



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Technology in Nursing

Option:

NURS 3000**Applied Nursing Science 3****Start Date:** August, 2005**End Date:** December, 2005**Total Hours:** 42 **Total Weeks:** 14**Term/Level:** 3 **Course Credits:** 3**Hours/Week:** 3 **Lecture:** 3 **Lab:****Shop:** **Seminar:** **Other:****Prerequisites**

Course No.	Course Name
BHSC 2203	Physiology and Pathophysiology
ENGL 1177	Professional Writing
NURS 2000	Applied Nursing Science 2
NURS 2030	Nursing Practicum 2

NURS 3000 is a Prerequisite for:

Course No.	Course Name
NURS 4000	Applied Nursing Science 4
NURS 4030	Nursing Practicum 4

■ 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

<ul style="list-style-type: none">• Group Skills – Evaluation of every group member by each student is required at midterm and end of term — <i>A 50% grade in this component is required for course completion.</i>	15%	Comments: All evaluative tools must be completed to achieve credit for the course.	
<ul style="list-style-type: none">• Teaching of researched materials.	20%		
<div><ul style="list-style-type: none">• A term paper• An oral problem-solving examination</div>	<div><i>A 50% grade in the combined mark of the term paper and the oral exam is required to pass the course.</i></div>		<div>35%</div> <div>30%</div>
TOTAL	<div><div></div><div>100%</div></div>		

■ 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 databases 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.

K.D. - e

Authoring Instructor

June 1, 2005

Date

I verify that this course outline has been reviewed.

Katherine Wayne

Program Head/Chief Instructor

June 1, 2005

Date

I verify that this course outline complies with BCIT policy.

Heuman

Dean/Associate Dean

June 1/05

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 (Course Leader)	SE12-418	604-451-6946	available on
Joan Walker	SE12-418	604-453-4083	my.bcit.ca
Diane Belyk	SE12-418	604-432-8910	
Ling Lai	SE12-418	604-454-2212	
Rachel Watkins	SE12-418	604-454-2210	

■ 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 and 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 continued in Level 3:

- Ethnicity: South East Asian
- Growth and Development: Neonate, Infant, Early Childhood Adolescent

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

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

■ Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/files/pdf/policies/5002.pdf>.

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**.

Attendance/Illness:

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

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

■ Information for Students (cont'd.)

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 their respective 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 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, 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 his/her 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 that are integral to teaching patients and professional groups.
3. The course outcomes describe group skills expected in this course.
4. 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 midterm 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. A written evaluation of every group member by each student is required.

■ Group Skills Guidelines (cont'd.)

- 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 that 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:

- identify a nursing issue relevant to their pediatric, maternity, or mental health practicum experiences. Review the academic literature relevant to the issue.
- relate the nursing issue to a concept introduced in Level 3 (critical social theory, family, epidemiology, self-esteem) growth and development or ethnicity. Research the concept. Review the academic literature relevant to the concept. Choose two perspectives.
- apply research about the nursing issue and the concept to a real life situation by interviewing someone with personal experience of the issue.
- describe how the knowledge gained about the issue, concept, and application could influence nursing practice.

Some examples of term paper topics are:

- Are drug addicted mothers treated unfairly by nurses?*** Critical social theory is used to explore the relationship between addicted new mothers and nurses. Inpatients and nurses at The Fir Square Combined Care Unit at BC Women's Hospital are interviewed to determine if current research is applicable.
- Does having a premature baby affect the functioning of a family?*** An inpatient family in pediatrics is interviewed to determine if current research is applicable.
- Is teen pregnancy an epidemic?*** Epidemiology is used to explore the topic of teen pregnancy. Community Health nurses are contacted to determine if current research is applicable.
- Does depression cause a decrease in self-esteem?*** A student interviews a member of her family with depression to determine if current research is applicable.

■ Written Assignment Guidelines (cont'd.)

