

## Course Outline

*School of Health Sciences*

*Bachelor of Science in Nursing*

**NURS 1000**

***Applied Nursing Science 1***

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**Start Date:** August 2009

**End Date:** December 2009

**Total Hours:** 51   **Total Weeks:** 17

**Term/Level:** 1   **Course Credits:** 3.5

### **Prerequisites**

**Course No.   Course Name**

### **NURS 1000 is a Prerequisite for:**

**Course No.   Course Name**

### **Corequisite**

NURS 2000   Applied Nursing Science 2

NURS 2030   Nursing Practicum 2

**Course No.   Course Name**

NURS 1030   Nursing Practicum 1

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### **v Course Description**

Students develop nursing knowledge, skills, attitudes and judgements while exploring health situations in problem-based groups. Each health situation requires the development of a plan for nursing care. Nursing, health, health promotion, determinants of health, illness and injury prevention, healing and curing, illness, growth and development, diversity and ethnicity, nutrition, anxiety/stress/coping, sexuality, spirituality, community resources, adult education and group process are the concepts emphasized in this course.

In their problem-based groups, students develop the processes crucial to nursing practice: professionalism, communication, systematic inquiry, professional growth, creative leadership and technology-in-practice.

Problem-based, small group learning is the format used in this course. Instructor facilitators/tutors meet with a maximum of 11 students weekly for the duration of the course. The groups work at their pace as they identify learning issues to investigate then apply this learning to the health situation. All health situations must be completed by the end of the course.

**v Evaluation**

Group skills	20%	<b>Comments:</b> To receive credit for this course, the following criteria must be met: <ul style="list-style-type: none"><li>• All assignments must be completed</li><li>• A minimum of 50% (20/40) must be achieved in the combined mark for group skills, chairperson role, and sharing academic research and nursing knowledge.</li><li>• A minimum of 50% must be achieved in the combined mark for midterm and final exams.</li></ul>
Chairperson role	5%	
Sharing academic research and nursing knowledge	15%	
Group problem-solving exam	15%	
A paper related to a research article	20%	
A written individual problem-solving exam.	25%	
<b>TOTAL</b>	<b>100%</b>	

**Course Learning Outcomes**

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

1. Develop nursing knowledge related to human beings (individuals, families, groups and populations) with selected common health experiences by:
  - Recognizing the influence of concepts and context.
  - Sharing academic research that is current and accurate.
  - Applying research.
2. Develop partnerships with human beings by:
  - Recognizing own and others perspectives in learning experiences.
  - Monitoring the group's ability to develop the partnership process.
  - Developing facilitation skills to ensure optimal group functioning.
  - Giving feedback to group members to facilitate achievement of mutually defined group goals.
  - Reflecting on own ability to partner with human beings and implementing learning plans to develop own ability

**Verification**

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

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

\_\_\_\_\_  
Date

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.

**v Instructor(s):**

<b>Instructor</b>	<b>Phone</b>	<b>E-mail</b>
Mina Amiraslany (Course Leader)	604-451-6956	<a href="mailto:Mina_Amiraslany@bcit.ca">Mina_Amiraslany@bcit.ca</a>
Devon Benoit	TBA	<a href="mailto:Devon_Benoit@bcit.ca">Devon_Benoit@bcit.ca</a>
Charissa Chiu	TBA	<a href="mailto:Charissa_Chui@bcit.ca">Charissa_Chui@bcit.ca</a>
Tammy Lail	604-454-2210	<a href="mailto:Tammy_Lail@bcit.ca">Tammy_Lail@bcit.ca</a>
Anna Luketic	604-432-8908	<a href="mailto:Anna_Luketic@bcit.ca">Anna_Luketic@bcit.ca</a>
Stacey Rosen	TBA	<a href="mailto:Stacey_Rosen@bcit.ca">Stacey_Rosen@bcit.ca</a>
Jain Verner	604-451-6954	<a href="mailto:Jain_Verner@bcit.ca">Jain_Verner@bcit.ca</a>

Office hours : As posted at desk of each instructor.

