



NURSING 201

INTRODUCTION TO NURSING

**BACHELOR OF NURSING
REGULAR TRACK PROGRAM**

COURSE OUTLINE¹

FALL 2009

Class Times & Location:

Tuesdays and Thursdays

8 September – 8 December, 2009
Section 01 (0930-1045) in CHC 119
Section 02 (0930-1045) in EDC 179

Course Instructor:

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¹ Adapted from previous course outlines as developed by: Donna Marcy Edwards, Leianne Vye-Rogers and Lloy Semenyina

Teaching Assistant: Lily Zhang

COURSE DESCRIPTION

Welcome to Nursing 201, the introductory course in your baccalaureate degree in nursing. This first nursing course introduces the basic concepts of the nursing discipline, person, health, environment and the relationships among these concepts. In order to understand how nursing evolved to where it is today, we will focus on understanding changing perspectives on health, investigate the historical development of the profession and explore its unique traditions and its position in the health care system. We will also explore nursing knowledge, the ethical and legal responsibilities of professional nurses, and the roles that nurses play in providing health care to Canadian populations.

Nursing 201 is a 39-hour classroom lecture/discussion course. The professor will act as a guide and facilitator in learning; your responsibility is to take an active part in your own learning. Learning resources for N201 include your own life experiences, assigned readings, lectures, and group discussion. You are expected to come to all classes with pre-assigned readings and out-of-class study complete. We welcome and encourage you to discuss freely your questions, observations and reflections throughout the course.

COURSE OBJECTIVES

Students in Nursing 201 will be provided with opportunities to:

1. explore concepts foundational to the discipline of nursing – person, health and environment.
2. discuss how the profession of nursing shapes and is shaped by the context in which it occurs, eg: health care system.
3. begin to understand:
 - how individuals interpret what it means to be a professional nurse
 - professional obligations – practice standards, ethical standards, legal standards.
4. further develop critical thinking skills and scholarly writing.

COURSE REQUIREMENTS

In order to be successful in N201, students will complete the following requirements:

Midterm Exam	30%	October 15, 2009
Paper	35%	November 17, 2009
Final exam	35%	Scheduled by Registrar

COURSE READINGS and RESOURCES

Required Texts:

Tomey, A.M. & Alligood, M.R. (2006). *Nursing theorists and their work (6th edition)*. St. Louis, Missouri: Mosby Elsevier.

Paul, R. & Elder, L. (2006). *The miniature guide to critical thinking concepts & tools (4th edition)*. California: Foundation for Critical Thinking.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association.

For help with understanding APA formatting <http://www.psywww.com/resource/apacrib.htm>
(Note the APA Style Essentials by Degelman & Harris at this site)

(Note: the Kozier text is the N203 textbook)

Kozier, B., Erb, G., Berman, A.J., Snyder, S., Raffin Bouchal, D. S., Hirst, S.P., Yiu, L., Stamler, L., & Buck, M. (2010). *Fundamentals of Canadian nursing: Concepts, process and practice (2nd Canadian ed.)*. Toronto: Prentice Hall.

Required weekly readings are noted in the class/reading list. They may be found in the resources listed below and/or in a reading package available for purchase at the U of C Bookstore.

Readings Package: Nursing 201 Reading Package Fall 2009, purchase from U of C Bookstore.

College and Association of Registered Nurses of Alberta. (2003). Nursing practice standards. Edmonton, AB: Author. **To be downloaded from CARNA Website** (www.nurses.ab.ca)

College and Association of Registered Nurses of Alberta. (2003) Primary health care. Edmonton, AB: Author **To be downloaded from CARNA Website** (www.nurses.ab.ca)

College and Association of Registered Nurses of Alberta. (2005). Scope of practice for Registered Nurses. Edmonton, AB. Author. **To be downloaded from CARNA Website** (www.nurses.ab.ca)

Canadian Nurses Association. (2008). Code of ethics for registered nurses. Ottawa, ON: Author **to be downloaded from the CNA Website** <http://www.cna-aic.ca/cna/>

