



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

**NURS 3000**  
**Applied Nursing Science 3**

**Start Date:** January, 2004**End Date:** May, 2004**Total Hours:** 42    **Total Weeks:** 14**Term/Level:** 3    **Course Credits:** 3**Hours/Week:** 3    **Lecture:** 3    **Lab:****Shop:**    **Seminar:**    **Other:****Prerequisites****NURS 3000 is a Prerequisite for:**

<b>Course No.</b>	<b>Course Name</b>
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<b>Course No.</b>	<b>Course Name</b>
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BHSC 2203    Physiology and Pathophysiology

NURS 4000    Applied Nursing Science 4

ENGL 1177    Professional Writing

NURS 4030    Nursing Practicum 4

NURS 2000    Applied Nursing Science 2

NURS 2030    Nursing Practicum 2

**■ Course 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 and a child rearing experience. 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.

**■ Detailed Course Description**

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 — *A 50% grade in this component is required for course completion.*

15%

- Teaching of researched materials.

20%

- A term paper.

30%

- An oral problem solving examination.

35%

**TOTAL****100%**

Comments: All evaluative tools must be completed to achieve credit for the course.

### ■ Course Learning Outcomes/Competencies

Upon successful completion, 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.

### ■ 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 databases and Internet sites for information.

■ **Process Learning Threads 3000 (cont'd.)**

**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.

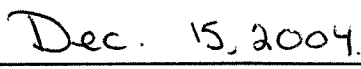
**Creative Leadership:** Students critically explore family issues. They differentiate between task and process skills of group functioning and demonstrate assertiveness, problem-solving, decision making and evaluation of group process. They appreciate the role of nurses in the health care system. They 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.

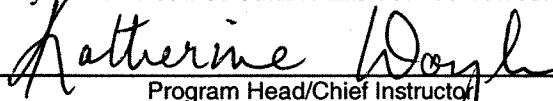
■ **Verification**

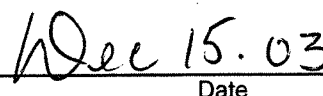
I verify that the content of this course outline is current.

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

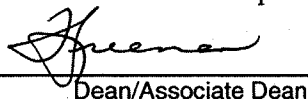
  
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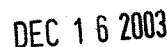
I verify that this course outline has been reviewed.

  
\_\_\_\_\_  
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)

	Office Location:	Office Phone:	E-mail Address:
Karen Driol	SE12-418	604-451-6946	kdriol@bcit.ca (Course Leader)
Denise Beaupre	SE12-418	604-432-8913	dbeaupre@bcit.ca
Kathaleen Appleby	SE12-418	604-451-6949	kappleby@bcit.ca
TBA	SE12-418		

## ■ Learning Resources

### Required:

### Course specific:

Wong, D.L., Perry, S.E., & Hockenberry, M.J. (2002). *Maternal child nursing care* (2nd ed.). Toronto, ON: Mosby.

### Generic texts:

#### Publication Manual

1. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. This text is in the reference section of the BCIT Library.
2. *Code of Ethics* — Website: <http://www.rnabc.bc.ca>
3. *Standards for Nursing Practice* — Website: <http://www.rnabc.bc.ca>
4. Health Assessment text
5. Nursing/medical dictionary
6. a laboratory and diagnostic handbook
7. a pharmacology text
8. a medical-surgical nursing text
9. a mental health text

## ■ 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.

## ■ 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 introduced in Level 3:

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

Contexts emphasized in Level 3:

- Emotional/Political

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

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

## ■ Information for Students

**Assignments:** Late assignments, lab reports or projects will be deducted 10% for each school day they are late. Assignments must be done on an individual basis unless otherwise specified by the instructor.

**Makeup Tests, Exams or Quizzes:** There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

**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 attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

**Illness:** A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

**Attempts:** Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

**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.

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the tutor to see how this might be accomplished.
2. During the first class, the course 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.

### ■ 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, Student Medical Certificate.)

### ■ 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 Evaluation, 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 A). 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 and verbal evaluation for each of their peer's group skills and assign a mark, Group Skills Evaluation. 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 7.5% 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 7.5% for each group member's skills and participation.

