



JAN 29 1999

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline **Part A**

School of Health Sciences Nursing

Program:

Option:

NURS 3000
Nursing & Health Issues 3

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|--------------------------|---|---------------------|----|--------------------|-----|
| Hours/Week: | 3 | Total Hours: | 51 | Term/Level: | 3 |
| Group Work: | 3 | Total Weeks: | 17 | Credits: | 3.5 |
| Independent Work: | | | | | |
| Other: | | | | | |

Prerequisites

NURS 3000 is a Prerequisite for:

| Course No. | Course Name |
|--------------|---------------------------|
| Nursing 2000 | Nursing & Health Issues 2 |

| Course No. | Course Name |
|------------|---------------------------|
| NURS 4000 | Nursing & Health Issues 4 |
| NURS 4030 | Nursing Practicum 4 |

Course Goals

Nursing 3000 fosters students ability to explore health problems or situations from a professional nursing perspective by working collaboratively in small groups.

Course Description

Students will explore selected common health problems or situations in order to understand the impact 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 pregnancy, gastroenteritis in children and schizophrenia.

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

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

- Groups skills — 20% of the final mark
Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.
 - A paper that discusses a nursing or health topic relevant to Level 3 practicum, and an in depth exploration of related Level 3 Concept(s) and Context(s) — 40% of the mark.
 - An oral problem solving examination — 40% of the mark.
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Course Outcomes and Sub-Outcomes

The student will:

1. Develop a theoretical knowledge base related to nursing and specifically nursing's role in relation to selected common health problems.
 2. Develop an 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. Teach researched topics to group members utilizing principles of teaching and learning.
 6. Use facilitation skills 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 facilitation skills.
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Course Content

When exploring the health situations presented in this course, students will consider the following concepts:

- Health Promotion
- Determinants of Health
- Health/Illness
- Culture
- Community Resources
- Epidemiology*
- Growth and Development
- Self-esteem*
- Fluid and Electrolytes*
- Ethics
- Legal Issues
- Critical as Social Theory*
- Group Process

The following contexts will be emphasized in Level 3:

- Family (as context)*
- Social/Economic Context
- Emotional Context*

*Concepts and contexts introduced in Level 3

Course Content (cont'd)

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

Pregnancy Induced Hypertension

Gastroenteritis in children (This situation will also present the issue of child abuse.)

Schizophrenia

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** — This course promotes further development of a nursing knowledge base that is required for safe practice. Students are expected to be responsible and accountable to follow through with the work they have agreed to do.
- **Communication** — Working effectively in teams is a focus of this course. Experience is gained in establishing relationships with members, sharing ideas, clarifying thought, giving feedback and monitoring group functioning. Working within the group students will increase their confidence in assessing group function by assessing own and other students' facilitation skills and providing constructive feedback.
- **Systematic Inquire** — 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.
- **Learning** — Students are required to take responsibility for their learning and for preparing material for their fellow classmates that is accurate and relevant.
- **Leadership** — Students will demonstrate assertiveness, problem solving within the group, decision making and evaluation of group process.

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.

Course Record

Developed by: Anne Houseman Date: 1997
Instructor Name and Department (signature)

Revised by: Gene J. Milligan Date: June 24, 1998
Instructor Name and Department (signature)

Approved by: M. Susant Ratoy Start Date: June 25, 1998
Associate Dean / Program Head (signature)



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences Nursing

Program:

Option:

Course Outline **Part B**

NURS 3000

Nursing & Health Issues 3

Effective Date

August, 1998

Instructor(s)

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|----------------|--------------|-----------|--------|------|
| | Office No.: | SE12-418 | Phone: | |
| Linda Barratt | | | | 8915 |
| Loni Milligan | | | | 6951 |
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| | Office Hrs.: | as posted | | |

Text(s) and Equipment

Required:

1. Canadian Nurses Association. (1997). *Code of ethics for registered nurses*. Ottawa: Author.
2. Registered Nurses Association of British Columbia. (1998). *Standards for nursing practice in British Columbia*. Vancouver: Author.
3. Sims, L. K., D'Amico, D., Stiesmeyer, J. K., & Webster, J. A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
4. Snyder, M. (1992). *Independent nursing interventions* (2nd ed.). Albany, NY: Delmar.

One of the following nursing/medical dictionaries:

- 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.

One of the following diagnostic tests handbook:

- Fischback, F. (1996). *A manual of laboratory and diagnostic tests*. (5th ed.). Philadelphia: Lippincott.
- Malarkey, L. Ml, & McMorroe, M. E. (1996). *Nurse's manual of laboratory tests & diagnostic procedures*. Philadelphia: Saunders.

5. A pharmacology handbook.

NURS 1060 uses the following texts:

- Kee, J., & Hayes, E. (1997). *Pharmacology: A nursing process approach*. (2nd ed.). Toronto: Saunders.
- Spratto, George, E., & Woods, A.L. (1998). *Delmar's A-Z NDR-98. Nurses' drug reference*. Toronto: International Thompson Publishing.