Requirements

1. Provide an overview of your planned paper in a one-page proposal. Phrase your title in the form of a question. Submit this on **October 3, 2005 @ 0830**. Your tutor will determine a second due date if revisions are required.
2. 5% of the value of the paper per school day will be deducted from the final mark of your paper if the proposal or the revisions are late.
3. The proposal must include:
 - Title of the paper (in the form of a question).
 - A clear statement about the nursing issue and your perspective.
 - Clear identification of the related concept.
 - A brief description of the real life situation and who you will interview. Include why this situation is relevant to the topic.
 - Statements about why the issue, concept, and application are relevant to nursing.
 - Some references and current research studies related to the issue and concept.
4. The proposal must follow APA style and be word processed.
5. The proposal must be deemed satisfactory by your tutor in order to proceed in writing the paper.
6. The original satisfactory proposal must be submitted with your paper.
7. The paper must conform to current APA guidelines and conventions for professional writing. **If the paper is found to significantly deviate from this standard, then the paper must be rewritten before it is marked, and will be subjected to the late penalty (10% per school day), which will commence on the day it is returned to the student. Therefore, the minimum penalty is 10% (of the value of the paper) of the total mark.**
8. **Failure to acknowledge a source once will result in a complete loss of marks related to APA format. This occurs when another author's ideas are "passed off" as the writer's. A repeated instance will constitute a violation of the plagiarism policy.**
9. The BCIT policy in relation to cheating and plagiarism is in effect. Students will submit **two copies of their paper**. One copy will be retained by the course leader for the sole purpose of monitoring for plagiarism.
10. The paper must be 10–12 pages (excluding cover page and references). Exceeding, or a reduction of length, will result in a one mark deduction per page.
11. The due date for the paper is **Monday, November 14, 2005 @ 0830**. **Submit one printed copy in a folder with your marked proposal and one electronic copy.**
12. If the paper is late, the mark will be reduced by 10% of the value of the paper per school day.
13. The paper is 35% of the final course mark.
14. The paper must reflect current research and a variety of resources. The paper must have a minimum of 8–10 sources other than dictionaries and required texts. Primary sources are encouraged, but secondary sources are acceptable as long as they are critically examined and referenced correctly.
15. Tutors are available for consultation well ahead of the due dates. The consultation will be by appointment and during office hours.
16. Extensions are granted on an individual basis for extenuating circumstances. Consultation with the tutor and course leader are required.

■ **Written Assignment Guidelines (cont'd.)**

17. If you interview someone outside of your clinical setting, a written consent is required (see Appendix E). Bring two copies of the consent for your volunteer to read and sign. Leave one copy with the volunteer and give the other signed copy to your tutor. Remember you also must sign both copies.

■ **Assignment of Marks for Paper**

Marks

- 3 A. **Introduction**
Describe purpose of paper, nursing issue, related concept, application, and relevance to nursing.
Your perspective or hypothesis must be included.
- 18 B. **Exploration of the Nursing Issue**
Present the nursing issue 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. Develop the relationship between the issue and your concept.
- 18 C. **Exploration of the Concept**
Discuss and analyze the concept to include definitions, characteristics, and perspectives or points of view. Ensure that your discussion of the concept is relevant to the practice situation. Continue to develop the relationship of the concept to your nursing issue.
- 10 D. **Application of Research on the Nursing Issue and Related Concept to the Real Life Situation**
 - Set the stage and describe who you interviewed and why. Include a summary of your interview. Interview questions, responses, and some direct quotes are to be included in an appendix.
- 15 • Discuss how the literature you previously reviewed on the nursing issue and the concept are relevant to the real life situation. Explain how the literature relates, supports, or refutes issues within this situation.
- 7 • Discuss how knowledge you have learned about the topic and the concept give direction to, or influence **your** nursing practice. Use specific examples.
- 7 • Discuss how what you have learned is important to nursing practice in general.
- 2 E. **Conclusion**
What conclusions can you draw from this paper? Was your perspective supported or not? Summarize key ideas explored and developed.
- 20 F. **APA Formatting and Style**
 1. APA style and format, e.g., no abstract is required, reference list, use headings in body of paper
 2. Paragraphs form units of thought and links between paragraphs provide smooth transitions
 3. Written in a "academic voice"
 4. Cohesive organization of ideas
 5. Sentence structure
 6. Grammar
 7. Spelling
 8. 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 and the marking format is in Appendix D.
4. The oral problem-solving exam is 30% of the final course mark.