COURSE GRADING
Undergraduate Grading Scale

If the percentage on your assignment is:	The grade on your assignment is:	The weighted grade points will be taken from:	If the total for all assignments is:	Your final grade will be:	And the GPA for the course will be:
98.0 – 100	A+	4.0	3.95 - 4.00	A+	4.0 Outstanding -- exceptional analysis and synthesis of subject matter.
93.0 – 97.9	A	3.9	3.85 - 3.94	A	4.0 Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.7	3.50 - 3.84	A-	3.7
83.5 – 87.9	B+	3.3	3.15 - 3.49	B+	3.3
78.0 – 83.4	B	3.0	2.85 - 3.14	B	3.0 Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.7	2.50 - 2.84	B-	2.7
69.0 – 73.4	C+	2.3	2.15 - 2.49	C+	2.3
63.5 – 68.9	C	2.0	1.85 - 2.14	C	2.0 Satisfactory - basic understanding of the subject matter. [Minimum passing grade for NURS 203/211.]
59.0 – 63.4	C-	1.7	1.50 - 1.84	C-	1.7
54.5 – 58.9	D+	1.3	1.15 - 1.49	D+	1.3
50.0 – 54.4	D	1.0	0.50 - 1.14	D	1.0 [Minimum passing grade for theory courses.]
49.9 or less	F	0	0.00 - 0.49	F	0.0

Approved by Faculty of Nursing, Executive Committee, June 9, 2005 [editorial revisions: August 7, 2009]

WITHDRAWAL DATE

The last date for withdrawal from this course without penalty is December 8, 2009

STUDENT MISCONDUCT

Plagiarism is a serious offence which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offence, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/
<http://www.ucalgary.ca/pubs/calendar/>

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality academic writing.

For further information, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/
<http://www.ucalgary.ca/pubs/calendar/>

EXAMINATION AND TESTS

1. **Final examinations are scheduled by the Registrar's Office, University of Calgary.**

The exam period is posted in the University of Calgary Calendar. A final exam can be scheduled anytime during this time period. Students must be available for examinations up to the last day of the examination period.

2. **Deferred Examinations**

A student who becomes ill prior to the examination and is unable to write the examination at the scheduled time will notify the course instructor. Please call the course instructor (voice mail) and leave a message stating the

date and time you called, reason for missing the scheduled examination and a phone number where you can be reached so that arrangements can be made for you to write a deferred examination. You may be expected to submit a doctor's certification prior to writing the deferred examination. For further information regarding Deferral of Final Examinations Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests, G.6 Deferral of Final Examinations:
www.ucalgary.ca/pubs/calendar/

REAPPRAISALS AND APPEALS

For information on reappraisals and appeals, refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, I. Reappraisal of Grades and Academic Appeals: www.ucalgary.ca/pubs/calendar/

Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate/Assistant Dean, Undergraduate Programs.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation you must officially register with the Disability Resource Centre. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor within the first week of the start of this course.

Further information can be obtained at: www.ucalgary.ca/drc/ or by calling 403-220-8237.

Nursing 201**Fall 2009 Class Schedule/Reading List****September 8****Focus: Overview and Course Expectations**

Welcome to the Faculty of Nursing
Beginning Reflections

September 10**Focus: Understanding Nursing: What is Nursing****Questions:**

- What is nursing?
- How has the “script” for nursing changed?
- What factors have contributed to that change and how does that fit into today’s nursing world?

Readings: Readings From Package: **Gordon** (An end to angels)
Zikorus(The importance of a nurse’s presence)

September 15

Focus: Highlights of the Historical Evolution of Professional Nursing
(Historical, political, economic, social contexts)
Guest: Dr. Diana Mansell

Questions:

- What social and political events influenced how nursing has evolved today?
- How has the context of the evolution of the profession and nurses’ work influenced current beliefs and practices?

Readings: From Package: **Evans** (Men nurses: a historical and feminist perspective)
From **Kozier et al.: Chapter 1** (Historical and contemporary nursing practice)

September 17**Focus: Understanding Nursing: What do Nurses Think about Nursing?****Questions:**

- What are the philosophical themes that define nursing?
- What are the defining characteristics that determine nursing’s perspective?
- What is our ethic of caring?

Readings: Readings from Package: **Boykin** (Discovering the beauty of older adults - opening doors)
Carper (The ethics of caring)

September 22 **Focus: Understanding Health****Questions:**

- What are some of the ways of thinking about health that are common in our society?
- How is it one comes to think of health in one way and not another?
- Why is health considered a focus of nursing practice?
- What are some of the elements of health promotion?
- What do we mean by health determinants?
- What is nursing's contribution to knowledge of health?