6. One of the following medical-surgical texts:

- 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* (8th ed.) Philadelphia: Lippincott.

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 BCIT Library.
2. *Specialty books*.
 - Boyd, Mary Ann, & Nihart, Mary Ann. (1998). *Psychiatric nursing: Contemporary practice*. New York: Lippincott.
 - Glod, Carol A. (1998). *Contemporary psychiatric mental health nursing: The brain — behavior connection*. Philadelphia: F.A. Davis.
 - Gorman, L.M., Sultan, D.F., & Raines, M.L. (1996). *Davis's manual of psychosocial nursing in general patient care*. Philadelphia: F.A. Davis.
 - Loudermilk. (1998). *Maternity and women's care*. (6th ed.). Toronto: Mosby.
 - Wong, Donna L. (1997). *Whaley and Wong's essentials of pediatric nursing*. (5th ed.). Toronto: Mosby.

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 instructor 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.
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

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. Students are required to complete 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 will not meet the attendance requirement of the course and may be withdrawn from the course. (See BCIT policy re: Attendance.)

Group Skills Guidelines

1. Each student must participate to develop their group skills. Productive group function is a major expectation of this course. In this level there will be a focus on teaching researched material to group members. The purpose of this focus is to promote learning within the PBL group, and to develop skills which are integral to teaching patients and professional groups.
2. *All students must be judged satisfactory in group skills to receive the marks earned for teaching of researched materials, the written assignment and the oral exam. If students are not judged satisfactory in group function, they will receive an unsatisfactory for the course.*
3. The course outcomes describe group skills expected in this course.
4. Weekly written and/or verbal discussions of group skills will occur so that individuals can use feedback to improve their skills, The student, their peers in the group, and tutor will assess each student's group skills based on the identified criteria (see Group Skills/Participation Expectations), and give feedback to each other.
5. A midterm summary of group skills will be done to direct individual learning. A final assessment of each student's ability to function in the group will be done at the end of the term.
6. At the final assessment, students will be expected to determine each of their peers group skills as a pass or fail, based on the behaviors outlined in the Group Skills/Participation Expectations.
7. All group members (self, peers, & tutor) will evaluate the teaching of researched materials.
8. Teaching of researched materials will count as 20% of the final course grade. Each time a student teaches researched topics in a PBL session a mark will be given: by each group member, the tutor, and the presenting student. Marks will be submitted on a form to the tutor at the end of each PBL session. The tutor's mark will count 50% of the presentation mark, and the average of the group members marks and mark given to self will be 50%. The marks for teaching researched topics will be accumulated over the term, and used at the end of the PBL sessions to calculate what each student receives out of 20%.

The marks for Teaching of Researched Materials will be based on the following criteria:

Marks

5 Planning:

- research is relevant, accurate, and defensible.
- student uses a wide variety of resources to research (uses original resources, and at least 2 articles from academic journals for each assigned topic).
- demonstrates an understanding of the research, and knowledge of the subject
- selects pertinent issues to present related to the topic and health situation
- assesses the learning needs of the group.
- selects an appropriate teaching plan that covers the topic assigned by the group.

10 Implementing:

- learning goals are clear and achievable for group members.-presents teaching in an organized, confident manner
- relates new material to previous knowledge and health situation
- demonstrates a solid understanding of material presented
- uses a variety of teaching strategies that promote learning within the group
- teaching aids that are clear, organized, and enhance learning
- asks questions/comments to stimulate discussion (energizes group) — clarifies, restates, and re-directs questions, and discussion
- deals effectively with questions or issues raised by the group
- responsive to group cues
- verifies learning is occurring
- accepts alternative ways of doing things
- completes teaching within designated time
- sets up an environment conducive to learning
- uses principles of teaching/learning consistently during presentation

5 Evaluation:

- self-evaluates
- obtains feedback from students
- determines what was valuable about the presentation
- determines strengths to build on
- determines areas to improve on

Written Assignment

WRITTEN ESSAY

Purpose

The purpose of the written essay is to provide students with the opportunity to explore and discuss a relevant nursing or health topic encountered in clinical practice. The essay will include a description of the selected nursing or health topic and an in depth exploration of the selected topic and related concept(s) utilizing research materials. The essay

will show the reader that the student has studied the topic and concept(s), done research on each, and thought about how new knowledge can influence the selected nursing practice situation and future practice situations.

Requirements

1. A one page proposal outlining the paper must be submitted to your instructor. The due date for the proposal submission is **Monday, Sept. 21st, 1998 at 0900 hours.**
2. Twenty marks for your written assignment will be allotted to the proposal. If a student receives a failing grade on the proposal they must re-submit the proposal and achieve a pass in order to proceed in writing the paper. The student will receive an average of the 2 marks.
3. The proposal must be submitted with your written assignment.
4. The paper must be word processed.
5. The paper must be a minimum of 10 pages to a maximum of 12 pages (excluding cover page, and references). Exceeding length will result in a mark reduction per page.
6. The due date for the paper is **Monday, October 19th, 1998 at 0900 hours.**
7. If the paper is late, the mark for the paper will be dropped 15% per school day late.
8. **The paper must be submitted to achieve a mark for the course.**
9. The paper must reflect that a variety of resources were used, e.g., textbooks, journals, videos, Internet, or interviews.
10. The paper must have utilized a minimum of 8–10 sources. The major percentage of sources must be from the original source.
11. Instructors are available for consultation well ahead of the assigned dates. The consultation will be by appointment and during office hours. The student must demonstrate evidence that thought, effort, and research has taken place before meeting with the instructor. Ideas and questions about the proposal, and paper should be written out. The instructor will give ideas only.

