



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

NURS 2040
Professional Practice 2**Start Date:** August 14, 2006**End Date:** November 27, 2006**Total Hours:** 34 **Total Weeks:** 17**Term/Level:** 4 **Course Credits:** 2**Hours/Week:** 2 **Lecture:** **Lab:****Shop:** **Seminar:** Yes **Other:****Prerequisites**

Course No.	Course Name
NURS 1040	Professional Practice 1
NURS 3034	Nursing Practicum 2
3038	Co-requisite – NURS 4032

NURS 2040 is a Prerequisite for:

Course No.	Course Name
NURS 7030	Nursing Practicum 5

■ Course Description

This seminar course extends the concepts of specialization, technology and informatics, research/evidence-based practice, ethics, legality, and the role of professional associations and unions so that students will continue to develop a professional role perspective. The concepts of collaborative practice, change, and partnerships will be discussed. Computer work, projects, written assignments, clinical assignments, and discussion with other students, peers, health care team, and faculty are part of the course.

■ Detailed Course Description

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

■ Evaluation

Assignment #1 – Exploration of an ethical situation	40%	Comments:
Assignment #2 – Clinical validation of a nursing issue	40%	
Assignment #3 – Facilitate class discussion of a nursing issue	10%	
Participation	<u>10%</u>	
TOTAL	100%	

■ Course Learning Outcomes/Competencies

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

1. describe the evolution of specialization and its impact on nursing.
2. appreciate the impact of technology and informatics on the nursing workplace and patients.
3. discuss the tools to promote research/evidenced-based practice and their relationship to better patient outcomes.
4. consider ethical principles when working with ethical dilemmas in nursing.
5. use an ethical framework to analyze an ethical dilemma.

■ **Course Learning Outcomes/Competencies (cont'd)**


6. discuss the legal implications and responsibilities of the professional nursing role.
7. discuss the nurse's role in a collaborative approach to patient care and appreciate the value of partnerships within the team.
8. appreciate the goals, mandates, and roles of professional associations and unions.
9. describe the impact of change.
10. describe the various ways people cope with change.
11. value reflective skepticism in nursing practice.

■ **Process Threads Relevant to this Content**

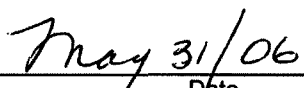
- **Professionalism:** Students discuss professionalism in class and it is emphasized in considering class conduct. They further develop an understanding of the professional nursing role.
- **Communication:** Students continue to use discussion and evaluation criteria to help them appreciate the standards for communication. They interview members of the health care team and lay personnel. Discussion/feedback is thoughtful. Students improve computer literacy by using Internet course material and resources. Academic use of APA is used in essay writing.
- **Systematic Inquiry:** Students use questioning and feedback to help them think critically and reflect on their thinking. They investigate issues in nursing. Students take part in clinical validation related to nursing issues. When research findings are presented to the group, group members are responsible for questioning findings. Students develop reflective skepticism regarding nursing practice.
- **Professional Growth:** Students consult/interact with a variety of health professionals. Students evaluate sources of knowledge that are used in their practice. Students assume responsibility for learning and become self-starters. Students value continually updating knowledge. Students are responsible and accountable for actions.
- **Creative Leadership:** Students use facilitation skills within groups so they function productively. They appreciate the role of nursing in the health care system and understand the various components in their context of practice.

■ **Verification**

I verify that the content of this course outline is current.

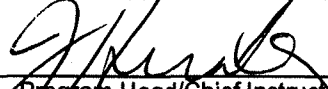


Authoring Instructor

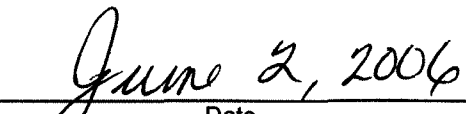


Date

I verify that this course outline has been reviewed.

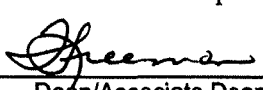


Program Head/Chief Instructor

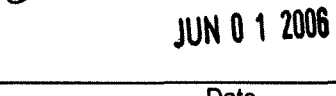


Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

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

■ Instructor(s)

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Jim Hunter	Office Location: SE12-418 Office Hrs.: Room 439	Office Phone: 604-432-8916 E-mail Address: jim_hunter@bcit.ca

■ Learning Resources

Required:

McIntyre, M., McDonald, C. & Thomlinson, E. (2006). *Realities of Canadian Nursing: Professional, Practice, and Power Issues*. Philadelphia: Lippincott Williams & Wilkins.

