



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

**NURS 2040**  
**Professional Practice 2**

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<b>Start Date:</b>	January 7, 2008	<b>End Date:</b>	April 28, 2008
<b>Total Hours:</b>	34	<b>Total Weeks:</b>	17
<b>Hours/Week:</b>	2	<b>Lecture:</b>	
		<b>Lab:</b>	
		<b>Term/Level:</b>	4
		<b>Course Credits:</b>	2
		<b>Shop:</b>	
		<b>Seminar:</b>	Yes
		<b>Other:</b>	

**Prerequisites**

Course No.	Course Name
NURS 1040	Professional Practice 1
NURS 3034	Nursing Practicum 2
NURS 3038	Mental Health Practicum

**NURS 2040 is a Prerequisite for:**

Course No.	Course Name
NURS 7030	Nursing Practicum 5

**Co-requisite**

NURS 4032	Nursing Practicum 4
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**■ 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: During the first class, evaluation methods will be discussed and the percentage of marks assigned to each will be explained.
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**

Upon successful completion, the student will be able to:

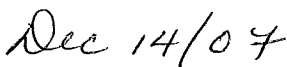
1. describe the evolution of specialization and its impact on nursing.
2. appreciate the impact of technology and informatics on the nursing workplace and patients.
3. discuss the tools to promote research/evidenced-based practice and their relationship to better patient outcomes.
4. consider ethical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

5. use an ethical framework to analyze an ethical dilemma.
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.

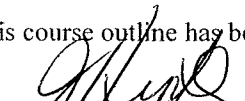
■ **Verification**

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

  
\_\_\_\_\_  
Authoring Instructor

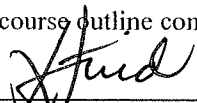
  
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Date

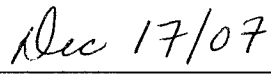
I verify that this course outline has been reviewed.

  
\_\_\_\_\_  
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)

Maureen Hornak	Office Location: SE12-418 Office Hrs.: Room 434	Office Phone: 604-432-8917 E-mail Address: maureen_hornak@bcit.ca
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

**Attendance/Illness:** In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

#### **Cheating, Fabrication, Plagiarism, and/or Dishonesty:**

**First Offense:** Any student in the School of Health Sciences involved in an initial act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offense:** Any student in the School of Health Sciences involved in a second act of academic misconduct — **cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

#### **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. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reasons will not be readmitted to the program."

**Accommodation:** Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

### ■ Learning Process Threads

- **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 the concepts of creative leadership or exemplary followship in class and through group assignments. They appreciate the role of nursing in the health care system and how creative leadership enhances this role.

### ■ Participation

Students are encouraged to participate so that all can develop their critical thinking about the subject being discussed. Participation includes doing the readings and answering the questions prior to attending class and then talking actively within the group. Students will be called randomly to share their thoughts.

### ■ Readings

- Students are encouraged to identify individual learning needs that may be met in this course. Please talk to the instructor to see how this might be accomplished.
- 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 two-day loan.
- All the required readings are to be read by every student.
- Supplemental readings are not on reserve.

### ■ Course Review

Students will have an opportunity to participate in a written review of the course at the end of the term. The end-review is aimed at modifying the course for the next class.

### ■ Assignment Details

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

- Written assignments must be word processed and in a folder.  
The group assignments will receive a group mark unless otherwise directed by the group.  
All assignments must be completed to pass the course.
- **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. Assignments are due at the beginning of the class on the due date.**

## NURS 2040 — Professional Practice Seminar 2

### Schedule for Professional Practice

Week #	Date	Outcome/Material Covered
1	January 7	Introduction to NURS 2040 Professional Association (guest speaker)
2	January 14	Legal Issues
3	January 21	Legal Issues Sign up for ethics presentations Sign up for facilitation of class discussion on an issue
4	January 28	Legal Issues
5	February 4	Legal Issues
6	February 11	Ethics class Facilitation
7	February 18	Gender, Power, and Whistle Blowing Facilitation Clinical Validation paper due (Assignment #2)
8	February 25	Evidence-Based Practice Facilitation
9	March 3	Ethics Presentation
<b>March 10th — March Spring Break</b>		
10	March 17	Specialization Facilitation
11	March 24	<b>Easter Monday</b>
12	March 31	Ethics Presentations
13	April 7	Partnerships and Assigning Facilitation
14	April 14	Ethics Presentations
15	April 21	Change and the Nature of Nurses' Work Facilitation
16	April 28	Technology and Informatics Union guest speaker