Readings: From Reading Package: **Bolaria** (Sociology, medicine, health and illness)
From **Kozier et al.:** **Chapter 7** (Health, wellness and Illness)
 Chapter 18 (Health promotion – pp131-141 – end
 after Behavioural Outcome of Pender's Model)

September 24 **Focus: Nursing's Use of Health Promotion in Practice**
 Video: Street Nurse**Questions:**

- What was Nursing's contribution to the health dilemma portrayed in the video?
- How are the actions of the characters in the video health promoting?
- What was the Nurse's contribution to the process?

Readings: see Sept 22nd above.

September 29 **Focus: How do Nurses Assess the Health of their Clients?**
 Guest: TBA**Questions:**

- What constitutes the human health experience?
- What approaches do nurses use to assess health?
- How do nursing models and frameworks articulate health?
- How do nurses apply models and frameworks to help understand health?

Readings: From Reading Package: **Pender** (Expressing health through lifestyle patterns)
 Boykin (Discovering the beauty of older adults)

October 1 **Focus: What do Nurses Say about their Work?**
 Guests: TBA**Questions:**

- How do nurses promote health in their practice?
 - How do nurses describe the nature and practice of their work?
 - Consider questions from **(b) on page 12** of course outline.
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October 6 & 8 Focus: Understanding the Canadian Health Care System**Questions:**

- How has the Canadian health care system developed over time?
- What is Primary health care?
- What roles do nurses play in the Canadian health care system?
- What shape is the health care reform taking in Canada?

Readings: From Reading Package: **Storch** (The Canadian health care system and Canadian Nurses)
From **Kozier et al.: Chapter 9** (The Canadian Health Care System)
 Chapter 13 (Community-based nursing, pp 236 & 237)
From Websites: **CARNA (Primary Health Care)** from CARNA website

October 13 Focus: Living within the System**Questions:**

- What are the potential/actual impacts of the determinants of health on the individual's ability to maintain health?
- What is the impact of the health care system on the individual's ability to maintain health?

Readings: Readings from Package: **National Institutes of Health** (Hemodialysis, Transplantation, peritoneal dialysis)

October 15 Focus: Midterm Exam covering material from Sept. 8 to Oct. 13 inclusive**October 20 Focus: Academic Integrity, Scholarly Writing, and Critical Thinking or Introduction to Library****Oct 20 – Librarian in Carol's class****Questions:**

- What is academic integrity and how is it reflected?
 - How do I write a scholarly paper in the Faculty of Nursing?
 - What is APA formatting and why must I use it
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October 22 Focus: Academic Integrity, Scholarly Writing, and Critical Thinking or Introduction to Library**Oct. 22- Librarian in Tracey's class. Carol's class see Oct 20 for class focus**

October 27 **Focus: Workshop: Scholarly Writing and Critical Thinking**
Readings: **Publications Manual of American Psychological Association**
Paul & Elder (The Miniature Guide to Critical Thinking)
(Bring these to class with you)

October 29 **Focus:** **Nursing as a Profession**

Questions:

- What does it mean to be a professional?
- What are the characteristics of professional nursing?
- How is nursing accountability formalized?
- What are the roles of our professional associations?
- What are the professional boundaries of a nurse?
- What are the professional roles of nurses?

Readings: From Web site: **CARNA Practice Standards**
And Scope of Practice for Registered Nurses

November 3 & 5 **Focus:** **Nursing Knowledge and Practice**

Questions:

- How has nursing knowledge been constituted in our history?
- How is nursing knowledge organized and articulated?
- How can multiple models of nursing be of value to nursing practice?
- How have nursing theories evolved over time?

Readings: From **Kozier, et al.:** **Chapter 4** (Nursing philosophies, theories, concepts, frameworks and models)
 From Reading Package: Fawcett (Guest editorial: On bed baths and conceptual models of nursing)

November 10 **Focus:** **Nursing Theories**

Questions:

- How have nursing theories evolved over time?
- Why is nursing research a basis for our practice?