**v Learning Resources***Required:*

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. Black, J.M., & Hawks, J.H. (2008). *Medical-surgical nursing: Clinical management for positive outcomes* (8th ed.). Philadelphia: Saunders.
3. Davis, B., & Logan, J. (2008). *Reading research: A user-friendly guide for nurses and other health professionals*. (4th ed.). Ottawa, ON: Canadian Nurses Association.
4. Jarvis, C. (2009). *Physical Assessment and Health Assessment* (1st Canadian ed.). Philadelphia: W.B. Saunders.
5. Ross-Kerr, & Woods, A.L. (Eds.). (2009). *Canadian fundamentals of nursing*. (4<sup>th</sup> ed.). Toronto, ON: Elsevier Mosby.
6. Spratto, G.R., & Woods, A.L. (2008). *PDR nurses' drug handbook*. New York: Thomson Delmar Learning.

7. Venes, D. (ed.). (2001). *Taber's cyclopedic medical dictionary*. (20<sup>th</sup> ed.). Philadelphia: F.A. Davis.
8. Pagana, K., & Pagana, T.J. (2006). *Mosby's manual of diagnostic and laboratory tests*. (3<sup>rd</sup> ed.). Philadelphia: Elsevier.
9. Philosophy Task Group. (2006). *Bachelor of Science in Nursing curriculum philosophy*. Burnaby, BC: British Columbia Institute of Technology.
10. College of Registered Nurses of British Columbia. (2006). *Scope of practice for Registered Nurses; Standards, Limits, Conditions*. Vancouver, BC: CRNBC. Retrieved May 17, 2007 from <http://www.crnbc.ca/downloads/433-scope.pdf>

*Recommended:*

- Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Galanes, S., & Knoll-Puzas, M. (2003). *Nursing care plans: Nursing diagnosis and interventions*. (5<sup>th</sup> ed.). St. Louis, MO: Mosby.

## v Information for Students

The following statements are in accordance with BCIT Student Regulations Policy 5101, BCIT Student Code of Conduct (non-academic) Policy 5102, BCIT Student Evaluation Policy 5103, and BCIT Academic Integrity and Appeals Policy 5014. To review the full policies, please refer to <http://www.bcit.ca/about/administration/policies.shtml>

- **Assignments:** 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**.
- **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, expulsion from the program.
- **Attendance/Illness:** In case of illness or 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. Attendance is required in this course
- **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 a 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 reasons, will not be readmitted to the 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.

- **Note:**

- 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 evaluation methods will be discussed.
- 3) Students will participate in a verbal review of the course at midterm and a written review at the end of the term. This review will include a discussion of teaching methods, resources and course structure. The midterm review is aimed at meeting the needs of the students currently taking the course. The end of term review is aimed at modifying the course for subsequent students.
- 4) Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluation. As much as possible, students will be given adequate notice of such changes.

- **Accommodation:** Any student who may require accommodations 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 leader 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 also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

#### v Participation/Attendance

- The different viewpoints and experiences shared during the session will expand the thinking of all participants. Also, students will be doing 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, all students need to attend this class weekly and be on time.**

**V Assignment Details** (\*\*for specific details on each assignment and the marking criteria, see the course syllabus.)

- **A penalty of 10% per day (Monday-Sunday) will be assessed if an assignment is handed in late.**

#### v Process Threads N1000

Professionalism is a process that evolves throughout professional life as nurses make the client the primary focus of nursing and commit to providing nursing service in the public interest (*Bachelor of Science in Nursing Curriculum Philosophy*, 2006).

Students develop professionalism by actively engaging in learning partnership with nursing students and nursing instructors and they commit to using reasoning and reflection to develop professional nursing attitudes, judgments, knowledge and skills.