Group Skills and Participation are 15% of the final grade in NURS 3000.

### ■ 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 B).

## ■ Written Assignment Guidelines

### Term Paper

#### Purpose

The purpose of the paper is to provide students with the opportunity to explore Level 3 concepts and discuss an actual nursing practice situation relevant to Level 3 practicum experiences. The paper will include an in-depth exploration of a nursing or health topic relevant to NURS 3034 or NURS 3038 and related concept or context utilizing researched materials. The nursing or health 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 nursing or health topic, the related concept or context, and thought about how the new knowledge can influence their 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 16 @ 0830.***
2. The proposal should include:
  - the title of the paper.
  - clear statements about a nursing or health topic and the position or perspective to be addressed.
  - clear identification of the related concept or context.
  - a brief description of the nursing practice situation and possible nursing practice issues.
  - statements of how the concept/context and your topic relate to the nursing practice situation.
  - statement(s) of why this topic and concept are relevant to nursing.
  - include some references related to the nursing/health topic and the concept/context.The proposal should follow APA style, and must be word-processed.
3. The proposal must be deemed satisfactory by the tutor in order to proceed in writing the paper.
4. The satisfactory proposal ***must*** be submitted with your paper on the due date for the paper.
5. The paper must be submitted using APA style, and must be word processed.
6. 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.
7. The due date for the paper is ***Monday, April 5, 2004 at 0830 hours.***
8. If the paper and the satisfactory proposal are submitted late, the mark for the paper will be dropped 10% per school day.
9. ***The paper must be submitted to achieve a mark for the course.***
10. The paper must reflect research and that a variety of resources were used, e.g., books, journals (include at least three current journal articles), videos, Internet, or interviews. The paper must have utilized a minimum of 8–10 sources other than dictionaries or required texts. Primary sources are encouraged with regard to theories and models but secondary sources are acceptable as long as they are critically examined and referenced correctly.

11. 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.

#### ■ Assignment of Marks for Paper

##### Marks

- |    |  |  |
|----|--|--|
| 5  | A. <b>Introduction</b>   | Include statements about the main ideas or points of view the paper will explore. Briefly describe why the nursing or health topic and the concept are relevant to the nursing practice situation.                             |
| 18 | B. <b>Exploration of the Nursing or Health Topic</b>   | Present the topic using related research studies and relevant literature. Discuss research findings, theoretical perspectives, points of view, and issues arising from your review that support your position statements.      |
| 18 | C. <b>Exploration of the Concept/Context</b>   | Discuss and analyze the concept/context to include definitions, characteristics, and perspectives or points of view. Ensure that your discussion of the concept is relevant to the practice situation.                         |
|    | D. <b>Application of Research on the Nursing or Health Topic and Concept to the Nursing Practice Situation</b> |  |
| 10 |  | • Describe the actual nursing practice situation and identify the health issue relevant to nursing practice. Include your interview questions, responses, and some direct quotes.  |
| 15 |  | • Discuss how your research on the nursing/health topic and the concepts are relevant to the nursing practice situation. Explain how the research relates, supports, or refutes issues within this nursing practice situation. |
| 15 |  | • Discuss how knowledge you have learned about the topic and the concept/context give direction to, or influences your nursing practice, and nursing practice in general. Include specific examples.                           |
| 3  | E. <b>Conclusion</b>   | Summarize key ideas explored and developed.  |
| 2  | F. <b>Congruency of Proposal and Paper</b>   |  |
| 10 | G. <b>Organization and Mechanics of the Paper</b>  |  |
|    |  | 1. APA style and format, e.g., no abstract is required, reference list, use headings in body of paper.   |
|    |  | 2. Cohesive organization of ideas.<br>Paragraphs form units of thought, and links between paragraphs provide smooth transitions.   |
| 4  |  | 1. Sentence structure  |
|    |  | 2. Grammar   |
|    |  | 3. Spelling  |
|    |  | 4. Punctuation   |



### ■ Oral Examination Guidelines

1. The oral problem-solving examination will be held **Week 17**. A specific date and time will be assigned later in the term.
2. 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.
3. Examination questions are listed in Appendix C, the marking format in Appendix D.
4. The oral problem-solving exam is 30% of the final course mark.
5. The oral exam must be completed to achieve a mark for the course.