Readings: From **Tomey et al.:** **Chapter 15** (Imogene King: Interacting Systems Framework pp. 299-302)
Chapter 28 (Merle H. Mishel: Uncertainty in Illness Theory pp. 625-630)

From Reading Package: **Smith** (Application of the progressively lowered stress threshold model across the continuum of care)

Case Study: Mrs. Madden

READING DAYS

November 11-15

NO CLASSES

Paper due November 17, 2009 by 1200hrs

November 17 Focus: Values & Ethics that guide the practice of professional nurses (part 1)
Guest: Dr. Shelley Raffin

Questions:

- How is the moral dimension of professional nursing practice formalized?
- How are ethical decisions made?
- How are values and beliefs embodied in the Code of Ethics?

Readings:

Web site: **CNA** (Code of ethics for registered nurses)
<http://www.cna-aicc.ca/cna/>
From **Kozier et al: Chapter 5** (Values, Ethics, and Advocacy)

November 19 Focus: Values and Ethics in Practice (part 2)
Video: Everyday Choices: Ethics and decision making in home care

Questions: [See questions on blackboard]

Readings:

Web site: **CNA** (Code of ethics for registered nurses)
<http://www.cna-aicc.ca/cna/>
From **Kozier et al: Chapter 5** (Value, Ethics, and Advocacy)

November 24 Focus: Nursing Process: not to be confused with nursing models.

Questions:

- What is nursing process and how is it used in practice?
- How does nursing process inform documentation?

Readings:

From **Kozier et al: Chapter 22** (The Nursing Process pp. 413-417 up to Assessing)
Chapter 23 (Documenting and Reporting pp 470-472 & Focus Charting, p.477)

November 26 Focus: Legal Foundations of Nursing Practice

Guest: Claire Mills

Questions:

- What are the legal parameters of professional nursing practice?
- What are the legalities of documentation, confidentiality, consent and privacy?
- How have arenas for practice changed over time and been shaped by context?

Readings:

From **Kozier et al: Chapter 6** (Accountability and Legal Aspects of Nursing pp. consent-pp 97-99; confidentiality & privacy-pp103-104;legal protections in nursing practice- pp106-109)

December 1 **Focus:** **Nursing Practice Standards**

Questions: What are nursing practice standards?
What are ethical standards?
How do we understand standards within the context of practice?

Readings: Nursing Practice Standards download from CARNA web site – (pages 1-7)
Code of Ethics for Registered Nurses download from <http://www.cna-aic.ca/cna/>

December 3 **Focus:** **Nursing and the Professions: How are we Unique?**
Guest: Dr. Debbie White

Questions: How are nurses different from other health care professional groups?
How do we express our difference?
How do we understand inter-professional/multidisciplinary practice?

Readings: From Reading Package:
 Besner (Systematic Approach to Maximizing Nursing Scopes of Practice).

Nursing 201 (BNRT) Fall 2009 Scholarly Paper

Purpose of this paper: To reflect upon and describe an aspect of your developing vision and understandings of nursing.

Throughout this course, we will be exploring concepts and topics of interest to nursing (eg. the evolution of ideas of health, understandings of the role of environment in shaping health, nursing's view of the nature of persons and health, contexts of the current Canadian health care system), the influence of the health care system on nursing practice and roles, and professional issues relevant to nursing (eg. nursing knowledge and theory, the contributions of nursing practice to health care teams and systems, standards of nursing practice, nursing values and ethics, legal issues).

This paper will provide you with an opportunity to synthesize your understanding of selected course topics and to develop these ideas in a scholarly paper. Your paper will include the following.

- a) **Beginning Understandings:** During the first week of class, you will be asked to write and hand in a brief reflection (1 to 2 paragraphs) that explores your beginning understanding of what it means to be a nurse. ***This reflective writing will be included in the appendix of your scholarly paper.***

In this writing you will consider the following:

- why you chose to enter the profession of nursing
- what the word "nurse" means to you
- what is the purpose or focus of nursing

- b) **Scholarly Paper:** You will describe and explore a **dimension(s)** of your evolving understanding of professional nursing. Choose a specific focus area for the paper. Pick a focus area that has intrigued you during the presentation of course ideas, or one in which you believe your understanding has changed or alternatively become more detailed and clear. Your paper will integrate your beginning ideas about nursing and articulate how these ideas have expanded and/or changed. You must refer to these beginning ideas in the body of the paper. You will use Paul and Elder's (2006) Intellectual Standards of clarity, accuracy, precision, relevance, depth and logic (pp10-12) as a means to assist you in your writing about your ideas. Important literature that will be helpful in the conceptualization of your ideas will include course readings, professional association documents and guidelines, and at least 4 relevant scholarly articles from the nursing literature (in addition to course readings).