CRNBC Membership

Recommended:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

■ Information for Students

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The BCIT Student Regulations policy (#5002) is enforced in NURS 2040. This states that a student may be "...prohibited from completing their course" when the student is absent "for any cause for more than 10% of the time prescribed by the course" (page 16). Students, be advised that one class missed means that you are approaching 10% absenteeism. If students miss a further two-hour seminar, they will have exceeded 10% absenteeism and will be given a letter that requires them to meet with the Year 2 Coordinator.

Illness: A doctor's note is required for any illness causing you to miss assignments and projects. At the discretion of the instructor, you may complete the work missed.

Attempts: BCIT Nursing Program Student Guidelines, Policies, and Procedures which are located online at <http://www.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."

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

■ Information for Students (cont'd.)

Note:

- 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.
- During the first class, evaluation methods will be discussed and the percentage of marks assigned to each will be explained.
- Most readings are found on the CRNBC and CNA websites.
- Some required readings are on "e-reserve" or in e-journals on the library website.
- The library material on reserve will be on a 2-day loan.
- Supplemental readings are not on reserve.
- All the required readings are to be read by every student.
- Students will have an opportunity to participate in a written review of the course at the end of the term. This review will include an evaluation of teaching methods, resources, and course structure. The end review is aimed at modifying the course for the next class.
- The group assignments will receive a group mark unless otherwise directed by the group.
- All assignments must be completed to pass the course.

■ Participation/Attendance

- Refer to BCIT Student Regulations policy (#5002) (p. 16) on the website: <http://www.bcit.ca>
- Attendance is required in this course because of the importance of dialogue in thinking and learning. The different viewpoints and experiences shared during the seminar will help expand the thinking of all participants. The missed attendance policy of 10% is adhered to. The total hours for the class are 34 hours.
- People are encouraged to participate so that all can develop their critical 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.

■ Assignment Details

Assignment #1: Ethics Presentation (40%)

Introduction

The purposes of this presentation are for the group to explore an ethical dilemma using an ethical decision-making framework and to learn the CNA Code of Ethics. Each group will select one of the scenarios and go through the process of ethical decision making. Then, to expand upon your perspective of the dilemma, the group will consult with people in the health care field and laypersons to gain their perspective of the dilemma. This assignment will give you an opportunity to work through an ethical decision-making framework, apply ethical principles and the CNA Code of Ethics.

- Sign up for one of the scenarios (handout). Each group will sign up for a different scenario. Also, indicate if you have a time preference for your presentation. **Sign up no later than Week 3.**
- Each group will have 50 minutes for their presentation (this also includes discussion time).
- 50 marks will be allotted for this presentation. See presentation details for the allotment of marks.
- Suggestions of where to locate more information on ethical decision-making frameworks: Canadian Nurses Association. **Everyday ethics: putting the code into practice.** <http://www.ethicsweb.ca/guide/>

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).

Content (31 marks)

The following guide listed below was adapted from an ethical decision-making guide developed by Chris MacDonald (<http://www.ethicsweb.ca/guide/>). It outlines a step-by-step process that considers many aspects of ethical decision making. Some changes have been made to accommodate the learning content in NURS 2040.

/9 Recognize the moral dimension

- The first step is recognizing the decision as one that has moral importance.
- Important clues include conflicts between two or more values or principles.
- What is the moral dilemma?
- Use the CNA Code of Ethics for Nurses to support the group's thoughts on the dilemma. Identify two to three responsibility statements under each applicable value of the CNA Code of Ethics. Give a brief summary of the responsibility statements rather than stating each responsibility statement in full. In addition, state how these responsibility statements relate to the dilemma.
- What assumptions has the group made regarding this scenario?

/4 Who are the interested parties? What is their relationship?

- Carefully identify who has a stake in the decision. In this regard, be imaginative and sympathetic.
- Often there are more parties whose interests should be taken into consideration than is immediately obvious.
- Look at the relationships between the parties. Look at their relationships with the nurse and with each other, and with relevant institutions.
- 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? What laws/legislation apply(ies) in this situation?

/3 What ethical principles are involved?

- Identify and discuss the principles that are at stake in making this decision.

/4 Weigh the benefits and burdens

- Benefits might include such things as the production of goods (physical, emotional, financial, social, etc.) for various parties, the satisfaction of preferences.
- Burdens might include causing physical or emotional pain to various parties, imposing financial costs, and ignoring relevant values/principles.

