



FEB - 5 1997

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline Part A

**NURS 1010**

**Nursing and Health Issues 1**

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

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#### Prerequisites

#### NURS 1010 is a Prerequisite for:

Course No.	Course Name
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Course No.	Course Name
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NURS 2010	Nursing and Health Issues 2
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NURS 2030	Nursing Practicum 2
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#### Course Goals

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

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#### 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 sexually transmitted diseases (AIDS), cerebrovascular accidents (stroke), and being in a problem-based group.

The teaching/learning strategy used in this course is 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

- Group skills — 30% of mark. **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 – 35% of mark.
- A written test of problem solving ability – 35% of mark.

The paper must be word processed.

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## 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.

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## Course Content

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

- Being in a problem-based group
- Sexually Transmitted Diseases (STD) – AIDS
- Cerebrovascular Accident

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

- Health
- Healing/Curing
- Illness
- Anxiety/Stress
- Coping/Personal Growth
- Spirituality/Spiritual Context
- Sexuality
- Nutrition
- Disability
- Determinants of Health
- Group Process
- 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 as time permits.

### 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 and develop a knowledge base that is useful in practice.
- Communication – Working effectively in teams is a focus of this course. This includes establishing relationships with members, sharing ideas, clarifying thoughts, giving feedback and monitoring group functioning. Students are expected to improve the abilities they developed in the first level course. The group will facilitate students' development of clear thinking and in communicating that thinking.
- 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 be assertive as the group works on the health situation. They will develop skills of group problem solving and consensus decision making as well as offer group process skills.
- Systematic Inquiry – 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 in the group situation.

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:

Strid  
Instructor Name and Department (signature)

Date:

May / 96

Revised by:

Strid  
Instructor Name and Department (signature)

Date:

December / 96

Approved by:

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

Start Date:

January, 1997



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**Effective Date**

August, 1966

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**Instructor(s)**

Jain Verner	Phone: 451-6954	Elaine Fraser	Phone: 432-8468
Lynn Field	Phone: 451-6945	Loni Milligan	Phone: 451-6951
Selma Whiteside	Phone: 451-6949		

Office: All in SE12 – 418

Office Hrs: As posted at desk.

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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.
5. Woods, D.R. (1994). *Problem-based Learning: How to Gain the Most from PBL*. Hamilton, ON: Author.
6. **A fundamentals text is required.** One of the following texts is suggested:
  - 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.
7. **A medical-surgical text is required.** One of the following texts is suggested:
  - 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.
8. **A nursing/medical dictionary is required.** One of the following is suggested:
  - 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.
9. **A pharmacology handbook is required.**

**Recommended:**

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 library.

## 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 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.

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## 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.**

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## Group Skills

1. **Each student must participate to develop their group skills. Productive group function is a major expectation of this course.**
2. The course outcomes describe the group skills that students will develop in the course. Each group will develop criteria for these group skills. Weekly written and/or verbal discussions of group skills will occur so that individuals can develop their skills. The student, their peers in the group, and the 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 in week 16.
3. Following this final assessment, students will be expected to submit a mark for their own and each of 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 problem-solving exam. If students are not judged satisfactory in group function, they will receive an unsatisfactory for the course.**

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## 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. **It is strongly recommended that students discuss the concept paper with their instructor.**
2. The paper counts for 35% of the course mark. **It must be word processed.**

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. It counts for 50% of the mark assigned for the paper:

- The literature review shows analysis of the concept and the application of the concept to the human situation:
  - /5 similarities within the literature are identified.
  - /5 differences within the literature are identified.
  - /5 gaps in the literature are identified and,
  - /5 reasons for the gaps are discussed.
- There is evidence given to support the analysis of the topic. The evidence is:
  - /5 clearly stated (this includes appropriate identification of the source).
  - /5 of sufficient quantity to support the idea and,
  - /5 relevant to the topic.
- The body of knowledge of the concept is critiqued for the assistance it gives in understanding the human being in the situation. It:
  - /5 discusses how the knowledge helps or hinders understanding of the human situation.
  - /5 discusses what is missing from the literature that would have been helpful in understanding the human situation.
  - /5 suggests possible nursing applications of the concept.

The **structure of the paper** refers to how it is organized. It counts for 30% of the mark assigned.

- /4 The tone or style of the paper is appropriate for an academic audience.
- /4 There is an introduction that presents the idea being discussed.
- /4 There is a conclusion that summarizes and extends the ideas.
- /3 APA style is used throughout the paper and the paper is in a cover.
- /4 A central idea organizes the paper.
- /4 Paragraphs form units of thought.
- /4 Paragraphs include a topic sentence and details that support the topic sentence.
- /3 The links between paragraphs provide smooth transitions.

The **mechanics of writing papers** refers to:

- /4 sentence structure,
- /4 grammar,
- /4 spelling,
- /4 punctuation, and
- /4 verb tense. All must be according to English conventions. Mechanics count for 20% of the mark assigned.

5. Students who question a mark may request a reread of their paper. Another tutor will read the paper and assign the final mark. A clean copy of the original paper may be requested for the reread. 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. Please submit papers by putting them in your instructor's mail box in SE12 – 418 by 1600 hours on the due date.
8. If a paper is late without a negotiated extension, the mark for the paper will be dropped 15 marks below what would have been assigned if the paper had been submitted on time, i.e. from 90% to 75%. If the paper is submitted after the final deadline, it will be penalized 15% for each school day it is late.
9. **The paper must be submitted to achieve a mark for the course.**

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### Assignment Details

**CONCEPT PAPER** – the purpose of the paper is to apply a course concept to an actual human situation and then consider how the concept would be applied in nursing practice.

Due March 14; final deadline, March 21.

1. Select one of the course concepts:
  - health
  - healing/curing
  - anxiety/stress
  - coping/personal growth
  - spirituality/spiritual context
  - sexuality
  - nutrition
  - growth and development
  - culture
  - illness
  - determinants of health (pick one)
2. Then briefly review the literature related to the concept. Be sure to look for several perspectives that could be taken about the concept. Generally, 8–10 pieces of literature will give you a reasonable sample.
3. Summarize the similarities and differences in the literature.
4. Identify a human situation that you wish to investigate further. Describe it in some detail.
5. 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?
6. Suggest some possible nursing applications of this concept.
7. Use APA style when writing both parts of the paper. Consult the publication manual for type size, spacing, margins, references, titles, headings, cover pages and pagination.
8. The maximum length of this paper is 10 pages.

## Examination Details

**PROBLEM SOLVING EXAM** – 30 marks, about three hours long, held during the PBL session of week 15, April 25, 1997.

1. Students will be presented with a health situation.
  - In Part A, they will develop a list of the 10 probable issues/concerns/problems 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 list 5 issues/problems/concerns present in the data provided and describe the reasoning behind their inclusion on the list. 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 10 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.**