



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Bachelor of Science in Nursing

Option:

**NURS 4000**  
**Applied Nursing Science 4****Start Date:** January 7, 2008**End Date:** May 5, 2008**Total Hours:** 51    **Total Weeks:** 17**Term/Level:** 4    **Course Credits:** 3.5**Hours/Week:** 3    **Lecture:**    **Lab:****Shop:**    **Group Work:** 3**Prerequisites**

Course No.	Course Name
NURS 1060	Pharmacology
NURS 3000	Applied Nursing Science 3
NURS 3034	Nursing of Families Practicum
NURS 3038	Mental Health Practicum

**NURS 4000 is a Prerequisite for:**

Course No.	Course Name
NURS 7100	Community Nursing
NURS 7030	Nursing Practicum 5

**Corequisite**

NURS 4032    Nursing Practicum 4

**■ Course Description**

Students develop nursing knowledge, skills, attitudes, and judgments while exploring health situations in problem-based groups. Each health situation requires the development of a plan for nursing care. Nursing, growth and development, ethnicity, health promotion in acute care settings and health, illness, physiological stress, diversity, physical context, social and economic context, 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.

**■ Detailed Course Description**

Problem-based, small group learning is the format used in this course. Instructor facilitators/tutors meet with a maximum of 12 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.

**■ Evaluation**

Professional Paper	30%
Group Skills	15%
Midterm Exam	20%
Final Exam	35%
<b>TOTAL</b>	<b>100%</b>

**Comments:** Refer to Assignment Details in the Course Syllabus for guidelines, policies, and criteria for achieving a passing grade, related to each method of evaluation.

See Note re **Makeup Exams** in Information for Students section of this course outline.

■ **Course Learning Outcomes/Competencies**

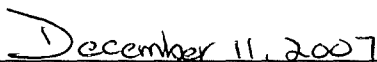
Upon successful completion, the student will be able to:

1. Develop nursing knowledge related to human beings (individuals, families, groups, and populations) with selected common health experiences by:
  - analyzing the influence of concepts and context.
  - sharing academic research that is clear and accurate.
  - analyzing research.
2. Develop partnerships with human beings by:
  - individualizing learning experiences based on multiple learning perspectives.
  - monitoring the group's ability to develop the partnership process.
  - using 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.
  - implementing teaching and learning principles professionally.

■ **Verification**

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

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

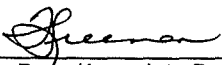
  
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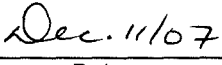
I verify that this course outline has been reviewed.

  
\_\_\_\_\_  
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.

### ■ Instructor(s)

Linda Brazier	604-432-8918	Anna Luketic	604-432-8908
Catherine Hine (course leader)	604-432-8907	Shawna McMartin	TBA
Larry Luster	604-451-2207		

### ■ Learning Resources (required)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Generic textbooks:

- health assessment text
- nursing-medical dictionary
- pharmacology text
- laboratory and diagnostic handbook
- BCIT-approved medical-surgical nursing text

### ■ Journal Articles (required)

Canadian Diabetes Association. (2003). Canadian Diabetes Association 2003 clinical practice guidelines for the prevention and management of diabetes in Canada. *Canadian Journal of Diabetes*, 27(2), 1–152  
Access: <http://www.diabetes.ca>

**Note:** Refer to specific required journal articles which are assigned by topic. Required reading journal articles are accessible through Net Storage. There is a link to Net Storage on the MyBCIT course home page for NURS 4000. Required reading articles are also available in binders at the BCIT library circulation desk under the call number NURS 4000.

### ■ Information for Students

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

**Attendance/Illness:** In case of illness or other 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.

### **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 and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

### ■ Information for Students (cont'd.)

**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."

**Accommodation:** Any student who may require accommodation 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 instructor 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.

**Absence from an Examination due to Illness:** Occasionally students are absent from a midterm or final examination due to serious medical reasons. In this event, the procedure outlined in Policy 5002 6.1.3 will be followed.

### ■ Learning Process Threads

**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, critically evaluating nursing research, and analyzing 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 critically evaluate academic research. They also critically read, write, and word process essays using APA.

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 the partnership and empowerment.

### ■ Learning Process Threads (cont'd.)

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, identity capacities, and build trust in the partnership.
- Students share knowledge about health and the management of health concerns. Students use their personal power to work to pool abilities and learn from each other. Students apply teaching and learning principles in their 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.
- Students use facilitation skills to build effective work teams, differentiate between task and process skills, and provide constructive feedback to evaluate individual and group function.

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

- To develop critical thinking, students challenge assumptions, consider the importance of context, imagine alternate perspectives, and develop reflective skepticism (Brookfield, 1987) when considering the health experience. They engage in self-reflection and dialogue with nursing students and instructors. This reflective questioning, critical thinking, and evidence search is used continually to develop approaches to health concerns. Students are increasingly independent in critical thinking and use a variety of theoretical perspectives to guide it.
- 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 evaluate appropriate and relevant academic literature to expand their body of knowledge and use research studies to assess evidence.

**Professional Growth** – is a process of self-inquiry and self-direction that facilitates learning. Students commit to professional growth. They evaluate their's 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 initiative, self-discipline, commitment to nursing, and a 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 reflect on their personal values, beliefs, and assumptions about nursing concepts, health situations, and group process. They assume responsibility and accountability for their professional growth in this course.

**Creative Leadership** – is a process that evolves throughout a nurse's professional life. Students continue 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 understand themselves 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 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; this is their unique contribution to the goal. Students develop the ability to move between exemplary followership and creative leadership roles as the situation requires.

■ **Learning Process Threads (cont'd.)**

**Technology-in-Practice** – “Technology involves organization, procedures, symbols, new words, equations and ... a mindset” (Franklin, 1990, p. 12). Technology-in-practice is the way of knowing, being, and doing in health that enhances patient care. Students understand the impact of technology-in-practice on culture, socially accepted practices, and values. Students recognize the impact of technology-in-practice on patients, families, and health care workers.