



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline Part A

School of Health Sciences Nursing

Program:

Option:

**NURS 3010****Nursing & Health Issues 3**


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<b>Hours/Week:</b>	6	<b>Total Hours:</b>	102	<b>Term/Level:</b>	3
<b>Group Work:</b>	3	<b>Total Weeks:</b>	17	<b>Credits:</b>	7
<b>Independent Work:</b>	3				
<b>Other:</b>					

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**Prerequisites****NURS 3010 is a Prerequisite for:**

Course No.	Course Name	Course No.	Course Name
Nursing 2010	Nursing & Health Issues 2	NURS 4010	Nursing & Health Issues 4
		NURS 4030	Nursing Practicum 4

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**Course Goals**

Nursing 3010 fosters students ability to explore health problems or situations from a professional nursing perspective by working collaboratively in small groups.

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**Course Description**

Students will explore selected common health problems or situations in order to understand the impact on the individual, family, society and health care system. While developing their understanding, students will access information from a variety of sources including professionals in hospitals and in the community. A thorough exploration of the health situation will assist students in developing a professional context from which they can plan nursing care. The health situations discussed in this course are related to pregnancy, gastroenteritis in children and schizophrenia.

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

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**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 research independently 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 3 situations during the term. A simulated patient may be associated with the health situation.

## Evaluation

- Groups skills — 30% of the final mark  
*Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.*
  - A paper that discusses one of the following concepts: family theories, health promotion related to one of the specialties, legal issues, social context (social support), critical social theory, growth and development related to Pediatrics or Psychiatry, ethical issues, culture related to child bearing, epidemiology — 35% of the mark.
  - An oral problem solving examination — 35% of the mark.
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## Course Outcomes and Sub-Outcomes

The student will:

1. Develop a theoretical knowledge base related to nursing and specifically nursing's role in relation to selected common health problems.
  2. Develop an ability to accept a variety of perspectives related to the situation.
  3. Recognize contextual influences as relevant to the situation.
  4. Actively work in the group to develop a planned approach towards understanding the situation.
  5. Apply independent study material to the situation as planned and share information in the group that is clear, focused on the situation and defensible.
  6. Use facilitation skills in the group so that the group functions productively.
  7. Develop ability to give feedback to other members of the group in a manner that facilitates the group goal.
  8. Establish relationships with group members that achieve the tasks of the group.
  9. Develop ability to monitor group process.
  10. Reflect on own growth in developing effective facilitation skills.
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## Course Content

When exploring the health situations presented in this course, students will consider the following concepts:

- Illness
- Growth & Development
- Health Promotion
- Community Resources
- Determinants of Health
- Economic Context
- Social Context (Social Support)
- Critical Social Theory-Modification of Context
- Ethics
- Legal Issues
- Conflict Management
- Epidemiology
- Family Theories
- Culture

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

Pregnancy Induced Hypertension

Gastroenteritis in children (This situation will also present the issue of child abuse.)

Schizophrenia

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.

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### Process Threads Relevant to this Course

- **Professionalism** — This course promotes further development of a nursing knowledge base that is required for safe practice. Students are expected to be responsible and accountable to follow through with the work they have agreed to do.
- **Communication** — Working effectively in teams is a focus of this course. Experience is gained in establishing relationships with members, sharing ideas, clarifying thought, giving feedback and monitoring group functioning. Working within the group students will increase their confidence in assessing group function by assessing own and other students' facilitation skills and providing constructive feedback.
- **Systematic Inquire** — Research or evidence that is brought to bear on the health situation may be questioned by the group and the student will be helped to critique the data.
- **Learning** — Students are required to take responsibility for their learning and for preparing material for their fellow classmates that is accurate and relevant.
- **Leadership** — Students will demonstrate assertiveness, problem solving within the group, decision making and evaluation of group process.

