



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline Part A

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

Course No. Course Name

NURS 1010 is a Prerequisite for:

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 sexually-transmitted diseases including HIV infection 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 two 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.

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:

- Sexually Transmitted Diseases (STD) and HIV
- 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: *Steed*
Instructor Name and Department (signature)

Date: May / 96

Revised by: *Steed*
Instructor Name and Department (signature)

Date: December / 96

Approved by: *M. Darnett Kelly*
Associate Dean / Program Head (signature)

Start Date: January, 1997.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences

Program: Nursing

Course Outline **Part B**

NURS 1010

Nursing and Health Issues 1

Effective Date

August, 1996

Instructor(s)

Jain Verner	Phone: 451-6954	Elaine Fraser	Phone: 432-8468
Lynn Field	Phone: 451-6945	Joan Uren	Phone: 432-8916
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Office: All in SE12 – 418 Office Hrs: As posted at desk.

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: A*pleton & 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 (see BCIT policy re: attendance).**
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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. One of the purposes of this assignment is to help students develop their ability to reason and reflect. Therefore **it is strongly recommended that students discuss the concept paper with their instructor.** There is no penalty for this assistance.
2. The paper counts for 35% of the course mark. **It must be word processed.**
3. Papers are to be submitted to your instructor's mail box in SE12-418 no later than 1600 hours on the due date.

4. Fifteen marks will be deducted for each school day a paper is late i.e. from 90 to 75 after one school day then from 75 to 60 after two school days etc.
5. **The paper must be submitted to receive a mark for the course.**
6. Marks will be assigned according to three criteria; content of the paper, structure or organization of the paper, and mechanics of writing.

The content of the paper refers to the thinking demonstrated. It counts for 60% of the mark assigned for the paper. This portion of the paper is made up of the literature review and the application of the concept to a human situation.

Assignment Details

CONCEPT PAPER – the purpose of the paper is to:

- explore and gain a broad understanding of a course concept.
- apply a course concept to an actual human situation.
- develop the ability to reason and reflect.
- develop the ability to do a literature review.
- develop clear understandable writing skills.
- develop a beginning familiarity with APA style.
- obtain an individual grade.
- develop skill at working in a partnership.

Due October 20

With a partner select one of the following 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)

and proceed with the literature review as outlined below.

- I. **Literature review related to the concept (40 marks).** You will have to scan 20-30 articles to obtain several perspectives on the concept. Aim to make the literature review 8 pages in length but it should be no longer than 9 pages.

- A. References.

/6 8 references that give a broad picture of the concept are chosen and reviewed.

/6 References are current, relevant and add to an understanding of the concept. At least 4 references are from academic journals.

- B. Analyze the concept and the literature (approx. length 6 pages).
 - /4 Include several perspectives that can be taken about the concept.
 - /4 Analyze the concept from the perspective of each author.
 - /4 Question the evidence provided in each article.
 - /4 Critique the research base.
- C. Identify and discuss the similarities and differences within the literature (1.5 pages).
 - /4 Similarities between the chosen articles are identified and discussed.
 - /4 Differences between the chosen articles are identified and discussed.
- D. Summarize the concept as a whole (0.5 pages).
 - /2 Indicate if the literature you have chosen represents a complete or incomplete picture of the concept.
 - /2 Discuss reasons why the literature you have chosen may be incomplete in its representation of the concept.

Individually:

II. Application of the concept to a human situation (20 marks) (3.5 to 4.5 pages).

- /3 Briefly describe the human situation from that individual's perspective.
- /7 Discuss what the person said or did that does or does not fit with the chosen literature on the concept. Explain your rationale.
- /5 Provide evidence that is sufficient to support conclusions you make about the application of the concept.
- /5 Discuss how you will use your understanding of this concept in your nursing practice (e.g., assessment, handling of issues, development of partnership with the patient, etc.).

III. Structure of the paper (30 marks).

- /1 The tone or style of the paper is appropriate to the audience.
- /4 There is an introduction that presents the idea being discussed and the organization of the paper.
- /2 There is a conclusion that summarizes the paper.
- /5 There is an abstract that follows APA guidelines.
- /3 Type of paper, type size, spacing, and margins follow APA guidelines.
- /3 The reference list follows APA guidelines.
- /3 Reference citation in the body of the paper follows APA guidelines.
- /3 Headings, title cover page, pagination and headers follow APA guidelines.
- /3 The paper is written using unbiased language according to APA guidelines.

IV. The Mechanics of writing papers are according to English conventions (10 marks).

- /3 Sentence structure
- /3 Grammar
- /2 Spelling
- /2 Punctuation

Additional Guidelines

1. Use APA style when writing both parts of the paper. Consult the publication manual for type of paper, type size, spacing, margins, reference list, citing references in text, headings, title cover page, pagination, headers, unbiased language and the abstract.
2. The length of the paper should be 13 - 15 pages. Tutors will not read beyond 15 pages.
3. While the literature review is done with a partner, the abstract, introduction, conclusion and application of the concept are completed individually.
4. The person you choose as a partner must be from your problem-based learning group. The only exception to working in pairs will be in groups where there are uneven numbers of students. In this case one group of 3 will work together.
5. **Each student must submit a copy of the entire paper** (both literature review and application of the concept). The mark for the literature review will appear on both students' papers however feedback on the literature review will appear on only one of the papers.

Examination Details

PROBLEM SOLVING EXAM – This is an individual exam, 30 marks, about three hours long, held during the PBL session of week 15, November 28, 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 16.
3. **All students must write and pass this exam to achieve credit for the course.**