Examination Procedure

Step 1:

- At their assigned time, students will pick up an exam package which includes: directions for the exam, a pediatric or postpartum scenario, a list of the exam questions (Appendix C), and an exam booklet. Students will then have two hours to research the questions and to hand write answers into the exam booklet. **This is intended to be an individual exercise.**
- All answers must be in the students' own words. They may be asked by the examiner to rephrase answers for clarity. Students may refer only to the written answers in their exam book during the exam. No other reference materials are to be used during the oral portion of the exam.

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 Criteria

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

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

APPENDIX A

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

Student	Evaluator
1. Contribution to Group Effectiveness:	3. Group Facilitator Functions:
	4. Knowledge:
	5. Professionalism:
2. Group Task Functions:	
General Comments:	

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.

Date				
Topic				

EVALUATION CRITERIA PLANNING (25)

Presentation is relevant, current, accurate, and defensible.				
A wide variety of resources used (used at least five original resources).				
Relevant, current, defensible, appropriate academic research is included in presentation.				
Assessed the learning needs of the group.				
Developed an appropriate teaching strategy to aid in study of the topic assigned. Pre-reading was distributed to the group prior to the presentation.				

IMPLEMENTATION (65)

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 Level 3 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 critical thinking questions). Stimulates discussion. Energizes group.				
Deals effectively with questions or issues raised by the group.				
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. (see Appendix F)				

Total

100

100

100

100

Average

Final Grade

20

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. Changes, signs and symptoms without the underlying patho/physiology will be given no marks.
2.
 - A. Identify the 5 priority problems, issues, or hypotheses in the situation. Consider both physiological and psychosocial aspects that relate to the family and/or patient.
 - B. Discuss 5 reasonable nursing interventions each with a with sound rationale for the 5 priority problems you have identified. Each intervention must directly relate to the identified problem. Each rationale must include underlying physiology and/or pathophysiology.
 - C. Explain and justify why your #1 problem, issue or hypothesis is the priority in this situation.
3.
 - A. Discuss two assumptions you have made related to the situation. How would you validate these assumptions?
 - B. How could these assumptions impact your nursing care?
4. Describe how you clustered cues or data to support one problem, potential problem, issue or hypothesis.
5.
 - A. Choose *one* of the concepts (not Family) introduced in Level 3 PBL; identify theorists, and discuss the definition(s) and characteristics of the concept in your own words.
 - B. Describe, using 5 specific examples, how the concept applies in this situation.
6.
 - A. Identify 1 problem, potential problem, or issue based on the appropriate growth and development stage. Describe the developmental stage.
 - B. Discuss the nursing interventions/considerations with regard to the problem you have identified.

Mark: /400

Instructor Testing:

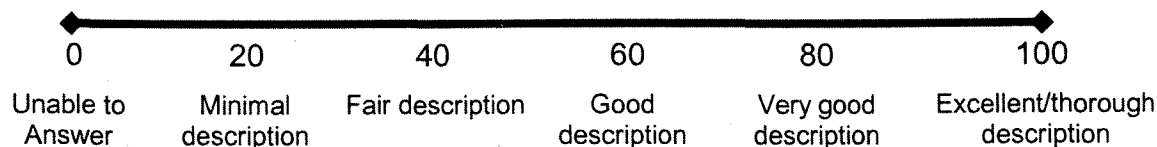
NURS 3000

ORAL EXAMINATION MARKING TOOL

Students are to answer the questions in their own words. During the exam they may refer only to the hand written answers in their exam booklet.

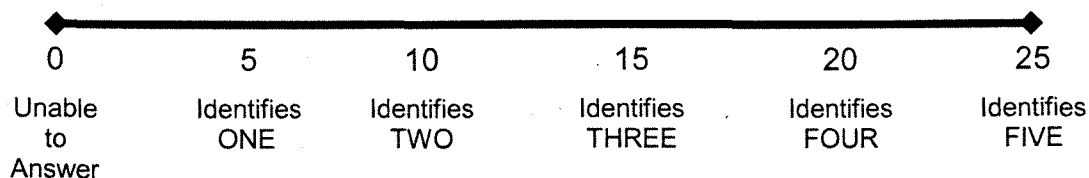
QUESTION 1:

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. Changes, and/or signs and symptoms without the underlying physiology or pathophysiology will be given no marks.