### 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 end of the oral exam.

## APPENDIX A

### Guidelines to Group Skills Evaluation

The following points may help you evaluate yourself and your classmates.

<b>A</b>	<b>CONTRIBUTION TO GROUP EFFECTIVENESS</b>
<b>1.</b>	<b>a) Participates in other teaching sessions</b>
	<ul style="list-style-type: none"> <li>gives and seeks information and opinions on own initiative</li> </ul>
	<ul style="list-style-type: none"> <li>clarifies information, ideas or suggestions</li> </ul>
	<ul style="list-style-type: none"> <li>summarizes information and ideas</li> </ul>
	<ul style="list-style-type: none"> <li>elaborates, interprets and questions, ideas, or suggestions in a way that adds to the discussions/information and learning – uses facilitation skills</li> </ul>
	<ul style="list-style-type: none"> <li>actively works with other group members to develop a planned approach to understanding</li> </ul>
	<b>b) Gives effective feedback to individual group members that identifies his/her:</b>
	<ul style="list-style-type: none"> <li>use of group skills and skills needing improvement</li> </ul>
	<ul style="list-style-type: none"> <li>strengths and areas to improve on related to research and teaching</li> </ul>
	<b>c) Observes and comments on group process</b>
	<ul style="list-style-type: none"> <li>identifies positive attributes of group</li> </ul>
	<ul style="list-style-type: none"> <li>identifies conflicts within the group</li> </ul>
	<ul style="list-style-type: none"> <li>suggests strategies for resolving conflict</li> </ul>
	<ul style="list-style-type: none"> <li>willing to compromise when resolving conflicts</li> </ul>
	<b>d) Listens to and acts on feedback given</b>
	<ul style="list-style-type: none"> <li>able to self-evaluate and share this with group</li> </ul>
<b>2.</b>	<b>Group Task Functions</b>
	<ul style="list-style-type: none"> <li>participates in identifying and assigning tasks/goals</li> </ul>
	<ul style="list-style-type: none"> <li>suggests ways to resolve group problems in completing tasks</li> </ul>
<b>3.</b>	<b>Group Facilitative Functions</b>
	<ul style="list-style-type: none"> <li>volunteers to chair the group and comes prepared</li> </ul>
	<ul style="list-style-type: none"> <li>initiates development of and leads discussion of the agenda for the following week</li> </ul>
	<ul style="list-style-type: none"> <li>chairs the group so the work is effective</li> </ul>
	<ul style="list-style-type: none"> <li>seeks out and uses tutor suggestions/feedback to develop group facilitative skills as chairperson</li> </ul>
	<ul style="list-style-type: none"> <li>picks up on cues given to initiate specific facilitation skills, e.g., pulling together of ideas, identifying conflicts, getting all group members involved</li> </ul>
	<ul style="list-style-type: none"> <li>asks for and acts on group feedback re facilitative skills as chairperson</li> </ul>
	<ul style="list-style-type: none"> <li>continues to use facilitative skills in subsequent groups</li> </ul>
	<ul style="list-style-type: none"> <li>reflects on own facilitative skills as chairperson</li> </ul>

<b>B</b>	<b>KNOWLEDGE</b>
	<ul style="list-style-type: none"><li>• evidence of having done own reading and research on all topics presented, particularly the health situation</li></ul>
	<ul style="list-style-type: none"><li>• shared own research and ideas about the topic being studied</li></ul>
	<ul style="list-style-type: none"><li>• asks relevant questions about research brought to the group</li></ul>
	<ul style="list-style-type: none"><li>• attempts to understand the viewpoint/perspectives with others</li></ul>
	<ul style="list-style-type: none"><li>• seeks to understand how context influences a problem or situation</li></ul>
	<ul style="list-style-type: none"><li>• learns and understands the material presented as evidenced by ability to apply it to the health situation, and concepts</li></ul>
<b>C</b>	<b>PROFESSIONALISM</b>
	<ul style="list-style-type: none"><li>• punctual for class, and coming from breaks</li></ul>
	<ul style="list-style-type: none"><li>• attends class/or has valid reasons for absence</li></ul>
	<ul style="list-style-type: none"><li>• notifies a member of the group if going to be absent</li></ul>
	<ul style="list-style-type: none"><li>• provides group with assigned research if going to be absent</li></ul>
	<ul style="list-style-type: none"><li>• demonstrates respect for all group members</li></ul>