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

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### Course Record

Developed by: Anne Houseman  
Instructor Name and Department (signature)

Date: May 12, 1997

Revised by: Lore McIligan  
Instructor Name and Department (signature)

Date: August 18, 1997

Approved by: M. Bennett  
Associate Dean / Program Head (signature)

Start Date: August 18, 1997



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences Nursing

Program:

Option:

Course Outline **Part B**

**NURS 3010**

**Nursing & Health Issues 3**

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### Effective Date

August, 1997

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### Instructor(s)

Loni Milligan  
Cheryl Segaric  
Marie Labelle

Office No.: SE12-418

Phone: 6951  
6948  
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Office Hrs.: as posted

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### Text(s) and Equipment

#### Required:

1. Canadian Nurses Association. (1991). *Code of ethics for nurses*. Ottawa: Author.
2. Registered Nurses Association of British Columbia. (1992). *Standards of nursing practice in British Columbia*. Vancouver: Author.
3. Sims, L. K., D'Amico, D., Stiesmeyer, J. K., & Webster, J. A. (1995). *Health assessment in nursing*. Menlo Park, CA: Addison Wesley.
4. Snyder, M. (1992). *Independent nursing interventions* (2nd ed.). Albany, NY: Delmar.

#### One of the following nursing/medical dictionaries:

- Anderson, K. N., Anderson, L. E., & Glanze, W.D. (1994). *Mosby's medical nursing and allied health dictionary* (4th ed.). St. Louis: Mosby.
- Miller, B. F., & Keane, C. B. (1992). *Encyclopedia and dictionary of medicine, nursing and allied health* (5th ed.). Philadelphia: Saunders.

#### One of the following diagnostic tests handbook:

- Fischback, F. (1996). *A manual of laboratory and diagnostic tests*. (5th ed.). Philadelphia: Lippincott.
  - Malarkey, L. M., & McMorroe, M. E. (1996). *Nurse's manual of laboratory tests & diagnostic procedures*. Philadelphia: Saunders.
5. A pharmacology handbook.

6. *One of the following medical-surgical texts:*

- LeMone, P., & Burke, L. M. (1996). *Medical-surgical nursing: Critical thinking in client care*. Menlo Park, CA: Addison Wesley.
- Smeltzer, S. C., & Bare, B.C. (1996). *Brunner & Suddarth's textbook of medical-surgical nursing* (8th ed.) Philadelphia: Lippincott.

**Recommended:**

1. American Psychological Association. (1994). *Publication manual of the American Psychological Association*. (4th ed.) Washington, DC: Author. This text is in the reference section of the BCIT Library.
2. *Specialty books or reading materials.*
  - Ball, J., & Bindler, R. (1995). *Pediatric nursing caring for children*. Norwalk: Appleton and Lange.
  - Fortinask, K.M., & Worrat-Holoday, P.A. (1996). *Psychiatric mental health nursing*. St. Louis: Mosby.
  - Gorman, L.M., Sultan, D.F. & Raines, M.L. (1996). *Davis's manual of psychosocial nursing in general patient care*. Philadelphia: F.A. Davis.
  - Ladewig, P.W., London, M.L. & Olds, S. (Latest edition). *Essentials of maternal-newborn nursing*. California: Addison-Wesley.

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**Course Notes (Policies and Procedures)**

1. Students are encouraged to identify individual learning needs that may be met in this course. Please talk with the instructor to see how this might be accomplished.
2. During the first class, the evaluation methods will be discussed.
3. Students will participate in a verbal and/or written review of the course at midterm and the end of the term. This review will include a discussion of teaching methods, resources and course structure. The midterm review is aimed at meeting the needs of the students currently taking the course. The end of term review is aimed at modifying the course for subsequent students.

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**Participation/Attendance**

Dialogue contributes to both thinking and learning. Therefore:

1. Attendance is required in this course. The different viewpoints and experiences shared during the session will expand the thinking of all participants. Students are required to complete independent work to share with the group. This work is required for the group to accomplish its task and move on to other tasks. Therefore, if students are absent for more than 10% of the planned activities without a medical reason, they will not meet the attendance requirement of the course and may be withdrawn from the course. (See BCIT policy re: Attendance.)