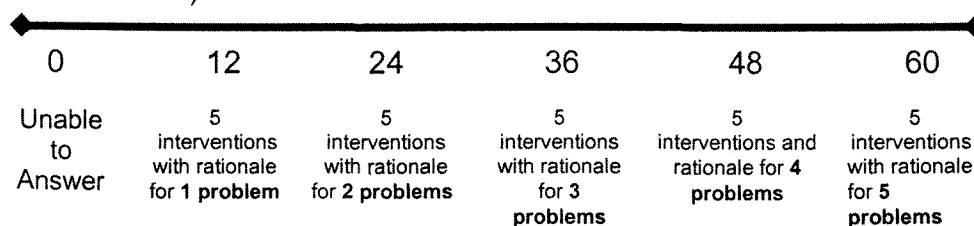


QUESTION 2:

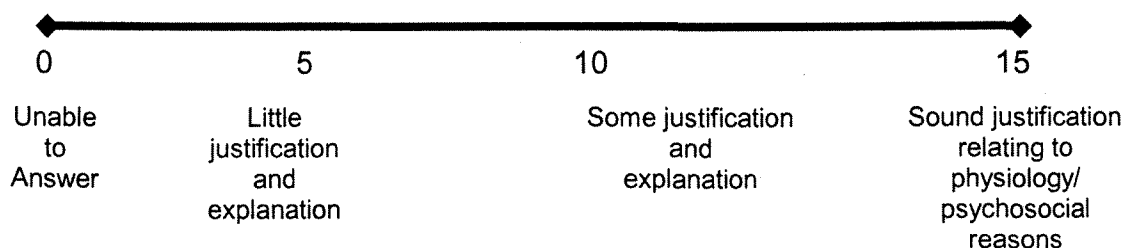
- A. Identify the 5 priority problems, potential problems, issues, or hypotheses in the situation. Consider both physiological and psychosocial aspects that relate to the family and/or patient.



- B. Discuss 5 reasonable nursing interventions each with a sound rationale for the 5 priority problems you have identified. Each intervention *must* directly relate to the identified problem. Each rationale must include underlying physiology and/or pathophysiology. (12 marks for each problem that has: 5 appropriate interventions and 5 detailed rationale)

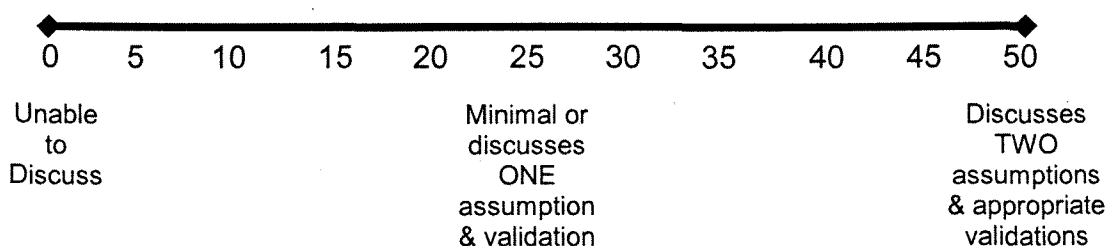


- C. Explain and justify why your #1 problem, issue, or hypothesis is the priority in this situation.

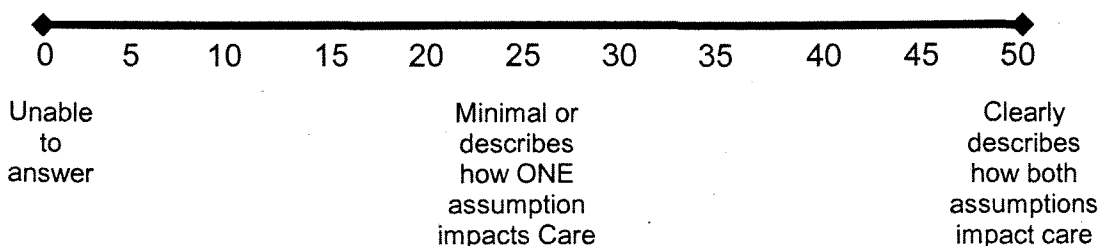


QUESTION 3:

- A. Discuss 2 assumptions you have made related to the situation. How would you validate these assumptions?

