



JAN 29 1999

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

School of school of health

Program: nursing

Option:

NURS 2040
Professional Practice 2

Hours/Week	2	Total Hours:	34	Term/Level:	4
Lecture:		Total	17	Credits:	2
Lab:		Weeks:			
Other:	seminar				

Prerequisites

is a Prerequisite for:

Course No.	Course Name:	Course No.	Course Name:
NURS 1040	Professional Practice 1	NURS 4530	Nursing Practicum 5

Course Goals

Professional Practice Seminar 2 continues to facilitate student understanding of the professional practice of nursing

Course Description

This seminar course extends the concepts of technology-as-practice, research/evidence-based practice, ethics, legality and role of professional associations and unions so that the student will continue to develop a professional role perspective. The concepts of nursing theory, collaborative practice and partnerships will be introduced. Computer work, projects, written assignments, clinical assignments, and discussion with other students, peers, health care team and faculty are the teaching/learning methods used in this course.

Evaluation

- Exploration of an ethical situation
- Clinical application/validation of issues covered in the course
- Exploration of a nursing issue not covered in the course
- Attendance and participation in class activities

Assignment #1 Exploration of an ethical situation	25%
Assignment #2 and #3 Clinical application/validation of two issues covered in the course	40%
Assignment #4 Exploration of a nursing issue not covered in the course	25%
Attendance and participation in class activities	10%
TOTAL	100%

Course Outcomes and Sub-Outcomes

The student will:

1. Appreciate the impact of technology on the nursing workplace and patients.
2. Discuss the tools to promote research/evidenced-based practice and their relationship to better patient outcomes.
3. Consider ethical principles when working with ethical dilemmas in nursing.
4. Use an ethical framework to analyze an ethical dilemma.
5. Discuss the legal implications and responsibilities of the professional nursing role.
6. Discuss nursing modes as examples of "nursing theory" noting their contribution to the development of the profession.
7. Discuss the nurse's role in a collaborative approach to patient care and appreciate the value of partnerships within this team.
8. Appreciate the goals, mandates and roles of professional associations and unions
9. Value reflective skepticism in nursing practice.
10. Identify and explore a variety of resources related to issues in nursing.

Process Threads relevant to this content:

- Leadership- looking at what collaboration and partnerships mean.
- Communication - continuing to use class discussion and evaluation criteria to help the students appreciate the standards for communication in nursing. Interviewing of members of health care team and lay personnel.
- Systematic inquiry - using questioning in class/clinical area and student feedback to help students think critically and reflect on their thinking; looking at evidence-based practice, nursing models/theories, and analyzing ethical and legal issues.
- Professionalism - taught directly in class and emphasized in considering class conduct rules; looking at professional associations and unions

Course Record

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

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

Approved by: _____ Start Date: _____
 Instructor Name and Department (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part B**

School of school of health

Program: nursing

Option:

NURS 2040
Professional Practice 2

Effective Date

August 1998

Instructor(s)

Ivy O'Flynn

Office No.: SE12 418

Phone: 432-8911

Kathy Quee

Office No.: SE12 439

Phone: 432-8411

Text(s) and Equipment

Required:

Kerr, J.R., and MacPhail, J. (1996) *Canadian Nursing Issues and perspectives*. (Third edition). St. Louis: Mosby

Registered Nurses Association of British Columbia (1998) *Standards of Nursing Practice in British Columbia*.
Vancouver: Author

RNABC Membership – cost approximately \$38 per year.

Supplemental resources:

Craven, R.F., and Hirnle, C.J. (1996). *Fundamentals of Nursing: Human health and functions*. (second edition).
Philadelphia: Lippincott

DuGas, B.W., and Knorr, E.R. (1995). *Nursing Foundations: A Canadian perspective*. Scarborough, ON:
Appleton and Lange Canada.

Smeltzer, S.C. and Bare, B.C. (1996) *Brunner and Suddarth's Textbook of Medical-Surgical Nursing* (eighth
edition). Philadelphia: Lippincott.

American Psychological Association. (1994). *Publication Manual of the American Psychological Association*.
(4th ed.). Washington, D.C. Author.

A Medical dictionary

Course Notes (Policies and Procedures)

- Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the teacher to see how this might be accomplished.
- During the first class, evaluation methods and the percentage of marks assigned to each evaluation method will be explained.
- The reference readings (except those from required or recommended texts, booklets, etc.) are on reserve in the library. The material will be on a 2-day loan.
- All the readings have to be read by every student.
- Students will participate in a verbal/written review of the course at midterm and 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 review is aimed at modifying the course for the next class.
- All assignments are group assignments and receive a group mark.
- All assignments must be completed to achieve credit for the course.
- 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

- Refer to "Student guidelines, policies and procedures in the BCIT nursing program"
- Attendance is required in this course because of the importance of dialogue in thinking and learning. The different viewpoints shared during the seminar will help expand the thinking of all participants.
- It is not enough that people are present in body. People must participate so that all can expand their thinking about the subject being discussed. Participation includes doing the reading and answering the questions prior to attending class and then talking actively within the group. People will be called randomly to share their thoughts.

