



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Nursing

Option:

**Course Outline****NURS 3000****Nursing & Health Issues 3****Start Date:** January, 2000**End Date:** May, 2000**Course Credits:** 3**Term/Level:** 3**Total Hours:** 42**Total Weeks:** 14

<b>Hours/Week:</b> 3	<b>Lecture:</b>	<b>Lab:</b>	<b>Shop:</b>	<b>Seminar:</b>	<b>Other:</b>
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**Prerequisites**

Course No.	Course Name
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NURS 2000 Nursing &amp; Health Issues2

ENGL 1177 Professional Writing

BHSC 2203 Physiology &amp; Pathophysiology

**NURS 3000 is a Prerequisite for:**

Course No.	Course Name
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NURS 4000 Nursing &amp; Health Issues 4

NURS 4030 Nursing Practicum 4

**Course Calendar Description**

Students will explore two health-related situations to gain understanding of the impact of illness on the individual, family, society, and the health care system. The situations relate to a childbearing experience and childhood gastroenteritis. To develop understanding, students will access information from a variety of sources, including appropriate literature, health care professionals, and community resources. A thorough exploration of the health situation will assist students to develop a professional context from which they can develop an individualized nursing care plan that addresses relevant patient problems.

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

**Course Goals**

NURS 3000 fosters students' abilities to explore health problems and issues from a professional nursing perspective by working collaboratively in small groups. Students will apply selected theoretical concepts from nursing and other health disciplines to the health situations.

## 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 independent research 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 2 situations during the term. A simulated patient may be associated with the health situation.

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## Evaluation

- Group skills/Participation Expectations — *Satisfactory ability to function effectively in the problem-based group is required to achieve credit for the course.* – 10% of the mark.
  - Teaching of researched materials – 20% of the final mark
  - A paper that discusses a nursing or health topic relevant to Level 3 Family practicum course (3034), and an in depth exploration of related Level 3 Concept(s) or Context(s) – 35% of the mark.
  - An oral problem solving examination – 35% of the mark. A passing grade in the exam is required to achieve credit for the course.
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## Course Learning Outcomes/Competencies

The student will:

1. develop a theoretical knowledge base related to nursing and specifically nursing's role in relation to selected common health problems relevant to childbearing, child rearing, and selected concepts inherent in the health situation.
  2. recognize contextual influences as relevant to the situation.
  3. develop an ability to accept a variety of perspectives related to the situation.
  4. actively work in the group to develop a planned approach towards understanding the situation.
  5. use facilitation skills in the group so that the group functions productively.
  6. reflect on own growth in developing effective facilitation skills.
  7. establish relationships with group members that achieve the tasks of the group.
  8. develop ability to monitor group process.
  9. develop ability to give feedback to other members of the group in a manner that facilitates the group goal.
  10. teach researched topics to group members utilizing principles of teaching and learning.
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## Course Content

When exploring the health situations presented in this course, students will consider the following concepts. In problem-based learning sessions, develop a thorough understanding of new concepts and contexts.

- Health Promotion
- Determinants of Health
- Nutrition
- Health/Illness – Fluid and Electrolytes\*  
    -- Child Abuse\*
- Illness and Injury Prevention

- seeks information and opinions on own initiative.
  - clarifies information, ideas or suggestions.
  - summarizes information and ideas.
  - elaborates, interprets and questions ideas or suggestions in a way that adds to discussions/information and learning.
- b. Actively works with other group members to develop a planned approach to understanding.
- c. Gives effective feedback to individual group members that identifies his/her:
- use of group skills and skills needing improvement.
  - strengths and areas to improve on related to research presentations.
- d. Observes and comments on group process.
- identifies conflicts within the group.
  - suggests strategies for resolving conflicts.
  - identifies positive attributes of group
- e. Listens to and acts on feedback given.

## 2. Group Task Functions

- Participates in identifying tasks/goals.
- Participates in assigning tasks/work and setting agenda for the following week.
- Establishes relationships that facilitate achievement of group tasks.
- Identifies group problems in completing tasks.
- Suggests ways to resolve group problems in completing tasks.

## 3. Group Facilitative Functions

- Volunteers to facilitate group and comes prepared.
- Initiates development of and leads discussion of the agenda for the following week.
- Facilitates group so the group work is effective.
- Uses group maintenance/process and tasks (as above).
- Seeks out and uses tutor suggestions/feedback to develop group facilitative skills (before group, during and after groups).
- Picks up on cues given by tutor or others to initiate specific facilitation skills, e.g., pulling together of ideas, identifying conflicts, blocks.
- Reflects on own facilitative skills.
- Asks for and acts on group feedback (re facilitative skills).
- Continues to use facilitative skills in subsequent groups.