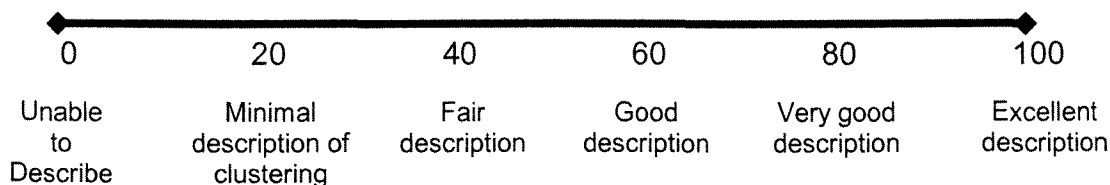


- B. How could these assumptions impact your nursing care?

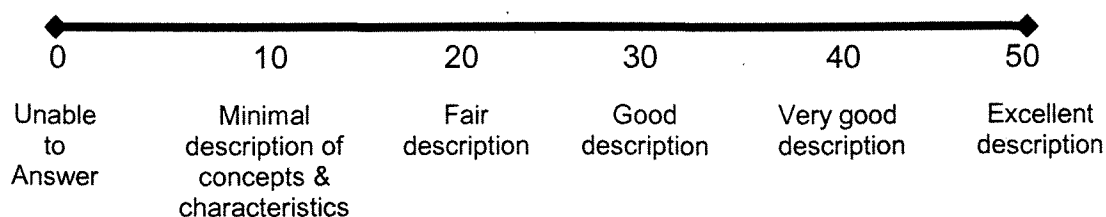


QUESTION 4:

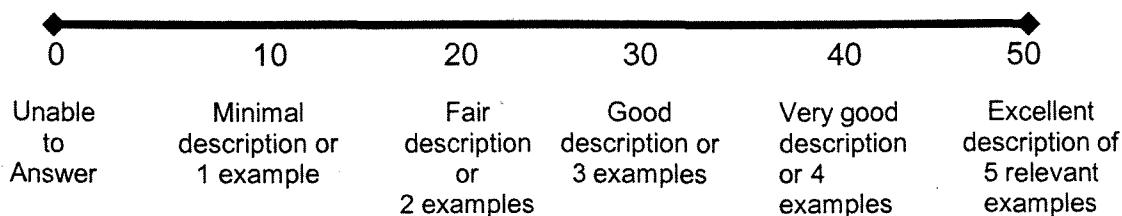
Describe how you clustered cues or data to support one problem, potential problem, issue or hypothesis.

**QUESTION 5:**

- A. Choose *one* of the concepts (not Family) introduced in Level 3 PBL (epidemiology, self-esteem, or critical social theory); identify theorists, and discuss the definition(s) and characteristics of the concept in your own words.

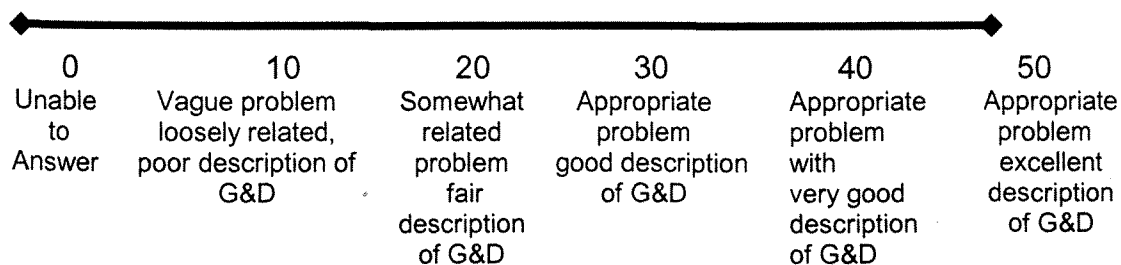


- B. Describe, using 5 specific examples, how the concept applies to the situation.

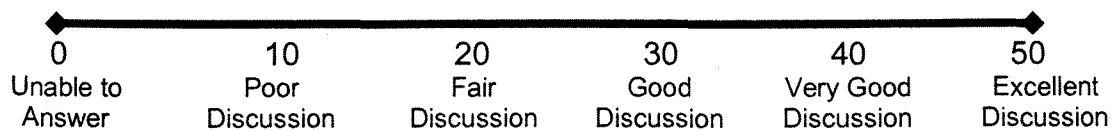


QUESTION 6:

- A. Identify 1 problem, potential problem, or issue based on the appropriate growth and development stage. Describe the developmental stage.