**Applied Nursing Science 3 — NURS 3000**  
**GROUP SKILLS EVALUATION**

Midterm Progress  
Final Evaluation: Mark: \_\_\_\_\_

## APPENDIX B

### 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.

<b>Date</b>					
<b>Topic</b>					

#### EVALUATION CRITERIA

##### PLANNING (20)

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 (70)

Establishes an environment conducive to learning.					
Introduces the topic and relates to an immediate need, problem or deficit. It has meaning to the student.					
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.					
Relates material being presented to curriculum concepts.					
Teaching strategies enhance learning the material being taught.					

Teaching aids are 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.					
Learner feels valued.					
Summarizes the main points.					
Speaks in a confident, articulate manner.					

### EVALUATION (10)

Evaluates immediately following the teaching session and identifies strengths and areas to work on.					
Discusses teaching strategies and rationale for use with topic. Examines principles of teaching and learning utilized.					

<b>Total</b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
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**Average**

<b>Final Grade</b>	<u>20</u>
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**Comments:**

## APPENDIX C

### Applied Nursing Science 3 — NURS 3000 EXAMINATION QUESTIONS

1. Describe the pertinent physiology or underlying pathophysiology related to the patient's condition at this time.

If your patient situation involves childbirth, be prepared to discuss the physiological (pathophysiological) changes related to the postpartum period.

2.
  - A. 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.
  - B. Explain and justify why your #1 problem, issue, or hypothesis is the priority in this situation.
  - C. 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.
  - A. Discuss two assumptions you have made related to the situation and how you would validate these.
  - B. How could these assumptions impact your nursing care?
4. Describe how you clustered data to make inferences to support one problem, potential problem, issue or hypothesis.
5.
  - A. Choose one of the concepts introduced in Level 3 PBL (*not* Family), and discuss the definition(s) and characteristics of the concept.
  - B. Describe, using specific examples, how the concept applies to the situation.
6.
  - A. Identify one problem, potential problem, or issue of the patient based on his/her growth and development stage.
  - B. Discuss the nursing considerations/interventions with regard to what you have identified.

APPENDIX D

**NURS 3000**  
**Oral Examination Marking Guide**

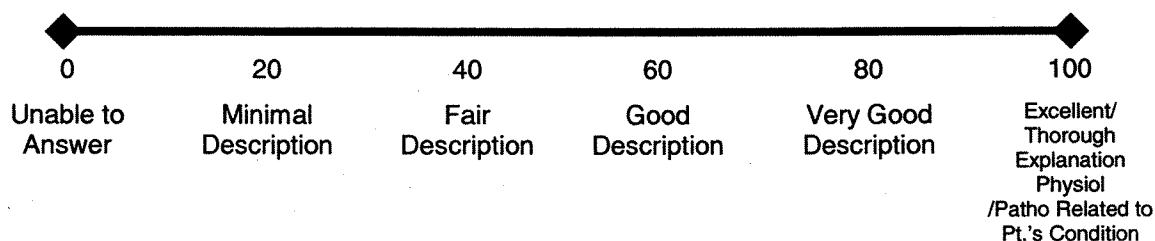
Student: \_\_\_\_\_  
Instructor: \_\_\_\_\_  
Date: \_\_\_\_\_

*Grade the student on the rating scale for each question according to their response.*

**QUESTION 1:**

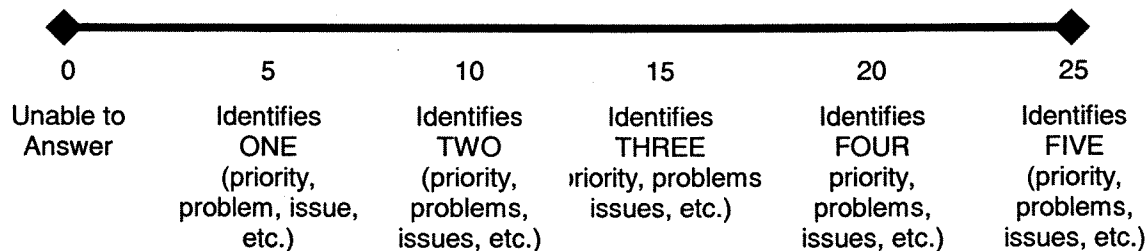
Describe the pertinent physiology or underlying pathophysiology related to the patient's condition at this time.