## 4. Knowledge

- Evidence of having done *own* reading and research on *all* topics presented, particularly the health situation.
- Shared own research and ideas about the topic being studied, particularly the health situation.
- Asks relevant questions about research brought to the group.
- Attempts to understand the viewpoint/perspectives of others.
- Seeks to understand how context influences a problem or situation.
- Learns and understands the material presented as evidenced by ability to apply it to the health situation, and concepts.

## 5. Professionalism

- Punctual for class, and coming from breaks.
- Attends class/or has valid reasons for absence.
- Notifies a member of the group if going to be absent.
- Provides group with assigned research if going to be absent.
- Demonstrates respect for all group members.

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## Written Assignment Guidelines

### 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 practicum during Level 3. 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 tutor. The due date for the proposal submission is ***Monday, February 21, 2000 at 0830 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 and the proposal must be submitted using APA style, and 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, April 10th, 2000 at 0830 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.

- Culture
- Community Resources
- Patient Teaching
- Epidemiology\*
- Growth and Development
- Self Esteem\*
- Ethics
- Legal Issues
- Critical Social Theory\*
- Group Process

The following contexts will be emphasized in Level 3:

- Family\*
- Social/Economic
- Emotional\*

\*Concepts and contexts introduced in Level 3

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

Pregnancy-induced hypertension

Gastroenteritis in children and the issue of child abuse.

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

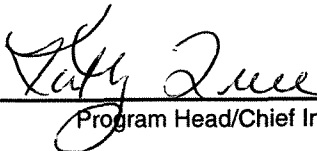
- **Professionalism** — This course promotes further development of a nursing knowledge base that is required for safe practice. Students are expected to be responsible and accountable to follow through with the work they have agreed to do.
- **Communication** — Working effectively in teams is a focus of this course. Experience is gained in establishing relationships with members, sharing ideas, clarifying thoughts, giving feedback and monitoring group functioning. Working within the group will increase students' confidence in assessing group function through assessing their own and other students' facilitation skills and providing constructive feedback.
- **Systematic Inquiry** — 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.

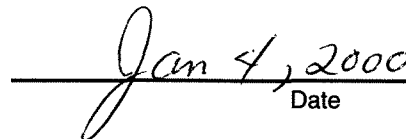
The process of working in groups and bringing information to bear on a health situation for the purpose of understanding the situation clearly promotes the development of a professional nurse. The purpose of understanding the situation may lead to developing a plan for approaching a simulated patient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

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### Course Content Verification

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

  
\_\_\_\_\_  
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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**NURS 3000**  
**Nursing & Health Issues 3**

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### Instructor(s)

	Office Phone:	Office No.:	SE12-418
		Office Hrs.:	As Posted.
Alda Antunes	TBA		
Diane Belyk	8910		
Ann Kenny-Lee	8791		
Loni Milligan	6951		
Joan Uren	8916		

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### Learning Resources

#### Required:

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

*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:*

- a laboratory and diagnostic handbook.
- a pharmacology handbook.

One of the following medical-surgical texts:

- Black, J.M., & Matassarin-Jacobs, E. (1997). *Medical-surgical nursing: Clinical management for continuity of care*. (5th ed.). Philadelphia: Saunders
- 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 Resources:

*Specialty books.*

- Nichols, F. H., & Zwelling, E., (1997). *Maternal-newborn nursing: Theory and practice*. Philadelphia: Saunders
- Wong, Donna L. (1997). *Whaley and Wong's essentials of pediatric nursing*. (5th ed.). Toronto: Mosby.
- Wong, D.L., & Perry, S.E. (1998). *Maternal child nursing care*. Toronto: Mosby.

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### 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 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. Students will be given adequate notice of such changes.

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### 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. *All students must be judged satisfactory in group skills to receive marks earned for NURS 3000. If students are not judged satisfactory in group function, they will receive an unsatisfactory for the course.*
2. 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.
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 mid-term summary of group skills will be done to direct individual learning. Each student and tutor will participate in this. The method for giving and receiving feedback will be decided by the group.
6. At the final assessment, students will determine each of their peer's group skills and assign a mark based on the behaviors outlined in the Group Skills/Participation Expectations. Each student will also assess their own skills and assign themselves a mark. The marks given by the group members and self will be averaged and count as 5% of the final grade in NURS 3000.

The tutor will assign a mark out of 5% for each group member's skills and participation. This is based on the behaviors outlined in Group Skills/Participation Expectations.

Group Skills and Participation are 10% of the final grade in NURS 3000.

7. 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 assigned by the tutor. The marks for teaching researched topics will be accumulated by the tutor over the term, and used at the end of the PBL sessions to calculate what each student receives out of 20%. Students can check with the tutor to look at their mark in respect to teaching of researched material. Marks will be assigned by the tutor based on the Teaching of Researched Materials Guidelines.

