincott.
3. Luckmann, J. (1999). *Transcultural communication in nursing*. New York: Delmar Publishers.
4. Woods, D.R. (1994). *Problem-based learning: How to gain the most from PBL*. Hamilton, ON: Author.

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

BCIT Policy Information for Students

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 review of the course at midterm and a written review at 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 such changes.

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 — 15% of Final Mark

1. The course outcomes describe the group skills that students will develop in the course. The Group Process Evaluation Tool describes specific behaviors and criteria against which students will be evaluated. This tool will be distributed during the first week of classes. Weekly 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 in the evaluation tool and give feedback. A midterm summary of skills will be done to direct individual learning.
2. A final written assessment of each student's ability to function in the group will be done in week 17. Students will be expected to submit a written evaluation of their own and each of their peers' group skills. It is the instructor's responsibility to make the decision about a student's group skills mark. If there is a major discrepancy between the student's self-assessment and their peers' and the instructor's assessment, the student may meet with the tutor to discuss the discrepancy and the final assessment of group skills mark.
3. It is the instructor's responsibility to make the final decision about a student's group skills mark.

4. A passing grade in group skills is achieved by:
 - Obtaining a minimum of 50% in group skills evaluation.
 - Acting as chairperson for the group at least once.
 - Presenting a research article to the group.
 5. **All students must achieve a passing grade in group skills to pass the course.**
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Written Assignment - Group Problem-Solving Situation – 15% of Final Mark

1. The purpose of this assignment is to give students the opportunity to obtain feedback and marks for the group problem-solving process.
2. The group assignment is worth 15% of the course mark.
3. The assignment will be completed in class during week 8.
4. Each group will be given 1.5 hours to complete the group assignment.
5. One copy of the group's completed assignment will be handed in to the tutor at the end of the allotted time for marking.
6. Each person in the group will receive the same mark.
7. Each person in the group will independently complete a written description of the group process that occurred during the group problem-solving situation. This is to be handed in to the tutor by 1130 hours of the same day.

Assignment Details

1. Each group will be presented with a health situation. As a group students will hypothesize a list of 10 possible patient problems/concerns relevant to the situation.
2. After hypothesizing a list of 10 different potential patient problems/concerns relevant to the situation students will identify the concept to which each potential problem/concern relates. The problems/concerns you select **must relate to a minimum of 5 course concepts. (10 marks)**
3. For each of the ten problems/concerns listed the group must describe specific information or data that they would need to collect in order to validate each issue. A minimum of 4 pieces of information or data should be included. **(20 marks)**
4. An in-class 1 to 2 page handwritten description of the group process during the group problem-solving situation will be completed by each student and handed in to the tutor prior to the end of class (1130 hours). The group process description should include what went well, what did not go well, how the group problem-solved, how the group resolved conflicts, and the level of participation in the group.
5. **Item #4 above must be completed to receive marks for the group problem-solving situation.**

Written Assignment - Research and Nursing Practice Paper - 20% of Final Mark

1. The purpose of the paper is to:
 - develop skill at using the library to find research articles related to a given topic
 - introduce students to reading academic research articles
 - develop the ability to reason and reflect
 - introduce students to applying nursing knowledge to practice
 - develop writing skills
 - become familiar with APA format.
2. The paper counts for 20% of the course mark. The entire paper is out of 70 marks. **It must be word processed.**
3. Papers are to be submitted **with the chosen research article** to your instructor at the end of class in week 12. You will present your research article to your group during class in week 12.
4. 15% of the maximum achievable mark will be deducted for each school day the paper is late.
5. **The paper must be submitted to receive a mark for the course.**
6. Marks will be assigned for content, mechanics of writing and structure. The content of the paper refers to the thinking demonstrated by the student. Mechanics refers to sentence structure, grammar, verb tense, spelling and punctuation. Structure refers to tone and style of the paper, paragraph structure and APA format.

Assignment Details

1. Students will choose an article that applies to their practice. The article must relate to a concept or an issue that has arisen from one of the situations being studied. The chosen research article will be the same one presented to their Nursing and Health Issues group as indicated on the group skills evaluation tool.
3. The paper will consist of four parts as well as an introduction and a conclusion. Breakdown of marks for content, mechanics and structure will be as follows:

I. Content of the paper:

- a. **Introduction (5 marks)**
Present the main idea you will be discussing and how you will organize your paper.
- b. **What is the significance of the article? (14 marks)**
Give a brief summary of what the research findings are. (6)
Indicate who the findings would be significant to and why. Consider the broad context of health care (8).
- c. **Are the findings currently being used in practice? (14 marks).**
Indicate who was contacted to find out if the research findings are currently being used in practice. Include the names and positions of the persons contacted and why they were contacted.
At least two health care professionals should be contacted (6).
Describe how the research findings are being used and why or describe why the research findings are not being used. Provide evidence to support statements and ideas. (8)

d. **How did you share the research with health care professionals? (10 marks).**

Indicate who the research findings were shared with and why. Include at least two health care professionals other than those contacted in 'c' above. (4).