If you find it hard to get started, you might want to consider exploring the following questions:

- How do nurses contribute to the health of individuals, families, and communities?
- What unique practice approaches are used by nurses? What roles do nurses play in the health care system?
- What is nurses' scope of practice?
- What values or beliefs does the nurse hold about the patients/clients?
- What makes nurses distinctive from other members of the health care team?
- What does the nurse consider important in his/her job?
- What is the unique knowledge base forming the basis of professional nursing practice?
- What does it mean to be a 'professional' nurse?
- How has nursing influenced the health care system, and how has the health care system influenced nursing?

Due Date: November 17, 2009 at 12:00 (noon). **General Faculty Office: Room PF 2259**
Length: up to 10 pages, font size 12, double spaced, APA margin sizes (not including appendices or reference pages). Paper stapled together (**no folders**)
Weight: 35%

Marking Guide for Nursing 201 Scholarly Paper

32/40 **Scholarly Discussion of Topic**

- Articulates beginning understandings of nursing (4 marks)
- Articulates evolving vision / understanding of nursing with reference to beginning understandings and analysis of changed understandings (7 marks)
- Incorporates knowledge, theoretical concepts from class discussions & readings, to articulate and support evolved understandings (7 marks)
- Incorporates knowledge from literature search to articulate and support evolved understandings (7 marks)
- Demonstrates critical thinking regarding clarity, accuracy, precision, relevance, depth and logic [pages 10-12 in Paul & Elder]. (7 marks)

8/40 **Scholarly Presentation**

- Organization of paper – example, proper use of introduction, conclusion; ideas are presented logically and are easily understood (3 marks)
- Accurate spelling and use of grammar (2 marks)
- APA format – used correctly (3 marks)

Inclusion of Appendix [1 mark deducted if not included]

- “Beginning Understandings” Paper

****Please Note:**

Marks will be deducted for late assignments at a rate of 10% per day (includes weekends)

Please refer to the Marking Rubric as you develop and write your paper.

Rubric for Evaluating Scholarly Discussion within the Paper

Elements	Does Not Meet Requirements (Grade Range of F-D)	Meets Requirements (Grade Range of C-B)	Exceeds Requirements (Grade Range A)
Articulation of beginning understanding	Account of beginning understanding absent or limited to surface description i.e. single sentence alluding to previous thoughts, or statements like: see appendix	Clearly describes previous thoughts about nursing. Presents some analysis of previous thoughts about nursing. Begins to identify previous belief systems and the implications for practice	Clearly describes previous thoughts about nursing. Presents a detailed analysis of the nature of previous thoughts and their meaning. Describes how personal belief systems may impact current ability to learn and practice nursing
Articulation of evolving vision/understanding of nursing	Brief account, with limited description of how thinking has changed	Account describes multiple or multi-layered change(s). Concepts discussed are clearly defined	Account describes multiple or multi-layered change(s). Concepts discussed are clearly defined in a scholarly manner, offering specific interpretations of what and how changes in thinking have or have not occurred, why change has or has not occurred and what new questions arise.
Incorporation of knowledge, theoretical concepts, from class discussions and readings	Limited inclusion of class readings, discussion, and theoretical concepts, i.e. one reference from each area	Includes multiple citations from class readings and discussion that are relevant to the ideas being presented	Clearly incorporates multiple citations within the text in such a way that the citations support concept and idea development. Analyzes and articulates the nature and meaning of the course knowledge and theoretic concepts being used and their impact on the student's developing understandings
Incorporation of knowledge from literature search	Incorporates less than 4 additional sources, and / or use of non-scholarly sources i.e. nonprofessional web sources, dictionaries	Incorporates 4 additional sources from scholarly nursing journals/works. Literature is relevant to/supports the ideas being discussed	Incorporates multiple sources from scholarly journals. Used to develop, weave, analyze and specify the evolution of new or expanded understanding
Critical Thinking – from Paul & Elder (pp10-12)	Limited or no evidence of clarity, accuracy, precision, relevance, depth and logic	Evidence that all areas of clarity, accuracy, precision, relevance, depth and logic have been addressed.	Substantive evidence that all areas: clarity, accuracy, precision, relevance, depth and logic have been addressed.