/3 Discuss with relevant others

- Gather and report on the following data from two nurses (who have been in health care for at least two years), two other health care professionals (non-nursing), and two laypersons. Elicit their opinions and ask for the reasons behind the opinions.

/2 Does the decision accord with legal and organizational rules?

- Some decisions are appropriately based on legal considerations. If an option is illegal, one should think very carefully before taking that option.
- Decisions may also be affected by organizations of which we are members. For example, the nursing profession has a code of ethics and professional standards that are intended to guide individual decision making. Institutions may also have policies that limit the options available.

/2 Am I comfortable with this decision? Questions to reflect upon include:

- If I carry out this decision, would I be comfortable telling my family about it? My clergy? My mentors?
- Would I want my children to take my behavior as an example?
- Is this decision one that a wise, informed, virtuous person would make?
- Can I live with this decision?

/4 How could the information gathered regarding this scenario impact on nursing practice?

Outcome (9 marks)

- /3 Conclusion, summarized the presentation.**
- /3 The presentation adhered to time parameters.**
- /3 The group stimulated class discussion.**

At the end of the presentation please hand in all the content portion of the group's presentation — readable, rough notes, overheads, posters, etc. are acceptable.

Assignment #2: Clinical Validation of a Nursing Issue (40%)

This assignment is due on or before Week 6.

Introduction

The purpose of this paper is for you to look for evidence to support or not support an issue that you have identified in your nursing practice or readings. This assignment will also broaden your understanding on an issue. You need to explore the literature and develop a **short** questionnaire (five to six questions), based on your reading. Use this questionnaire to gather responses from four nurses (RN and/or RPN depending upon your issue). Ask the nurses to complete the questionnaire either verbally or in the written form. If you have gathered the information verbally you will need to document the responses on the questionnaire. You will then compare the responses of the completed questionnaires with the literature. **If you are gathering information from nurses in your clinical area, please let your instructor know what you are doing. Let the Unit Manager know what you are doing and that you are just validating your reading; you are not evaluating the staff or doing research.**

Helpful hints regarding the nature of the questions you create. Ensure that your questions are:

1. non-offensive.
2. not worded in such a way that only one answer can be selected (biased question).
3. not professionally provocative.

Remember: Do not distribute your questionnaire during "peak times" on the ward.

Written (50 marks)

General Guidelines for Written Assignments

- Written assignments must be word processed and in a folder.
- The purpose of the written assignment is for students to increase their ability to reason and reflect on a nursing issue. Students may request assistance with the written assignment as they need it and as faculty are able to assist. There is no penalty for this assistance.
- Marks will be assigned according to the following criteria: content of the paper, structure and organization of the paper, and mechanics of the writing. See below for description of assignment and specific details.
- The paper is no longer than eight pages of text.
- **Twenty-four hour extensions can be negotiated with the instructor, prior to the due date, without a penalty. If the assignment is late, the mark will drop by 10% per day. This assignment is due at the beginning of the class on the due date.**
- You will need consent for the questionnaire. The following is sample consent for you to use when distributing the questionnaire.

Sample Consent

The purpose of this questionnaire is for me to look for evidence to support or not support an issue that I have come across in my nursing practice or my readings and to broaden my understanding of the issue. The purpose is not to do research or evaluate nursing practice but to support or not support an issue I have read about or seen in practice. I have designed a short questionnaire for you to help with this project. The questionnaire should not take more than five minutes of your time. If you complete the questionnaire, consent is presumed. You are free to refuse to answer all or any of the questions if you do not feel comfortable with the question(s). Your name will not appear on the

questionnaire and the information will only be shared with my instructor. After my instructor sees the data the questionnaire will be shredded. If you wish further information regarding this project please feel free to contact my BCIT instructor (name of 2040 instructor) at (phone number). Thank you for participating in this project.

Content — of the paper refers to the thinking demonstrated (40 marks)

- /2 Introduces content of paper and identified issue(s) — be specific and relate to the questions on your questionnaire.
- /8 Literature reviewed that supports each question on the questionnaire. Questions must also relate to the issue.
- /2 One of at least three of the articles in your literature review is a research article.
- /5 Designs a short questionnaire (five to six questions) to validate the issue related to the topic. Consent must accompany the questionnaire (see above under Sample Consent). The questionnaire is not time consuming for the participants (five minutes). Please submit **completed** questionnaires as an appendix.
- /4 Describe information collected on the questionnaires.
- /7 Compare the information you collected on the questionnaires with your supporting literature/research.
- /5 How could the information you **collected on the questionnaires** impact on nursing practice.
- /4 Generate further relevant questions based on the information you collected on the questionnaires.
- /3 **Summarize** the content presented in the paper (this is a summary not a conclusion).