What strategies did you use to discuss the research findings with the health care professionals (3)

How will the persons you shared the findings with use them? If they are using the findings already, how are they using them? (3)

e. **How do/will you apply the research to your own nursing practice? (10 marks)**

Indicate how the research findings are useful to you and why. (4)

Describe how you are using or intend to use the research findings. Consider theory, assessment, planning and implementation in your nursing practice. You will be given marks for a logical, clear argument. (6)

f. **Conclusion. (5 marks)**

Briefly summarize your work.

II. Mechanics of the Paper (6 marks):

- a. Sentence structure (2)
- b. Grammar and verb tense (2)
- c. Spelling and punctuation (2)

III. Structure of the Paper (6 marks):

- a. The tone or style of the paper is appropriate to an academic audience. (1)
- b. Paragraphs form units of thought, include a topic sentence and details that support the topic sentence. There are smooth transitions between paragraphs. (1)
- c. APA format (4 marks) is followed for:
 - Title page
 - Header
 - Citation of references (in text, personal communications, quotes)
 - Reference list
 - Margins, spacing and indentations
 - Headings

All of the APA criteria listed above can be found in the APA publication manual index. If you have difficulty understanding the manual when you look the criteria up, please see your tutor who will assist you.

3. When writing your paper keep in mind the following guidelines:

- Use your APA text as a resource.
- Answer the questions in #2 above in order.
- Use headings.
- Choose a relevant article that makes sense to you and that you can apply to your practice.
- Discuss your chosen article with your instructor prior to starting your paper.
- In your paper use the language used in the instructions (2) above.
- Remember this is a technical paper not an English paper (you may want to discuss this idea with your instructor).

4. The body of the paper should be about 5 pages long (excludes the title page and reference page). Instructors will read 7 pages maximum.

Examination Details

PROBLEM SOLVING EXAM – 25% of Final Mark.

This is an individual exam, about 3 hours long, held during the PBL session of week 16.

1. The exams may be reviewed at the request of the students during week 17.
2. **All students must achieve a 50% average between the problem-solving exam and the final exam in order to achieve credit for the course.**

Part A

Students will be presented with a health situation with the following instructions.

1. Hypothesize a list of 10 different potential patient problems relevant to the preceding situation. Identify the concept to which each potential problem relates. The problems you select **must relate to a minimum of 5 course concepts**.
 - a. In order to receive the 2 marks for each problem identified, you must describe or hypothesize specific information or data **that you would need in order to validate each problem (total: 20 marks)**. A minimum of 4 pieces of information or data should be included.
 - b. In order to receive a mark for each concept identified, the concept must relate to the problem and there **must be at least 5 different course concepts identified** among the 10 problems. **(total: 10 marks)**.
2. Record your work on the carbon-less paper provided.
3. Hand in the top sheet and retain the bottom sheet for your use.
4. Keep this page to use while completing Part B of the exam.
5. The first 10 problems will be marked in the order they appear on your paper. Therefore do not waste valuable time generating more than 10 problems.

Part B

After completing Part A students will be given a page of data with the following instructions:

1. Based on this additional information, identify 5 patient problems relevant to the data provided in Part B. For each problem on your list clearly identify the evidence that supports it. It must be clear what evidence relates to each problem. You will receive 1 mark for each relevant problem and 1 mark for the related relevant data (evidence) (total: 10 marks). It is acceptable to include problems from Part A in this list.
2. Choose two problems from your list above. Identify 5 specific, individualized nursing interventions that would be appropriate for *each* problem. Of the 5 interventions you may include one referral and one requiring a doctor's order to implement. Include your rationale for each intervention (5 interventions x 2 problems = 10 interventions with rationale). You will receive 2 marks for each intervention and related rationale. (total: 20 marks).

MULTIPLE CHOICE AND SHORT ANSWER FINAL EXAM – 25% of Final Mark

This exam will test course content through the use of multiple choice and short answer questions. There will be approximately 40 multiple choice questions and approximately 12 marks worth of short answer questions.

Students must achieve a 50% average between the problem-solving exam and the final exam in order to achieve credit for the course.