

MAY - 2 2002



## Course Outline

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 3000**

**Applied Nursing Science 3**

**Start Date:** January, 2001

**End Date:** May, 2001

**Course Credits:** 3

**Term/Level:** 3

**Total Hours:** 42

**Total Weeks:** 14

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

**Course No. Course Name**

BHSC 2203 Physiology & Pathophysiology

ENGL 1177 Professional Writing

NURS 2000 Applied Nursing Science 2

### NURS 3000 is a Prerequisite for:

**Course No. Course Name**

NURS 4000 Applied Nursing Science 4

NURS 4030 Nursing Practicum 4

### Course Calendar Description

Students will explore selected common health 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' ability 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.

### Evaluation

• Group Skills — <i>Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.</i>	10%
• Teaching of researched materials	20%
• 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%
• An oral problem solving examination. A passing mark is required to achieve credit for the course.	<u>35%</u>
<b>TOTAL</b>	100%

### Comments:

All assignments must be completed to achieve a passing grade.

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### Course Learning Outcomes/Competencies

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

1. develop a theoretical knowledge base related to nursing and specifically the nursing role in relation to selected common health problems relevant to childbearing, child rearing, and selected concepts inherent in the health situations studied.
  2. develop an ability to accept a variety of perspectives related to the situation.
  3. analyze contextual influences as relevant to the situation.
  4. actively work in the group, with commitment and initiative, 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 in a competent and professional manner.
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### Process Learning Threads 3000

**Professionalism:** Students further develop an understanding of the professional nurse's role. They develop a nursing knowledge base regarding common health problems that is required for safe practice and analyze contextual influences. With assistance students consider theoretical perspectives relevant to understanding individual and family issues. They are accountable and responsible to follow through with work they have agreed to do. They understand nursing in the context of family. They analyze data and develop care plans to resolve patient issues or promote comfort. With assistance, students incorporate health promotion, illness/injury prevention and rehabilitation into nursing care and begin to consider planning for discharge.

**Communication:** Students work effectively in teams. They establish relationships with colleagues, share ideas, clarify thoughts, give feedback and monitor effective group functioning. They differentiate between task and process skills. Working within the group increases students' confidence in assessing group function through

assessing their own and other student's facilitation skills and providing constructive feedback. Students critically discuss issues and write. They learn to use relevant research and literature to gain a broad perspective on family issues. They use APA style. They dialogue with colleagues and teachers in the process of learning.

**Systematic Inquiry:** Students are increasingly independent with critical thinking and use a variety of sources of knowing to guide care. They use a variety of theoretical perspectives to guide their thinking. They anticipate alternate perspectives of nursing practice and explore their relevance and relationship to care. They use word processing and access to data bases and internet sites for information.

**Professional Growth:** Students take responsibility for their learning and for preparing information for problem-based sessions that is accurate and relevant. They take individual learning preferences into consideration when they prepare material. They critically read articles and textbook chapters to discuss family issues. They reflect on their beliefs about family. Students consult with a variety of health professionals in hospitals and community to more fully understand health issues. They value discussions of own performance and begin to self-evaluate and act on learning needs. Also, they are responsible and accountable for their actions and are becoming committed to professional growth.

**Creative Leadership:** Students critically explore family issues. They differentiate between task and process skills of group functioning and demonstrate assertiveness, problem-solving, decision making and evaluation of group process. They appreciate the role of nurses in the health care system. They use word processing and access data bases and internet sites for information.

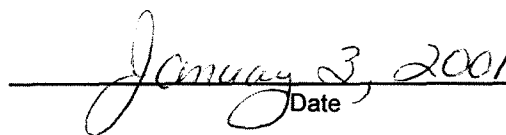
**Technical Skills:** Students discuss technical skills relevant to health issues and the rationale for why they are performed. The process of working in groups and bringing information to bear on a health situation for the purpose of understanding the situation more clearly promotes the development 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.

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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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### Instructor(s)

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### Learning Resources

#### Required:

##### Course specific:

- Wong, D.L., & Perry, S.E., (1998). *Maternal child nursing care*. Toronto: Mosby.

##### Generic texts:

##### *Publication Manual*

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. *Code of Ethics*
3. *Standards for Nursing Practice*
4. *Health Assessment text*
5. *Nursing/medical dictionary*
6. *a laboratory and diagnostic handbook*
7. *a pharmacology handbook*
8. *a medical-surgical nursing text*

#### 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.

## 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. The duration of the course is 14 weeks. The fourteenth week of the course is the **oral exam**, scheduled during exam week.

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## Course Content

Students will consider the following concepts and contexts in the health situations — pregnancy-induced hypertension, and gastroenteritis. 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.