(If your patient situation involves childbirth, be prepared to discuss the physiological (pathophysiological) changes related to the postpartum period.)

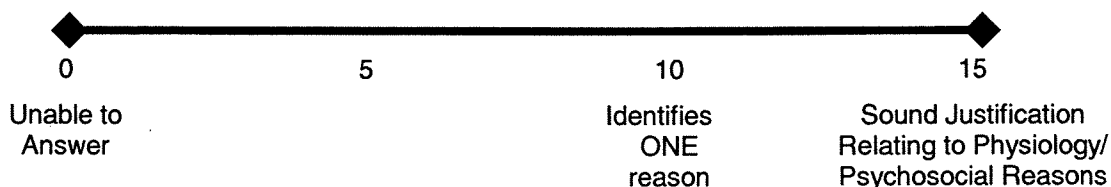


**QUESTION 2:**

- A. 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.

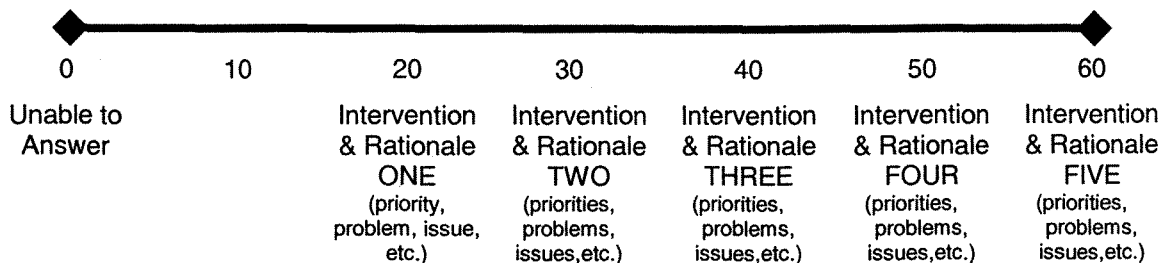


- B. Explain and justify why your #1 problem, issue, or hypothesis is the priority in this situation.



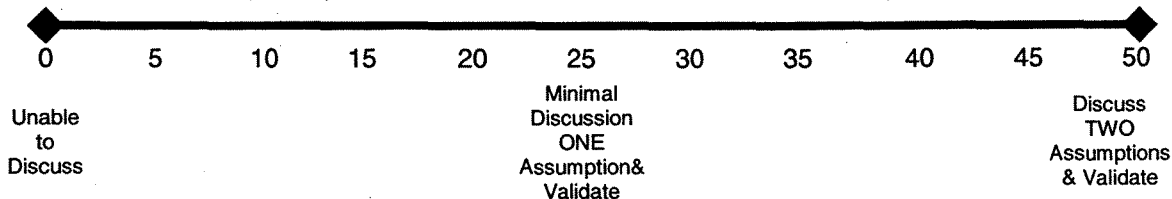


- 2C. Discuss reasonable nursing interventions with sound rationale(s) for the five priority problems you have identified. The interventions must be distinctly related to the problems identified.

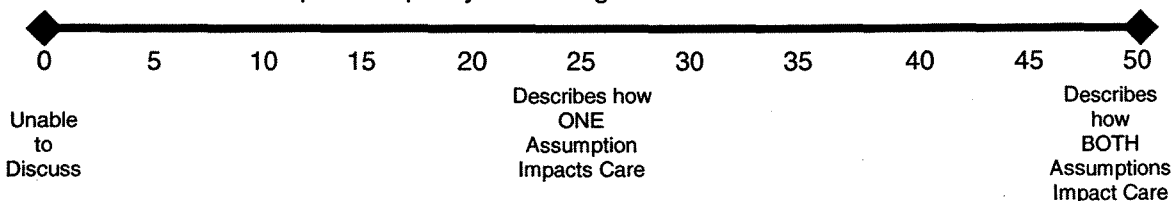


**QUESTION 3:**

- A. Discuss two assumptions you have made related to the situation and how you would validate these.

