



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Course Outline Part A

School of Health Sciences

Program: Nursing

NURS 1010

Nursing and Health Issues 1

Hours/Week:	6	Total Hours:	102	Term/Level:	1
Group Work:	3	Total Weeks:	17	Credits:	7
Independent Work:	3				
Other:					

Prerequisites

NURS 1010 is a Prerequisite for:

Course No. Course Name

Course No. Course Name

NURS 2010	Nursing and Health Issues 2
NURS 2030	Nursing Practicum 2

Course Goals

Nursing 1010 fosters students' ability to explore health situations from a professional perspective by working collaboratively in small groups.

Course Description

Students will explore selected common health experiences in order to understand the impact it has 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 experiences discussed in this course are related to menopause, sexually transmitted diseases (AIDS) and cerebrovascular accidents (stroke).

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

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

- Attendance and participation in class and independent activities. Satisfactory ability to function effectively in the problem-based group is required for satisfactory course completion.
- A paper that discusses one of the central concepts of the course – 50% of mark.
- A written test of problem solving ability – 50% of mark.

The paper must be word processed.

Course Outcomes

The student will:

1. Develop a theoretical knowledge base related to nursing and specifically nursing's role in relation to selected common health experiences.
2. Develop 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. Participate actively 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 group skills.

Course Content

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

- Menopause – how to stay healthy, determinants of health, concepts of PBL
- Sexually Transmitted Diseases (STD) – AIDS
- Cerebrovascular Accident – ~~physical~~ disability

When exploring the above situations, students will consider the following concepts:

- Health/Healing/Curing
- Anxiety/ Illness/Stress/Coping/Personal Growth
- Spirituality/Spiritual Context
- Sexuality
- Nutrition
- Growth and Development
- Culture
- Community Resources

In analyzing a situation the students may identify many other relevant content areas. These will be discussed within the context of the situation.

Process Threads Relevant to this Course

- Professionalism – Students will develop an understanding of nursing care that is required for safe practice. Also, they will need to be accountable and responsible to follow through with the work they have agreed to do.
- Communication – Giving feedback that is respectful and focuses on the behavior and not the person will be a focus of this course. Students will have the opportunity to do this each time the group works together. The tutor will facilitate students' development of clear thinking and in communicating that thinking.
- Systematic Inquiry – Research or evidence that is brought to bear on the health situation may be questioned by the tutor, and the student will be helped to critique the data in the group situation.
- Learning – Students will be required to take responsibility for their learning and for preparing material for their fellow classmates that is accurate and relevant.
- Leadership – Students will need to be assertive as the group works on the health situation. They will work on developing group process skills in this course.

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 in nursing.

Course Record

Developed by:

David Nursing
Instructor Name and Department (signature)

Date:

May 23, 1996

Revised by:

Instructor Name and Department (signature)

Date:

Approved by:

M. Bennett Ratsey
Associate Dean / Program Head (signature)

Start Date:

August 1996



Effective Date

August, 1966

Instructor(s)

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Office: All in #SE12 418 Office Hrs: As posted at desk.

Text(s) and Equipment

Required:

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

Recommended:

Either of the following two texts:

- Craven, R.F., & Hirnle, C.J. (1996). *Fundamentals of nursing: Human health and function* (2nd ed.). Philadelphia: Lippincott.
- DuGas, B.W., & Knor, E.R. (1995). *Nursing foundations: A Canadian perspective*. Scarborough, ON: Appleton & Lange Canada.

Either of the following two 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). (8th ed.). Philadelphia: Lippincott.

Either of the following two texts:

- 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.

American Psychological Association. (1994). *Publication Manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

A pharmacology handbook.

Course Notes (Policies and Procedures) *GROUP NEED DISCUSSED AS WELL*

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 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/Attendance

We believe that 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. 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, if students are absent for more than 10% of the planned activities without a medical reason, they may be prohibited from completing the course.
2. All students must participate to develop their group skills. Productive group function is a major expectation of this course. Students are expected to:
 - work actively in each session.
 - give feedback to members so that group goals are achieved.
 - establish working relationships with members.
 - develop the ability to monitor group process.
 - reflect on their own growth in developing effective group skills.

Weekly written or verbal discussions of group function will occur so that tutor and peers can develop their skills. 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. The student, their peers in the group and the tutor will assess each student's group skills. The three sources of data will be integrated to achieve the final assessment. **All students must be judged satisfactory in this area to receive the earned marks assigned for the paper and the problem solving exam. If students do not receive a satisfactory for group skills, an unsatisfactory is received for the course.**

3. If there is a major discrepancy between the student's self-assessment and their peers' and the tutor's assessments, the peer and tutor assessments will take priority. In such a case, the student will meet with the tutor to discuss the discrepancy and the final assessment of group skills.
4. It is the tutor's responsibility to make the final recommendation about a student's group skills.