## Group Skills

1. ***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 using facilitative skills while working in the group.***
  2. The course outcomes describe the group skills expected in this course. Specific criteria will be developed for the skills including facilitation skills. 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 instructor will assess each student's group skills based on the identified criteria and give feedback. A midterm summary of skills will be done to direct individual learning. A final assessment of each student's ability to function in the group will be done at the end of the term.
  3. Following this final assessment, students will be expected to submit a mark for their own and their peers' group skills. The marks given by peers will be averaged to obtain the peer mark. The instructor will also assign a mark to each student's group skills. The marks from the instructor, the student and the peer group will each count for one third of the final group function mark. ***All students must be judged satisfactory in this area to receive the marks earned for the paper and the oral exam. If students are not judged satisfactory in group function, they will receive an unsatisfactory for the course.***
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## Written assignment

The purpose of the written assignment is to provide opportunity for students to research a concept and to reflect on how that concept relates to a nursing situation.

1. The Concept Paper counts for 35% of the course mark.
2. The paper must be word processed.
3. The maximum length of this paper is 12 pages.
4. **Due Date:** November 10th, 1997. (Week 13).
5. If the paper is **late**, the mark for the paper will be dropped 15% per school day late.
6. ***The paper must be submitted to achieve a mark for the course.***
7. Students may consult with the instructor well ahead of the assigned due date. The student must demonstrate evidence that thought and effort has taken place before consulting with the instructor.
8. Select one of the following concepts:
  - ***Family theories***
  - ***Health promotion as it relates to one of the specialties***
  - ***Legal issues***
  - ***Social context (social support)***
  - ***Critical social theory***
  - ***Growth & development related to Pediatrics or Psychiatry***
  - ***Culture as it relates to child bearing***
  - ***Epidemiology***
  - ***Ethical issues***

9. Marks for the Concept Paper will be assigned according to the following criteria.

**20% Literature Review**

Using a variety of nursing related resources, i.e., journals, textbooks, videos, Internet, documentaries, interviews, etc., select 8–10 sources to support your viewpoints.

- /8 Concept overview — summarize the concept as a whole.
- /8 What are the various authors's points of view being presented?
- /4 Choice of resources.

**65% Application of the Concept to a Nursing Situation**

This portion of the paper must demonstrate an understanding of the concept's relevance and significance of nursing practice.

- /10 Briefly describes the situation.
- /40 Applies the concept to the situation.
- /15 Describe how you will incorporate this concept in future nursing practice.

**15% Organization and Mechanics of the Paper**

- /5 Organization of the paper is according to APA format. (e.g., abstract, table of contents, introduction, conclusion, summary).
- /5 References as directed by APA.

**Mechanics of the Paper as Directed by APA**

- /1 sentence structure
- /1 paragraphs form, units of thought and links between paragraphs provide smooth transitions.
- /1 grammar
- /1 spelling
- /1 punctuation

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**Examination Details**

**ORAL PROBLEM SOLVING EXAMINATION** will be held during Weeks 16 and 17.

**STEP 1:**

- The student will pick up a written patient situation from the instructor *2 hours before* the scheduled time for the oral part of the examination. The student is free to work anywhere on campus preparing for the oral examination. This is intended to be an individual exercise.

**STEP 2:**

- Return the written situation to the instructor at the time of your oral examination.
- The instructor will ask questions related to the following:
  - ▶ physiological/psychosocial aspects of the situation
  - ▶ relevant issues to the patient and/or family
  - ▶ issues, problems or hypothesis in order of priority
  - ▶ example of how cues/data were clustered to support a problem/issue/hypothesis statement
  - ▶ interrelationships among problems or issues
  - ▶ what assumptions were made in relation to the situation
  - ▶ examples of reasonable nursing interventions and the rationale
- The oral part will take about 30 minutes. The instructor **will not** prompt you. The instructor will move you along so that all questions are covered in the time period. The instructor will not give you any assistance with answering the questions.
- The instructor will be using a marking scheme while you are answering the questions.
- A student who has received a failing grade can have one other opportunity using a different situation.
- ***All students must satisfactorily complete this exam to achieve credit for the course.***