Structure (10 marks)

- /1 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 casual discussion with friends. Appropriate grammar and verb tense is evident.
- /1 A central idea organizes the paper (your identified issue(s) and paragraphs form units of thought).
- /2 Paragraphs include a topic sentence and details that support the topic sentence. The links between paragraphs provide smooth transition. Appropriate sentence structure and flow is evident.
- /1 APA writing style is followed, e.g., writing style is incorporated into the paper as well as spacing.
- /3 Content is referenced — refer to APA guidelines and BCIT policy for plagiarism.
- /2 The reference list reflects the references used in the text and is in appropriate APA format.

Supplemental Reading

Rankin, M. & Esteves, M. (1996). How to assess a research study. *AJN*, 96(12), pp. 32–36.

Davis, B. & Logan, J. (1999). *Reading research: A user friendly guide for nurses and other health professionals* (2nd ed.). CNA, Ottawa. (Three copies on reserve in the library.)

Assignment #3: 20 marks — (10%)

Your group is to facilitate a class discussion on an issue of their own interest. It is preferred that the topic has not been covered in the course and is discussed in your textbook — Realities of Canadian Nursing — McIntyre & Thomlinson.

The purpose of this assignment is for you to apply the process threads of leadership, communication, systematic inquiry, and professionalism in the professional practice class. As a group you will be addressing the process threads by introducing a topic, developing clinically-focused questions related to the topic, facilitating each of the groups, and reporting back the group responses to your questions. Each group will select and sign up for an issue of their own interest that is not covered in class.

- Please sign up by Week 4.
- Please keep your allotted time of 25 minutes.
- Please submit a copy of your questions to the instructor.
- Only one group will be facilitating per class day as there is content that needs to be covered. See schedule for dates of presentation times.

Marking

- /5 Introduces the topic by identifying the key points in the readings (approximately five minutes).
- /4 Develops one question for each individual group that focuses on clinical application of the key points identified in the readings.
- /3 Each group member facilitates an individual group (approximately 10 minutes).
- /3 Reports back in an organized fashion the information from the individual groups (approximately 10 minutes – two minutes/group). Provides a summary at the end of the facilitation.
- /2 Adheres to the time limit of 25 minutes.
- /3 Creativity.

Participation (10%)

Participation marks consist of two components worth five marks each.

- Submission of two professional practice issues
- Class presentation participation

Professional Practice Issues

All students are required to submit two descriptions of practice issues that they have witnessed and/or experienced in their past or present practice (typewritten, no longer than one page). These examples may be used to generate discussion, critical thinking, and application of content at the beginning of each class. These are due Week 2 and Week 8 and should be handed in to the instructor at the beginning of class. Please include your name and student number on each issue submitted.

- Two submissions are worth 5 out of 5 marks
- One submission is worth 0 out of 5 marks

Class Preparation Participation

During the first class all students will form working triads. The membership of each triad will remain constant throughout the semester. Students are expected to read all of the required readings. Each student in the triad will be responsible to verbally summarize the readings for three classes to the other group members of the triad. At the end of the semester each triad will evaluate the verbal summaries of each of the triad's members.

The evaluation will consist of the following criteria:

- | | |
|---|---------|
| • Evidence of having read the required readings | 2 marks |
| • Short summary of the key points of the readings | 2 marks |
| • Delivery (enthusiasm, interest) | 1 mark |
| Total | 5 marks |

NURS 2040 — Professional Practice Seminar 2

Schedule for Professional Practice

Week #	Date	Outcome/Material Covered
1	August 14	Introduction to NURS 2040 Standards/Professional Association (guest speaker)
2	August 21	Legal Issues
3	August 28	Legal Issues Sign up for ethics presentations Sign up for facilitation of class discussion on an issue
4	September 4	Labour Day
5	September 11	Legal Issues and Facilitation
6	September 18	Ethics class Facilitation Clinical Validation paper due (Assignment #2)
7	September 25	Gender, Power, and Whistle Blowing Facilitation
8	October 2	Evidence-Based Practice Facilitation
9	October 9	Thanksgiving
10	October 16	Ethics Presentations
11	October 23	Technology, Informatics, and Specialization Facilitation
12	October 30	Ethics Presentations
13	November 6	Partnerships and Assigning Facilitation
14	November 13	Remembrance Day
15	November 20	Ethics Presentations
16	November 27	Change and the Nature of Nurses' Work Union (guest speaker)
17	December 4–8	Exam Week