Concepts learned in earlier levels:

- Ethnicity
- Health Promotion
- Determinants of Health
- Nutrition
- Health/Illness
- Illness and Injury Prevention
- Growth and Development
- Diversity
- Group Process

Concepts introduced in Level 3:

- Critical Social Theory
- Self-Esteem
- Epidemiology
- Family

Contexts emphasized in Level 3:

- Social/Economic
- Emotional

Topics covered under the Concept of Health/Illness in Level 3 are:

- Fluid and Electrolytes
- Child Abuse
- Substance Abuse (drug)

## 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/Assignment Details

Dialogue contributes to both thinking and learning. Therefore, attendance is required in this course. The different viewpoints and experiences shared during the session expands 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.)

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## 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, Appendix A), and give feedback to each other.
5. A mid-term summary of group skills will be done to direct individual learning (Group Skills Evaluation, Appendix B). 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 provide a written evaluation for 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. Students will use the Group Skills Evaluation form (Appendix B) to complete this.

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.

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### Teaching of Researched Materials Guidelines

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 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 meet with the tutor at any time during the term to discuss teaching sessions and assigned marks. Marks will be assigned by the tutor based on the Teaching of Researched Materials Evaluation Tool which specifies the criteria for teaching researched materials (Appendix C).

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### Written Assignment Guidelines

#### Term Paper

##### Purpose

The purpose of the paper is to provide students with the opportunity to explore and discuss an actual nursing practice situation relevant to Level 3 practicum experiences. The paper will include an in-depth exploration of the topic and related concept or context utilizing researched materials. The topic chosen must be related to concepts/contexts **introduced** in NURS 3000, growth and development or diversity (culture).

The paper will show the reader that the student has researched the topic, the related concept or context, and thought about how the new knowledge can influence your nursing practice.

##### 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 19th, 2001 at 0830 hours**.
2. Twenty marks for your term paper 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. The mark of any additional proposal submissions will also be averaged.
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 or a reduction of length will result in a one mark reduction per page.
6. The due date for the paper is *Monday, April 9th, 2001 at 0830 hours*.
7. If the paper is late, the mark for the paper will be dropped 15% per school day.
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., books, journals, videos, Internet, or interviews. The paper must have utilized a minimum of 8–10 sources other than dictionaries or required texts. The major percentage of sources must be from the original or primary source.
10. Tutors 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 tutor. Ideas and questions about the proposal, and paper should be written out. The tutor 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 related concept or context.
- 4      Description of the practice situation.
- 4      Statement(s) of how the concept/context and your topic relate to the practice situation.
- 4      APA style and inclusion of some references.

#### Paper

The paper will be marked according to the following elements.

### Marks

#### A. Introduction

Clearly indicate to the reader the title and main idea(s) or point of view the paper will explore. The introduction should contain the following:

- /2 1. Statements about the selected topic and the main idea(s) or point of view the paper will explore.
- /3 2. Statements and rationale(s) for the concept/context selected to explore the nursing practice situation.
- /2 3. A brief description of the nursing practice situation.
- /3 4. Statements and a brief description that helps the reader relate the topic, and the concept/context to the nursing practice situation.

**B. Exploration of the topic**

- /4 1. Evidence of in depth research that demonstrates the topic is clearly understood.
- /4 2. Evidence to demonstrate how the topic, or content area is related to the nursing practice situation.

**C. Exploration of the concept/context**

- /4 1. Evidence of in depth research that demonstrates that the concept/context have been clearly understood.
- /4 2. Acknowledge different views/perspectives about the concept/context in the literature researched.
- /6 3. Evidence as to how the research about the concept/context supports or refutes issues within the nursing practice situation.

**D. Nursing practice situation**

- /4 1. Description of the actual nursing practice situation.
- /10 2. Theoretical discussion about the topic and concept in relation to the nursing practice situation.
- /10 3. Apply the research on your topic and concept to the nursing practice situation.

- /6 E. Discuss how the topic, concept, and nursing practice situation interrelate and can be applied to your nursing practice.

**F. Conclusions that demonstrate the following:**

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

#### G. Organization and Mechanics of the Paper

- |     |   |
|-----|---|
| /10 | <ol style="list-style-type: none"><li>1. APA style and format e.g., reference list (no abstract is required)</li><li>2. Cohesive organization of ideas.<br/>Paragraphs form units of thought, and links between paragraphs provide smooth transitions</li></ol> |
| /4  | <ol style="list-style-type: none"><li>1. Sentence structure</li><li>2. Grammar</li><li>3. Spelling</li><li>4. Punctuation</li></ol>   |

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### 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. Examination questions are listed in Appendix D.
6. Questions (listed in Appendix D) will be asked by the tutor for examination purposes.