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



Appendix E

British Columbia Institute of Technology School of Nursing

Consent for Interview

In signing this document, I am giving my consent to be interviewed by a BCIT nursing student enrolled in NURS 3000, Applied Nursing Science 3. The student will ask me questions about my experiences surrounding a nursing issue that relates to pediatric, maternity or mental health nursing. I may be asked further questions about one of the following subjects: family, critical social theory, epidemiology, self-esteem, growth and development or diversity. The interview will take no longer than 2 hours. I have received a copy of this consent.

The purpose of this interview is to provide the student with the opportunity to apply published research about a nursing issue and related concept to a real life situation. My participation will help the student understand my personal experience and could benefit his or her future nursing practice. I understand that the student has been instructed not to offer advice on matters beyond basic health promotion and illness prevention.

The student will take notes during the interview and may, with my consent audio-tape my responses.

This interview was granted freely. I have been informed the interview is entirely voluntary, and that even after the interview begins I can refuse to answer any specific questions or decide to terminate the interview at any point. Any information I share will be strictly confidential. I will not be identified in any way in the student's written assignment.

I understand that Karen Driol, a nursing instructor at BCIT is the person to contact if I have any questions about the interview or my rights as a participant. Ms Driol may be contacted at 604-451-6946.

Date:

Signature of volunteer being interviewed:

Signature of student conducting the interview:

Appendix F

Adult Teaching and Learning Principles¹

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.
4. There is an introduction of what you will teach.
5. A clear learning goal is stated.
6. The main points are summarized at the conclusion of the teaching session.
7. Material taught should relate to an immediate need, problem or deficit of the learner.
8. Assessment of learning needs is done.
9. All learning is voluntary.
10. Learning is person-centered and problem centered.
11. Learning is self-controlled and self-directed.
12. The threat to oneself is reduced to a minimum in the educational process.
13. Teaching and learning should be enjoyable and rewarding.
14. Learning is reinforced by application and prompt feedback.
15. Positive reinforcement is an important motivation for success.

¹ Cross, K.P. (1981). *Adults as Learners*. San Francisco: Jossey-Blass

Applied Nursing Science Courses: Concept/Content Organization

Concepts for All Levels	NURS 1000	NURS 2000	NURS 3000	NURS 4000
Growth and Development	Adult* (23) Elderly* (74)	Middle Adult* (57) Adult (32)	Adult Neonate* Infant* Early Childhood* Adolescent* (19)	Middle Adult (48) Late Elderly* (81)
Ethnicity	Chinese Filipino	First Nations Jewish	North American Southeast Asian	Italian
Health Promotion	Determinants of Health • Illness & Injury Prevention • Community Resources • Nutrition	• Poverty • Patient Education		
Health/Illness	• 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
Group Process	How to become a group member	Team-building skills — to function effectively as a group	Differentiation of task and process skills	Facilitation skills focus
Concept of focus in the level	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
Context focus within situations	Spiritual(ity) Physical	Social/Economic	Emotional/Political	Social/Economic Physical

* denotes first time age group is introduced

Level 3 PBL Schedule

August 2005

Week	Date	Chairperson	
1	Aug. 15		Welcome and course review. Discuss course outline and evaluative methods. Review marking criteria for student presentations. Establish group norms and a chairperson schedule Choose a scenario, develop learning issues, and an agenda for next week. Discuss pre-reading for future presentations.
2	Aug. 22		
3	Aug. 29		
4	Sept. 5		Labour Day
5	Sept. 12		
6	Sept. 19		
7	Sept. 26		Finish Sharon or Mandeep. Review oral exam questions using completed scenario Midterm group skills evaluations
8	Oct. 3		Proposal due @0830
9	Oct. 10		Thanksgiving
10	Oct. 17		
11	Oct. 24		
12	Oct. 31		
13	Nov. 7		
14	Nov. 14		Last pbl class Paper is due @0830 Final group skills evaluations Course evaluation Finish Mandeep or Sharon Review for oral exam
17	Dec. 6		Oral exam: A schedule will be posted