Students commit to honesty, integrity, responsibility, accountability and moral commitment consistent with the Canadian Nurses Association *Code of Ethics for Registered Nurses* (2002) as they develop optimism, comfort with uncertainty, and passion for nursing in this theory course.

Students develop their ability to practice professionally by developing a depth of nursing knowledge, considering humanistic care, making defensible nursing judgments, evaluating planned care, reading and using nursing research, and considering contexts that promote, maintain and restore health.

Communication – is a dynamic process by which embodied, verbal, written, emotional and spiritual messages are exchanged (McMaster University, 1993). Students develop professional communication by establishing shared meaning and partnership with nursing students and nursing instructors in their work groups. They also critically read, write and word process essays using APA style.

Students develop partnership by believing all human beings have worth and potential and are unique. They value cooperation and commit to share the responsibility, risk, and power inherent in partnerships. They value partnership, open communication and the contributions participants bring, and they believe in the capacity of others to engage in partnership and empowerment.

Nursing partnership is developed in this course:

- Students agree to partner and negotiate roles, responsibilities and actions. They use critical listening to explore group concerns, assist with self-reflection, identify capacities and build trust in the partnership.
- Students share knowledge about health and the management of health concerns. Students use their personal power and work to pool abilities and learn from each other. Students begin to develop the role of educator to reinforce capacity, support decision-making, teach new knowledge and skills and monitor progress in achieving goals. They engage actively in decision-making to gain control of their learning and increase competence, confidence and self-reliance.

Systematic Inquiry – involves the processes of critical thinking, decision making and research. They access texts, databases and internet sites for information.

- To develop critical thinking, students begin to challenge assumptions, consider the importance of context, imagine alternate perspectives and begin to be reflectively skeptical (Brookfield, 1987) when considering the health experience. They engage in self-reflection and dialogue with nursing students and instructors. This reflective questioning, thinking and evidence search is used continually to develop approaches to health concerns.
- To develop decision making, students use reasoning to make connections and judge information. They use critical thinking and academic research to consider the best possible decisions.
- To develop research ability, students initiate a diligent, systematic investigation of concepts and data relevant to the health experience presented. They investigate appropriate and relevant literature to expand their body of knowledge and begin to consider research studies to assess evidence.



Professional Growth – is a process of self-inquiry and self-direction that facilitates learning. Students begin to evaluate theirs and others' performance, assess learning gaps, reflect on these gaps and why they might exist, manage information to search for learning opportunities, think critically about learning options, and then critically appraise the consequences of the learning options implemented. Students have the self-discipline, initiative, commitment to nursing and passion for nursing practice to engage with nursing students and instructors to enhance their professional growth. They assume responsibility and accountability for their professional growth in this course. They begin to reflect on their personal values, beliefs and assumptions about nursing concepts, health situations and group process.

Creative Leadership – is a process that evolves throughout a nurse's professional life. Students begin to develop creative leadership that enhances and supports the creative potential within followers by nourishing a common vision and focusing activity towards the common goal. Students also begin to develop self-understanding so they can transcend self-interest, establish meaningful connections with nursing students and instructors, challenge the status quo, and incorporate nursing ethics into their actions. They also begin to support self-direction and risk-taking in nursing students and instructors and recognize the contributions of others.

At all levels, students develop exemplary followership (Kelley, 1992). That is, they develop the independence and initiative to think critically and challenge the leader so the best idea, strategy or goal is identified, but they are also loyal energetic supporters of the goal (Chaleff, 1998). Students know their strengths thus their unique contribution to the goal. Students develop the ability to move between exemplary followership and creative leadership roles as the situation requires.

Technology-in-practice – "Technology involves organization, procedures, symbols, new words, equations and . . . a mindset" (Franklin, 1990, p. 12). Technology-in-practice is the ways of knowing, being and doing in health that enhances patient care. Students begin to understand the impact of technology-in-practice on culture, socially accepted practices and values. They also begin to appreciate the impact of technology-in-practice on patients and health care workers.