Assignment of Marks

Marks

20 **Proposal**

Written Paper

The written paper will be marked according to the following elements.

Marks

5 **Title**

A statement that sparks the reader's attention and fits the topic.

An Introduction that contains the following:

1. Statement(s) that draw the reader into the selected topic.
2. Statement(s) that clearly indicate to the reader the main idea(s) or point of view the essay will explore.
3. Statement(s) and rationale(s) for the concept(s) selected to explore the nursing or health topic.
4. Brief reference to background information that helps the reader put the practice situation and topic into context.

10 **Background information that includes the following:**

A detailed description about the practice situation (scenario) from which the nursing or health topic was selected, e.g., environment, people, constraints, strengths.

An exploration of the selected nursing or health topic that demonstrates the following:

- 30 A.
1. Evidence that selected nursing or health topic and concept(s) has been researched in depth and clearly understood.
 2. Acknowledgment of different views/perspectives in the research.
 3. Evidence as to how the research supports or refutes the main topic and related concept(s) of the essay and the implications of each on the nursing practice situation.
- 20 B. Evidence as to how the concept(s) help inform or clarify the nursing or health topic and related practice situation and future situations.

5 **Conclusions that demonstrate the following:**

1. The summarization of key ideas explored and developed.
2. Closing statement(s) about the main idea of the essay now that new knowledge has been gained about the topic.

10 **Organization and Mechanics of the Paper**

1. APA format (no abstract is required)
2. Cohesive organization of ideas.
3. Paragraphs form units of thought, and links between paragraphs provide smooth transitions
4. Sentence structure
5. Grammar
6. Spelling
7. Punctuation

Suggested Examples of Topics

The following are only some topic examples. You may choose a topic that interests you. The topic chosen *must relate to Level 3, Concepts and practicum experiences.*

The Impact of Illness on the Family
Empowerment of Nurses—Whose Responsibility is It?
Involuntary Hospitalization: Misuse of Power or Protection of Society
Patients' Rights Movement as Related to Critical Social Theory
Clubhouse Model of a Patient returning to the Community
Homelessness/Poverty as Related to De-Institutionalization
The Use of Electric Convulsive Therapy
The Effects on a Child Who Has a Schizophrenic Mother
The Effects on the Family of Caring for an Individual with Schizophrenia
Sexuality and the Rights of the Mentally Ill
The Effect of an Adolescent Suicide on the Family
Anorexia and Control
Postpartum Depression
Eating Disorders and the Effect of the Social Context
What Are the Issues for Families (or Family) Dealing with an Anorexic Child
The Effects of Power on Health
The Effects of Poverty on Children's Health in BC
Breast-feeding and the Impact on Health
Chronic Pain and Depression
Chronic Illness and Depression
The Effects of Chronic Illness in a Child on the Family
Fetal Alcohol Syndrome and Effects on the Child/Family
Drug Abuse and Effects on Child/Family
Illness and the Effect on Growth and Development of the Child/Family
Growth and Developmental Stages of the Family
How Culture Influences Health Practices in Children/Family
The Effects of Hospitalization on Children
The Effects on an Individual of Hospitalization on a Psychiatric Unit
Social Support of the Chronically Ill Child
Genetic Engineering and How this Might Impact Children's Health
The Ethics of Adolescent/Child Consent

Examination Details

ORAL PROBLEM SOLVING EXAMINATION will be held during Weeks 16 and 17.

STEP 1:

- The student will pick up a written patient situation from the instructor **2 hours before** the scheduled time for the oral part of the examination. The student is free to work anywhere on campus preparing for the oral examination. This is intended to be an individual exercise.

STEP 2:

- Return the written situation to the instructor at the time of your oral examination.
- The instructor will ask questions related to the following:
 - ▶ physiological/psychosocial aspects of the situation
 - ▶ relevant issues to the patient and/or family
 - ▶ issues, problems or hypothesis in order of priority
 - ▶ example of how cues/data were clustered to support a problem/issue/hypothesis statement
 - ▶ interrelationships among problems or issues
 - ▶ what assumptions were made in relation to the situation
 - ▶ examples of reasonable nursing interventions and the rationale
- The oral part will take about 30 minutes. The instructor **will not** prompt you. The instructor will move you along so that all questions are covered in the time period. The instructor will not give you any assistance with answering the questions.
- The instructor will be using a marking scheme while you are answering the questions.
- A student who has received a failing grade can have one other opportunity using a different situation.
- ***All students must satisfactorily complete this exam to achieve credit for the course.***