General Guidelines for Written Assignments

- All marks for the written assignments and presentations will be filed in the student's portfolio book that is kept at the instructor's desk. **If assignments are late the mark will drop 15% per day.**
- All written assignments must be word processed
- The purpose of the written part of the assignments is to help students apply their ability to reason and reflect. Students may request assistance with the written assignments as they need it and as faculty is able to assist. There is no penalty for this assistance.
- Marks will be assigned according to three criteria: content of the paper, structure or organization of the paper, and mechanics of the writing. See description of assignments for specific details

General Guidelines for the **structure** of the written assignments:

- The tone or style of the paper is appropriate to the audience. Professional papers avoid slang language, use specific words and clearly describe ideas. The style clearly indicates that the thoughts are written for professional purposes, not for a casual discussion with friends.
- A bibliography in appropriate format is included
- A central idea organizes the paper and paragraph form units of thought.
- Paragraphs include a topic sentence and details that support the topic sentence.
- The links between paragraphs provide smooth transition.
- APA format is followed e.g. spacing, margins, title page, font size
- Content is referenced—refer to APA guidelines and BCIT policy for plagiarism

ASSIGNMENT DETAILS:

ASSIGNMENT #1 ETHICS PRESENTATION (25%)

Introduction

The purpose of this presentation is for the group to explore and resolve an ethical dilemma using an ethical decision making framework. The group will select one of the scenarios and go through the process of resolving an ethical dilemma. Then, to expand upon your perspective of the dilemma, the group will consult with people in the health care field and lay persons to gain their perspectives in the resolution of the dilemma. This assignment will also give you an opportunity to apply ethical principles and the CNA code of ethics.

- Each group will sign up for one of the scenarios (see appendix B). Also indicate your time preference for presentation. **Sign up no later than week 3.**
- Each group will have 25 minutes for their presentation (this includes question and discussion time).
- 50 marks will be allotted for this presentation. See presentation details for the allotment of marks.

Content

- What is the issue? What is the ethical dilemma? and what are the nurses' ethical obligations?
- Use a framework, not personal bias, for analysis of the case.
- Use the CNA Code of Ethics for Nurses and ethical principles to support the group's resolution of the dilemma.
- Identify all the important facts related to the scenario and state why they are important—(the code and principles will come in handy here).
- What significant information is missing and identify where the information could be obtained.

- Recognize any assumptions made
- Look at the decision-makers: Are they competent? Do they have sufficient information to make decisions? Are they in a legal or ethical position to make the decision?
- Gathers 2 other opinions regarding the case---someone that has been in the health field for at least 2 years and a lay person.

Presentation (50 marks)

- The presentation is due on the assigned date

/10 the presentation in class is marked on speaking style, quality of presentation and extra effort (handouts, overheads, posters, dramatizations other).

/15 content see above under content

/5 Outcome—where are the 3 opinions similar/different, how could this information impact on nursing practice

/3 Conclusion summarizes the presentation

/2 The presentation adheres to time parameters

/5 The presentation represents a group effort.

/5 Some discussion is stimulated.

/5 Questions are handled directly and concisely.

*****Please hand in the content portion of the group's presentation. It is difficult to keep track of details when marking presentations, especially when there is more than one presentation to mark at a time.**

**ASSIGNMENT #2 AND #3 (These assignments have been changed after introducing the class as some of the students wanted to do an individual assignment—see Assignment #3 below)_
CLINICAL VALIDATION OF COURSE IDENTIFIED ISSUES (15% EACH)**

Introduction

The purpose of these two papers is for you to look for evidence in the clinical area to support or not support what you have been reading in this course. These assignments will also broaden your understanding of the issues we discuss in class. You will need to do the readings, develop a **short** questionnaire based on your readings, take the questionnaire to the clinical area and ask nurses to complete the questionnaire either verbally or in written form. You will then compare the answers of the completed questionnaire with your readings.

- During this course we will be covering a number of issues related to nursing: technology, research/evidence-based practice, nursing theory, partnerships, professional associations, unions and politics.
- Each group will sign up for 2 course topics for clinical validation of the issues covered in the course

- Please sign up **by week eight (8)** indicating your preference of issue. This assignment is due on or before the scheduled dates—see class schedule Part C.
- Sign up sheet is at the instructor's desk or in class.
- The mark for each assignment done by the group will be a group mark.