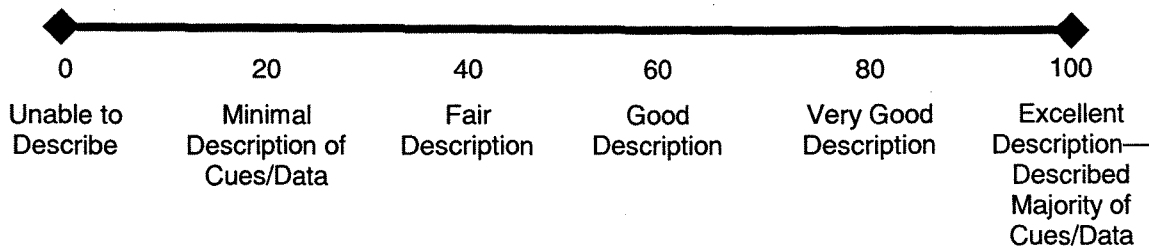


- B. How could these assumptions impact your nursing care?



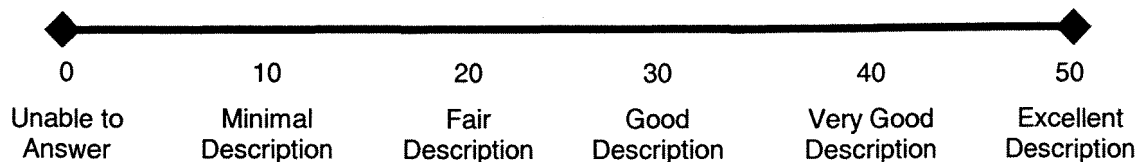
**QUESTION 4:**

- Describe how you clustered cues or data to support one problem, potential problem, issue or hypothesis.

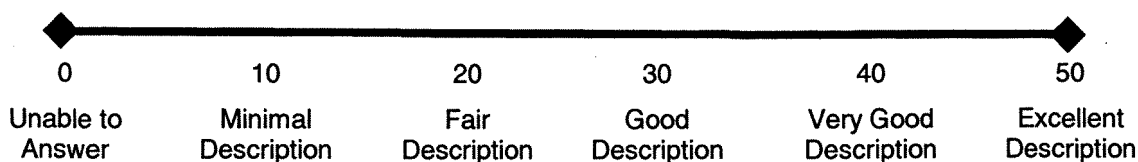


**QUESTION 5:**

- A. Choose **one** of the concepts introduced in Level 3 PBL and discuss the definition(s) and characteristics of the concept.

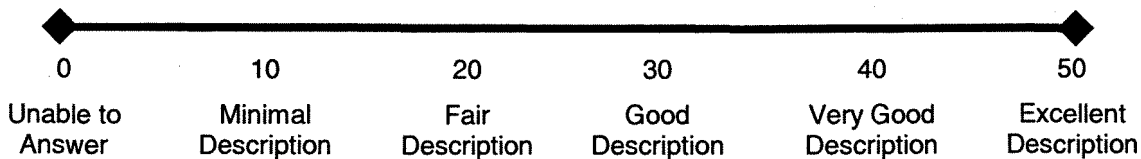


- B. Describe, using specific examples, how the concept applies to the situation.

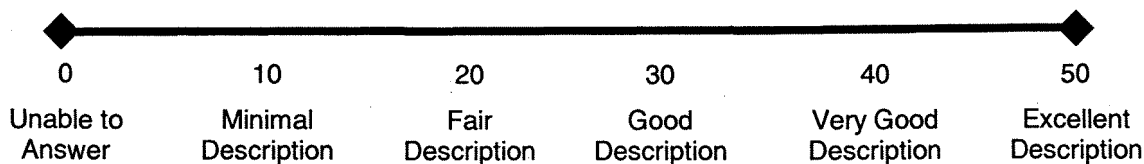


**QUESTION 6:**

- A. Identify **one** problem, potential problem, or issue of the patient based on his/her growth and development stage.