## Teaching of Researched Materials Guidelines

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

### Marks

#### 4 Planning:

- research is relevant, accurate, and defensible.
- student uses a wide variety of resources to research (used original resources, e.g., 2 articles from academic journals for each assigned topic).
- assessed the learning needs of the group.
- developed an appropriate teaching plan that covers the topic assigned by the group.

#### 13 Implementing:

- establishes an environment conducive to learning
- introduces the topic and relates to an immediate need, problem, or deficit
- learning goals are clear and achievable for group members.-presents teaching in an organized, confident manner
- relates new material to previous knowledge
- applies material to the health situation
- demonstrates a solid knowledge of material presented and an understanding of the research
- uses a variety of teaching strategies that promote learning within the group
- teaching aids that are clear, organized, and enhance learning
- uses strategies to get group members involved (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
- summarizes the main points
- speaks in a confident, articulate manner

#### 3 Evaluation:

- self-evaluation in debriefing
  - identifies strengths to build on
  - identifies areas to improve on
- obtains feedback in debriefing from group, following teaching session

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## Group Skills/Participation Expectations

These behaviors are the basis for weekly feedback during debrief sessions, mid-term evaluation, and final evaluation and mark.

### 1. Contribution to Group Effectiveness

- a. Participates in others' teaching sessions.
  - gives information and opinions on own initiative.

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.
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## Assignment of Marks

### Marks

20      **Proposal**

#### Marks

- 4      Clear statement of topic and the position or perspective to be addressed.
- 4      Clear identification of the topic, and related Level 3 concept(s) or context(s).
- 4      Description of the practice situation or scenario.
- 4      Statement(s) of how concept(s)/context(s) and your topic relate to the practice situation.
- 4      APA style and inclusion of some references.

### Written Paper

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

### Marks

10      *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. (How the practice situation relates).

*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.
- 20 B. Evidence as to how the concept(s) help inform or clarify the nursing or health topic, 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.

*Organization and Mechanics of the Paper*

- 10
  1. APA style and format (no abstract is required)
  2. Cohesive organization of ideas.
- 5
  1. Paragraphs form units of thought, and links between paragraphs provide smooth transitions
  2. Sentence structure
  3. Grammar
  4. Spelling
  5. 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?  
Patients' Rights Movement as Related to Critical Social Theory  
The Effects of Power on Health  
The Effects of Poverty on Children's Health in BC  
Breast-feeding and the Impact on Health  
The Effects of Chronic Illness in a Child on the Family  
Fetal Alcohol Syndrome and Effects on the Child/Family  
Illness and the Effect on Growth and Development of the Child/Family  
How Culture Influences Health Practices in Children/Family  
The Effects of Hospitalization on Children  
Social Support of the Chronically Ill Child  
Genetic Engineering and How this Might Impact Children's Health  
The Ethics of Adolescent/Child Consent

## Oral Examination Guidelines

1. The oral problem-solving examination will be held Week 17. Time will be assigned later in the term.
2. *All students must achieve a passing grade in this exam to achieve credit for the course.*
3. A student who has received a failing grade can have one other opportunity to pass using a different test situation.
4. Questions to be used during the actual oral exam will be reviewed at the end of *each* PBL situation. This will provide you opportunity to practice the questions and review your responses with the tutor.
5. Questions from the following will be asked by the tutor for examination purposes.

### Examination Questions

1. Identify five *realistic* problems, potential problems, issues, or hypotheses in the situation. You may be asked to specify physiological and/or psychosocial aspects that relate to family and/or patient.
2. Describe how you clustered clues or data to support one problem, potential problem, issue or hypothesis. What framework have you used?
3. Describe the interrelationships among several problems, potential problems, issues or hypotheses you have identified.
4. Discuss two assumptions you have made related to the scenario and how you would validate these.
5. Describe the pertinent physiology or underlying pathophysiology related to the patient's condition at this time.
6. What are the priority psychosocial aspects relevant to the patient's health?
7. What focused assessment would you do in respect to one of the priority problems identified for the patient?
8. Discuss reasonable nursing interventions with sound rationale(s) for five problems you have identified.
9. Choose a concept and describe why and how it is relevant to the situation.
10. Identify one problem, potential problem, or issue of the patient based on his/her growth and development stage. Discuss the nursing considerations with regard to this problem.

### Examination Procedure

#### Step 1:

- The student will pick up a written patient situation from the tutor *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 tutor at the time of your oral examination.
- The oral part will take about 30 minutes. The tutor *will not* prompt you. The tutor will move you along so that all questions are covered in the time period. The tutor will not give you any assistance with answering the questions.
- The tutor will be using a marking scheme while you are answering the questions.