Written Assignment

1. As the purpose of the written assignment is to help students develop their ability to reason and reflect, students may request assistance as they need it and as tutors are able to give it. There is no penalty for this assistance.
2. Marks for the paper will be either 0%, 30%, 45%, 60%, 75%, 90% or 100%.
3. Marks will be assigned according to three criteria; content of the paper, structure or organization of the paper, and mechanics of the writing. The content of the paper refers to the thinking demonstrated:
 - The thinking shows analysis – assumptions are identified, consequences are outlined and alternatives are given. The context in which the assumptions are valid must also be identified.
 - There is evidence given to support the analysis of the topic. The evidence is clearly stated, of sufficient quantity to support the idea and relevant to the topic.

- The complexity of the issue being discussed is clear. Alternatives discussed address a number of perspectives that could be taken about the topic. Solutions recognize these diverse perspectives and the particular context of the situation.

The structure of the paper refers to how it is organized:

- The tone or style of the paper is appropriate to the audience. Academic papers avoid slang language, use specific words and clearly describe concepts. The style clearly indicates that the thoughts are written for academic purposes, not for a casual discussion with friends.
- There is an introduction that presents the idea being discussed and a conclusion that summarizes and extends the idea.
- A bibliography in appropriate format is included.
- A central idea organizes the paper and paragraphs form units of thought.
- Paragraphs include a topic sentence and details that support the topic sentence.
- The links between paragraphs provide smooth transitions.

The mechanics of writing papers refers to sentence structure, grammar, spelling, punctuation and verb tense. All must be according to English conventions.

4. The marks will be assigned as follows:

- The 0% paper is a 30% paper handed in late.
- The 30% paper will have significant gaps in all 3 criteria.
- The 45% paper will have significant gaps in the content criteria and some gaps in the others.
- The 60% paper will have some gaps in all criteria, but no criteria show significant gaps. The content criteria are essentially all met and all parts of the paper (see assignment details) are included.
- The 75% paper will have only a few gaps in the criteria. Content and structure will be essentially met, and all parts of the paper (see assignment details) are included.
- The 90% paper will have **no** gaps in content **and** structure, but may have some gaps in mechanics.
- The 100% paper will have **no** gaps in content and structure and **no** gaps in mechanics.

5. Students who question a mark may request a reread of their paper. Another tutor will read the paper and assign the final mark. Only one reread may be requested for the paper.

6. Students may negotiate an extension of the submission date for the paper as long as the extension does not exceed the final deadline for submission of the paper. Extensions must be negotiated at least 24 hours before the paper is due.

7. If a paper is late without a negotiated extension, the mark for the paper will be dropped one level below what would have been assigned if the paper had been submitted on time, i.e. from 90% to 75%.

8. **The paper must be submitted to achieve credit for the course.**

Assignment Details

CONCEPT PAPER – due week 10 (October 25); final deadline – November 8 → last possible time for extension

The purpose of the paper is to apply a course concept to an actual human situation.

1. Identify a situation that you wish to investigate further.
2. Select one of the course concepts:
 - health/healing / CURING
 - anxiety/stress / ILLNESS / COPING / PERSONAL GROWTH
 - spirituality/spiritual context
 - sexuality
 - nutrition
 - growth and development
 - culture
 - ~~illness~~
 - disability
 - determinants of health (pick one)

~~Community Resources~~

3. Then briefly review the literature related to the concept.
 4. Critique the body of knowledge on the concept for the assistance it gives you in understanding the human being in the situation you have chosen.
 - In what way does the knowledge help or hinder your understanding of the human being in the situation?
 - When using the concept in this situation, what is missing from the literature that would have been helpful?
 5. Suggest some possible nursing applications of this concept.
 - *6. Use APA style when documenting the literature used in the paper.
 7. The maximum length of this paper is 10 pages.
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Examination Details

PROBLEM SOLVING EXAM – 35 marks, about two hours long, held during the PBL session of week 15, November 29, 1996.

1. Students will be presented with a health situation.
 - In Part A, they will develop a comprehensive list of the probable issues relevant to the situation. They will identify a method of validating the probable issues then hand in this part of the exam to the tutor. The student will record on carbonless paper so that they may keep a copy of this part of the exam for the next part. This part of the exam will count for 10 marks.
 - In Part B, they will be given additional patient data for the situation. They will revise the list of probable issues based on the data provided and describe the reasoning behind the revisions made. This part of the exam will count for 10 marks. Then they will choose one issue and list nursing interventions with rationale that would be appropriate for the health situation. This will count for 15 marks.
2. The exams will be marked by the tutor then reviewed in the problem-based group during week 17.
3. **All students must write and pass this exam to achieve credit for the course.**