



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

Operating Unit: Health Sciences

Program: Bachelor of Technology in Nursing

Course Outline

NURS 4000

Applied Nursing Science 4

Start Date: JAN 2000

End Date: MAY 2000

Course Credits: 3.5

Term/Level: 4

Total Hours: 51

Total Weeks: 17

Hours/Week: 3

Lecture:

Lab:

Shop:

Group Work: 3

Prerequisites

NURS 4000 is a Prerequisite for:

Course No. Course Name

Course No. Course Name

NURS 3000 Applied Nursing Science 3

NURS 4530 Nursing Practicum 5

NURS 7630 Nursing Practicum 6

Course Goals

Nursing 4000 fosters students' ability to work independently and collaboratively, to explore health problems and issues from a professional nursing perspective.

Course Description

Students will explore three health-related situations that reveal complex health problems. In addition, they will apply selected theoretical concepts from nursing and other disciplines to each situation. There will be particular emphasis on the concept of health promotion.

Student learning groups will create a professional context wherein each group member will work collaboratively and effectively. While developing their understanding, students will access information from a variety of sources including appropriate literature, health care professionals and community resources. Situations will be analyzed from the perspective of the involved patient, professional nurse, multidisciplinary team, health care system and society. Students will individually present their findings in a way that facilitates learning for all group members. Exploration of each situation will culminate in the formulation of an individualized nursing care plan that addresses all relevant patient problems.

Each patient situation is dynamic. Students develop their critical thinking skills by diagnosing and managing new problems that arise as the patient's condition changes.

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

Course Format

The course is comprised of both formal scheduled small group sessions and self-directed learning activities. The formal groups include a tutor/facilitator and approximately 12 students and meet weekly for three hours.

The duration of the course is 17 weeks. The first session provides an introduction to the course and to the first situation. Each of the three situations takes approximately 5 weeks to complete. However, individual groups may progress at their own pace providing all situations are completed by Week 16. Week 17 is Evaluation Week.

Evaluation

1. A concept paper that applies the concept of health promotion to the care of a patient in the Level 4 practicum setting — 35% of total marks. Refer to Course Outline Part B for policies and other information related to the concept paper.
2. An assessment of effective group participation — 15% of total marks.
 - The three components of effective group participation include: teaching skills; facilitation skills; and professionalism.
 - The assessment will be by self, peer and tutor using a rating scale. Refer to Course Outline Part B for policies and other information related to assessment of group participation.

A problem-solving exam based on the first health-related situation — 15% of total marks.

4. A final examination based on all three health-related situations discussed in Level 4 — 35% of total marks.

Course Learning Outcomes:

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

1. develop a theory base related to complex health problems and selected concepts inherent in three health-related situations.
2. effectively utilize a problem-solving process to formulate a plan to address any health-related problem independently or in a group, in a timely manner.
3. critically evaluate literature, research findings and other resources in relation to accuracy, relevance and utility before using in professional forums, professional writing or own practice.
4. appraise health problems by monitoring contextual influences, explaining relationships and identifying patterns.
5. develop creative strategies when addressing problems by considering alternative ways of viewing a problem or situation.
6. promote learning within the group by sharing information in a competent and professional manner.
7. demonstrate commitment to the group process and use initiative to advance the functioning of the group.

Course Content

Three health-related situations will be analyzed and selected concepts will be applied.

A. Health-related Situations:

1. Tony Angelini is a 52-year-old man who was admitted to VGH Emergency with a diagnosis of diabetic ketoacidosis and arteriovascular insufficiency of the left leg. Mr. Angelini moved to Vancouver from Flatbush, Alberta 10 days ago.
2. Helen Hames is an 81-year-old woman who was admitted to the VGH medical ward two days ago with heart failure and dementia NYD. She has a history of angina and had a myocardial infarction three years ago. She lives at home with her 85-year-old husband.
3. Arthur Bell is a 55-year-old man who was struck by a car outside his lodging at the Portland Hotel at 0200 hours two days ago. He was brought in unconscious to VGH Emergency with a diagnosis of craniocerebral trauma, alcohol abuse and liver failure. His last known admission was for treatment of shock secondary to gastric bleeding. He has just been transferred to your medical ward from Neuro ICU.

B. Concepts:

1. The concept of Health Promotion* (HP) is a focus for NURS 4000 and will be applied to each of the three situations. In addition, the application of HP will be the topic of the concept paper.
 - * The concept of HP includes the following content (sub-concepts) learned in earlier levels: determinants (prerequisites) of health; illness/injury prevention, nutrition, patient education and community resources.
2. The following concepts will be considered when discussing each situation:
 - ▶ Growth and Development
 - ▶ Culture
 - ▶ Ethics
 - ▶ Law
 - ▶ Illness*
 - * The concept of Illness includes epidemiology, level of acuity (acute/chronic), illness assessment, illness/injury prevention, and illness management (curative, rehabilitative, supportive).
3. Students will apply a concept from a previous level when it is central to understanding a new situation.
4. Students will consider the context of each situation. The context focus for this level will be physical, social and political.

Process Threads Relevant to this Course

Professionalism: This course promotes further development of a nursing knowledge base that is required for competent practice. In the acute care situations that are presented to them, students analyze data in a holistic manner, identify actual problems, anticipate potential problems and prepare nursing care plans. Students discuss health promotion with a focus in an acute care setting. They develop a further understanding of the professional role of the nurse. Students are expected to be accountable and responsible for following through with the work they have agreed to do.