- B. Discuss the nursing considerations/interventions with regard to what you have identified.



# Level 3 PBL Schedule

Jan-May 2004

<b>Week</b>	<b>Date</b>	
1	Jan 5	Welcome and course review. Discuss course outline and evaluative methods. <b>Establish group norms.</b> <b>Establish a chairperson schedule</b> Choose a scenario, develop learning issues
2	Jan 12	
3	Jan 19	
4	Jan 26	
5	Feb 2	
6	Feb 9	
7	Feb 16	<b>Proposal due @0830</b> <b>Group evaluations</b> Finish Sharon, or Mandeep. Review oral exam questions using completed scenario.
8	Feb 23	
9	March 1	
10	March 8	
	March 15-19	Spring Break
11	March 22	
12	March 29	
13	April 5	Finish Mandeep or Sharon Review for exam. <b>Paper is due @ 0830</b> <b>Group skills evaluation with marks.</b> <b>Course evaluation</b>
17	May 2-7	<b>Oral exam.</b> A schedule will be posted after spring break

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**  
**NURSING PROGRAM**  
**NURS 3000 - APPLIED NURSING SCIENCE 3**  
**PROBLEM BASED LEARNING TUTOR EVALUATION**

**Tutor Name:** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

**1. The tutor was able to be especially effective in the following areas:**

**2. The tutor could improve her effectiveness in the following ways:**

**3. Additional comments:**

## Applied Nursing Science Courses: Concept/Content Organization

Concepts for All Levels	NURS 1000	NURS 2000	NURS 3000	NURS 4000
<b>Growth and Development</b>	Adult* (23) Elderly* (74)	Middle Adult* (57) Adult (32)	Adult Neonate* Infant* Early Childhood* Adolescent* (19)	Middle Adult (48) Late Elderly* (81)
<b>Ethnicity</b>	Chinese Filipino	First Nations Jewish	North American Southeast Asian	Italian
<b>Health Promotion</b>	Determinants of Health  • Illness & Injury Prevention • Community Resources • Nutrition	• Poverty • Patient Education		
<b>Health/Illness</b>	• CVA • STDs • HIV  Healing/Curing	• Rheumatoid Arthritis • Lung Cancer • Surgery  Complementary Therapy Chronic Illness Palliation	• Gastroenteritis • PIH • Substance Abuse (drug) • Child Abuse • Fluid & Electrolyte Imbalance	• Diabetes • Peripheral Vascular Disease • Heart Failure (angina, MI) • Craniocerebral Trauma • Substance Abuse (alcoholism) • Liver Failure • Acid-base Balance/Shock • Dementia • Osteoporosis
<b>Group Process</b>	How to become a group member	Team-building skills — to function effectively as a group	Differentiation of task and process skills	Facilitation skills focus
<b>Concept of focus in the level</b>	Sexuality Stress/Anxiety Coping  Diversity	Pain Loss/Grief Dying  Stress (physiological)	Critical Social Theory Self-Esteem Family Epidemiology	Health Promotion • Acute Care Settings • Elder Abuse
<b>Context focus within situations</b>	Spiritual(ity) Physical	Social/Economic	Emotional/Political	Social/Economic Physical

\* denotes first time age group is introduced

# **Teaching and Learning Principles**

## **PLANNING**

1. The learner is able to participate actively in the learning process
2. New material draws on past experiences and is related to something the learner already knows.
3. The nature of the learning activity changes frequently.

## **IMPLEMENTATION**

4. Introduction of what and where you are going is important.  
Clear statement of the goal(s) to be reached.
5. Summarize the main points at the end of the teaching session.
6. Material taught should be related to an immediate need, problem, or deficit.  
Assess the point of readiness for learning.
7. Learning is voluntary.
8. Learning is person-centered and problem-centered.
9. Learning is self-controlled and self-directed.
10. The threat to oneself is reduced to a minimum in the educational process.

11. Teaching and learning should be enjoyable and rewarding.

## **EVALUATION**

12. Learning is reinforced by application and prompt feedback.
13. Positive reinforcement is important to all of us.  
Motivation for success.