### 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 to the assigned room and 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.
- The tutor will tell you the question numbers to be asked at the beginning of the oral exam.
- The written situation and working papers are returned to the tutor at the time of the oral exam.

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

Student: \_\_\_\_\_

Mark: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<b>A</b>	<b>CONTRIBUTION TO GROUP EFFECTIVENESS</b>																			
<b>1.</b>	<b>a) Participates in others teaching sessions</b>																			
	• gives information & opinions on own initiative																			
	• seeks information & opinions on own initiative																			
	• clarifies information, ideas or suggestions																			
	• summarizes information & ideas																			
	• elaborates, interprets & questions, ideas, or suggestions in a way that adds to the discussions/information & learning																			
	• actively works with other group members to develop a planned approach to understanding																			
	<b>b) Gives effective feedback to individual group members that identifies his/her:</b>																			
	• use of group skills & skills needing improvement																			
	• strengths & areas to improve on related research & presentations																			
	<b>c) Observes &amp; comments on group process</b>																			
	• identifies positive attributes of group																			
	• identifies conflicts within the group																			
	• suggests strategies for resolving conflict																			
	• willing to compromise when resolving conflicts																			
	<b>d) Listens to and acts on feedback given</b>																			
<b>2.</b>	<b>Group Task Functions</b>																			
	• participates in identifying tasks/goals																			
	• participates in assigning tasks/work and setting agenda for the following week																			
	• establishes relationships that facilitates achievement of group tasks																			
	• identifies group problems in completing tasks																			
	• suggests ways to resolve group problems in completing tasks																			
<b>3.</b>	<b>Group Facilitative Functions</b>																			
	• volunteers to chair the group and comes prepared																			
	• initiates development of and leads discussion of the agenda for the following week																			
	• chairs the group so the work is effective																			
	• seeks out and uses tutor suggestions/feedback to develop group facilitative skills as chairperson																			
	• picks up on cues given by tutor or others to initiate specific facilitation skills, e.g., pulling together of ideas, identifying conflicts, blocks																			

	• asks for and acts on group feed back re facilitative skills as chairperson																		
	• continues to use facilitative skills in subsequent groups																		
	• reflects on own facilitative skills as chairperson																		
<b>B</b>	<b>KNOWLEDGE</b>																		
	• 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																		
	• asks relevant questions about research brought to the group																		
	• attempts to understand the viewpoint/perspectives with 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																		
<b>C</b>	<b>PROFESSIONALISM</b>																		
	• 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																		

## Comments





## Appendix C

### Applied Nursing Science 3 — NURS 3000 Evaluation Tool for Teaching of Researched Materials

Teaching by: \_\_\_\_\_ Tutor: \_\_\_\_\_

Your tutor will assign each specified criteria a point from one to five. One is low achievement of the criteria and five represents high achievement of the criteria.

Date					
Topic					

#### EVALUATION CRITERIA

##### PLANNING (4) x 5

Research is relevant, current, accurate and defensible.					
A wide variety of resources used (used original resources (e.g., two academic journal articles, if appropriate).					
Assessed the learning needs of the group.					
Developed an appropriate teaching strategy to aid in study of the topic assigned.					

##### IMPLEMENTATION (12) x 5

Establishes an environment conducive to learning.					
Introduces the topic and relates to an immediate need, problem or deficit.					
Learning goals are clear.					
Relates new material to previous knowledge					
Applies material to the health situation.					
Demonstrates a solid knowledge of the material presented and understanding of the research.					
Teaching strategies enhance learning the material being taught.					
Teaching aids a clear, organized and enhance learning.					

Uses strategies to get group members involved (asks questions/comments to stimulate discussion and critical thinking) Energizes group.					
Deals effectively with questions or issues raised by the group.					
Summarizes the main points.					
Speaks in a confident, articulate manner.					

**EVALUATION (4) x 5**

• self-evaluates immediately following the teaching session.					
• identifies strengths and areas to work on.					
• discusses teaching strategies and rationale for use with topic. Examines principles of teaching and learning utilized.					
• obtains feedback immediately from the group, following teaching session.					

Total      100      100      100      100      100

**Average**

**Final Grade**      20

**Comments:**



## **Appendix D**

### **Examination Questions**

1. Describe the pertinent physiology or underlying pathophysiology related to the patient's condition at this time.
2. Identify five priority 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. Discuss reasonable nursing interventions with sound rationale(s) for the five priority problems you have identified. The interventions must be distinctly related to the problems identified.
3. Discuss two assumptions you have made related to the scenario and how you would validate these.
4. Describe how you clustered clues or data to support one problem, potential problem, issue or hypothesis. What framework have you used?
5. Choose a concept and describe why and how it is relevant to the situation.
6. 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.