Written (50 marks)

See general guidelines for the structure of the written assignments

The paper is no longer than 8 pages (not including questionnaire)

Content of the paper refers to the thinking demonstrated

- /3 Introduction to topic.
- /5 Designs a short questionnaire to clinically validate the issue(s) related to the topic.
- /2 States rationale for seeking specific data that you gathered via questionnaire
- /5 The method is not time consuming for the participants (5-10 minutes). Please submit questionnaires and raw data as an appendix.
- /5 What information did you collect, how could this information impact on nursing practice, generates further relevant questions based on data collected.
- /5 Conclusion summarizes the content
- /5 The paper represents a group effort

/10 the **structure** of the paper refers to how it is organized--see general guidelines for the structure of the paper.

Mechanics of writing papers refers to:

- /4 sentence structure and flow
- /3 grammar and verb tense
- /3 spelling and punctuation

ASSIGNMENT #3

VALIDATION OF COURSE IDENTIFIED ISSUES (15%)

45 marks will be allotted for this paper.

This assignment may be done individually or in groups up to 4 students.

Introduction

The purpose of this paper is for you to look for evidence to support or not support what you have been reading in this course. This assignment will also broaden your understanding of the issues we discuss in class. You will need to do the readings, develop a **short** questionnaire based on your readings and gather a variety of opinions from 3 people in the health profession (RN, LPN, SN, physician, physio etc) and ask the health professional to complete the questionnaire either verbally or in written form. You will then compare the answers of the completed questionnaire with your readings.

- During this course we will be covering a number of issues related to nursing: technology, research/evidence-based practice, nursing theory, partnerships, professional associations, unions and politics.
- Individually or in your group you will need to sign up for one (1) course topic for validation of the issues covered in the course
- Please sign up **by week eight (8)** indicating your preference of issue. This assignment is due on or before the scheduled dates—see class schedule Part C.
- Assignment #3 cannot be a repeat of Assignment #2

- Sign up sheet is at the instructor's desk or in class.

Written (45 marks)

See general guidelines for the structure of the written assignments

The paper is no longer than 8 pages (not including questionnaire)

Content of the paper refers to the thinking demonstrated

- /3 Introduction to topic.
- /5 Designs a short questionnaire to clinically validate the issue(s) related to the topic.
- /2 States rationale for seeking specific data that you gathered via questionnaire
- /5 The method is not time consuming for the participants (5-10 minutes). Please submit questionnaires and raw data as an appendix.
- /5 What information did you collect, how could this information impact on nursing practice, generates further relevant questions based on data collected.
- /5 Conclusion summarizes the content

/10 the **structure** of the paper refers to how it is organized--see general guidelines for the structure of the paper.

Mechanics of writing papers refers to:

- /4 sentence structure and flow
- /3 grammar and verb tense
- /3 spelling and punctuation

ASSIGNMENT #4

EXPLORATION AND PRESENTATION OF A GROUP IDENTIFIED NURSING ISSUES NOT COVERED IN THE COURSE (25 %)

Introduction

The purpose of this presentation is for the group to select a topic of interest and to explore the topic and present it to your classmates.

- The group will select an issue. Please sign up for your chosen issue and also indicate if you have a preferred time for the presentation **by week twelve (12) of the course.**
- Sign up sheet is available in class and at the instructor's desk. Please validate issue with instructor so that there is not a duplication of topics to be presented.
- The presentations occur in **weeks 14 and 15—see class schedule.**
- See the end of this section for potential topics. (These are only suggested topics)

Presentation (50 marks)

- The presentation is due on the assigned dates

/10 the presentation in class is marked on speaking style, quality of presentation and extra effort (handouts, overheads, dramatizations, posters other).

The **content** of the presentation clearly states:

/5 the issue under concern

/5 what evidence indicates that it is an issue

/5 what interventions has been implemented to resolve the issue

/5 what are the outcomes of the interventions to resolve the issue

/3 the presentation adheres to time parameter of 25 minutes per presentation

/5 the presentation represents a group effort.

/2 role of each member is identified.

/5 some discussion is stimulated.

/5 questions are handled directly and concisely.

Potential topics for group selected presentation

Risk taking

The "art" of Nursing

Health promotion

Primary health care

Nurse abuse

Patient focused care

Computerization—issues related to

Adapting to change

Future of nursing

Quality Assurance—role of the nurse

Future role of the R.N.

ATTENDANCE AND PARTICIPATION IN CLASS ACTIVITIES (10%)

Introduction

Class participation in this course counts for 10% of your final grade. Participation includes doing the reading and writing in preparation for class and talking actively in the small and large group.

Each group will decide how the marks will be distributed for their group members. Each group will submit to the instructor a breakdown of how the marks will be allotted for attendance and participation. The instructor will also assign an individual mark based on the mark breakdown identified by the group. The final mark will be an average of the group and instructor marks.