



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

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

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<b>Start Date:</b>	August 2007	<b>End Date:</b>	May 2007
<b>Total Hours:</b>	42	<b>Total Weeks:</b>	14
<b>Hours/Week:</b>	3	<b>Lecture:</b>	3
		<b>Lab:</b>	
		<b>Term/Level:</b>	3
		<b>Course Credits:</b>	3
		<b>Shop:</b>	
		<b>Seminar:</b>	
		<b>Other:</b>	

**Prerequisites**

Course No.	Course Name
BHSC 2203	Physiology and Pathophysiology
BHSC 2228	Microbiology
ENGL 1177	Academic 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 4032	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**

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.
Teaching of researched materials.	20%	
Term paper and proposal	35%	<i>A 50% grade in the combined mark of the term paper and the oral exam is required to pass the course.</i>
Oral exam	30%	
Total	100%	

## ■ 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.

## ■ Verification

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

K. D. e  
Authoring Instructor

May 18/07  
Date

I verify that this course outline has been reviewed.

G. H. e  
Program Head/Chief Instructor

May 18/07  
Date

I verify that this course outline complies with BCIT policy.

J. e  
Dean/Associate Dean

May 18/07  
Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ **Instructors**

	<b>Office Location:</b>	<b>Office Phone:</b>	<b>E-mail Address:</b>
Karen Driol (Course Leader)	SE12-418	604-451-6946	available on
Kathaleen Appleby	SE12-418	604-451-6949	my.bcit.ca
Diane Belyk	SE12-418	604-432-8910	
Ling Lai	SE12-418	604-454-2212	
Rachel Williams	SE12-418	604-454-2210	

■ **Learning Resources**

**Required:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

College of Registered Nurses of British Columbia. (2006). *Scope of practice for Registered Nurses; Standards, Limits, Conditions*. Vancouver, BC: Author.

Philosophy Task Group: (2006). *Bachelor of Science Nursing curriculum philosophy*. Burnaby, BC: British Columbia Institute of Technology.

Wong, D.L., Hockenberry, M.J., Wilson, D., Perry, S.E. & Lowdermilk, D.L. (2006). *Maternal child nursing care* (3rd ed.). St. Louis, Missouri: Mosby.

**Generic textbooks:**

1. *Code of Ethics* — Website: <http://www.crnbc.ca>
2. *Standards for Nursing Practice* — Website: <http://www.crnbc.ca>
3. Health Assessment text
4. Nursing/medical dictionary
5. A laboratory and diagnostic handbook
6. A pharmacology text
7. A medical-surgical nursing text
8. A mental health text

■ **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 receive a 10% per day penalty.

**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. After an illness of three or more consecutive days, students must arrange to have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

**Cheating, Fabrication, Plagiarism, and/or Dishonesty:**

**First Offense:** Any student in the School of Health Sciences involved in an initial act of Academic Misconduct-**cheating, fabrication, plagiarism, and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

**Second Offense:** Any student in the School of Health Sciences involved in a second act of Academic Misconduct-**cheating, fabrication, plagiarism and/or dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in that course and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

**Attempts:**

BCIT Nursing Program Student Guidelines, Policies and Procedures, which are located online at <http://www.bcit.ca/health/nursing/> state: "Applicants who have any combination of two instances of withdrawal or failure in any Nursing Theory course will be readmitted to the program with written permission from the Associate Dean, who will detail any special considerations. Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reason will not be readmitted to the program."

**Accommodation:**

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

■ **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.

**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.

#### ■ Assignment Details

##### A. Group Skills Evaluation: 15% of total mark

###### Purpose

1. To promote learning within the group
2. To develop skills which are integral to teaching patients and professional groups
3. To continue to improve ability to facilitate group process within own NURS 3000 group.
4. To develop skills that enhance leadership ability within own nursing practice.
5. To demonstrate a high level of professionalism by being accountable and responsible for maintaining group norms.

##### B. Teaching of Researched Materials: 20% of total mark

###### Purpose and guidelines

Teaching is a specific focus of NURS 3000. Each time a student teaches a researched topic, a mark will be assigned by the tutor. The average mark will represent 20% of the final course mark. Students can meet with the tutor at any time during the term to discuss teaching sessions and assigned marks. The Teaching Evaluation Tool, (Appendix C) specifies the criteria for teaching researched materials.

##### C. Term Paper and Proposal: 35% of total mark

###### Purpose:

- To identify a nursing issue relevant to the student's pediatric, maternity, or mental health practicum experiences, and to review the academic literature relevant to the issue.
- To relate the nursing issue to a concept introduced in Level 3 (critical social theory, family, epidemiology, self-esteem) growth and development or ethnicity.
- To develop pertinent questions based on the literature which will be the basis for an interview.

- To apply research about the nursing issue and the concept to a real life situation by conducting a structured interview with someone who has personal experience of the issue.
- To describe how the knowledge gained about the issue, concept, and application could influence nursing practice.
- A proposal is to be handed in before the paper so students may receive formal feedback from their instructor on their chosen topic.

**D. Oral Examination: 30% of total mark**

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 D and the marking format is in Appendix E. You will be asked 4 of the 6 questions during the exam.
4. The oral problem-solving exam is 30% of the final course mark.