



**UNIVERSITY OF  
CALGARY**  

---

**NURSING**

## **NURSING 207**

### **NURSING INQUIRY**

**University of Calgary  
Faculty of Nursing**

### **COURSE OUTLINE Winter 2008**

#### **BACHELOR OF NURSING REGULAR TRACK**

**Lecture Section 01: Tuesdays January 15- April 15, 2008**

**Time: 1100h to 1350h**

**Room: SS 109**

**and selected small rooms on campus**

**Office hours: By appointment**

**Faculty:**

**Dr. Candace Lind  
Faculty of Nursing  
Phone: 220-4627  
Office: PF 2236  
Email: [cylind@ucalgary.ca](mailto:cylind@ucalgary.ca)**

**Graduate Teaching Assistants:**

**Violet Aleco  
Email: [vnour@ucalgary.ca](mailto:vnour@ucalgary.ca)**

**Andria Marin  
Email: [avmarin@ucalgary.ca](mailto:avmarin@ucalgary.ca)**

**Course Description:**

Building on your work and learning in previous courses in the program, this course affords opportunity for further development of a conceptual framework for nursing practice and for development of a theoretic base for understanding various human responses to health and illness. Developing understanding of the use of inquiry skills in clinical practice is emphasized.

The curriculum framework for this course is based on the foundation of theory-guided, evidence-based, reflective practice. Reflective practice requires an understanding of many human health experiences; the use of critical thinking; the use of multiple ways of knowing; the integration of philosophy, theory, and research in the development of responsive nursing practice; and reflection on one's own practice.

**NOTE: Learning in this course takes place in the context of group learning. N207 entails active learning processes.**

**Prerequisites:**

Nursing 201, 203, and 205

**Corequisites:**

Nursing 209 and 211

## **LEARNING OBJECTIVES**

- To learn to use a theoretical framework to shape a nursing perspective of responses in health and illness experiences.
- To further develop a theoretical base for understanding selected human health experiences and responses.
- To achieve beginning expertise in nursing inquiry
  - knowing what to look for
  - knowing how to look for it
  - making decisions about what you see
  - making good nursing practice decisions based on understanding, knowledge, and assessment
- To integrate theoretical and experiential learning (classroom and clinical)
- To appreciate and develop a set of intellectual skills needed as a Baccalaureate Nurse
  - learning and critical thinking skills
  - library/information access skills
  - writing skills
  - team work and group skills
  - critique and assessment skills

## **COURSE PHILOSOPHY**

The focus of Nursing 207 is to develop the skills which will lead to a deeper understanding of clinical nursing situations and sound approaches to nursing practice. The course offers a framework for understanding human health experiences and the nurse's role in health and healing. In other words, the course offers the opportunity to explore the relationships between health/illness experiences, evidence-based nursing practices, and contemporary conceptualizations of nursing, health, and illness.

Understanding clinical nursing situations requires strong nursing inquiry skills.

Inquiry-based nursing practice is the process of coming to a critical understanding about a problem, issue, concept, or phenomenon (e.g. loss, fatigue, pain, uncertainty, transition, aging). Inquiry is a continuous feedback process in which questions are formulated and potential answers are investigated, leading in turn to new, challenging, and relevant questions. The skills and abilities of inquiry include knowing how to:

- formulate good questions
- identify sources of information
- critically assess and use information **primarily** from **nursing** literature
- evaluate evidence
- draw reasoned conclusions
- communicate the process, conclusions, and emergent questions to others

Nursing inquiry allows students to make the connections between what they SEE in practice and how they make decisions about what to DO in practice. *The knowledge that links assessment and action is gained from multiple sources and means. The search for this knowledge is referred to as nursing inquiry.*

What is unique about this course is the consideration that the **process of learning** is as crucial as the mastering of any particular body of knowledge. In other words, though there will be substantive content covered in the course which is important nursing knowledge, there is also attention to “knowing how we know” or “learning how we learn.” This course embodies a **participatory approach** to learning and acknowledges that teaching/learning (like nursing) is a relational process that happens in-between people and is reciprocal and mutual.

**Objectives for class performance:**

The learning environment consists of small groups and case scenarios using an inquiry based learning approach proposed by the University of Calgary. Inquiry based learning for this course consists of group discussions in classroom settings. To be successful, students will a) use interpersonal skills in working with others, b) access new information from a variety of sources (**especially nursing**) for group discussions, c) critically evaluate information effectively, d) reflect on own performance, and e) evaluate colleagues in a constructive meaningful manner. (Please see the University of Calgary Academic Plan and reading materials from the Learning Commons).

**\*\*Pop quizzes will be administered at Faculty Professor’s discretion at the end of selected Tuesday classes.**

**REQUIRED COURSE READING**

**Required Texts (available in the bookstore):**

Chinn, P.L. & Kramer, M.K. (2003) *Integrated knowledge development in nursing*. St Louis: Mosby.

Chinn, P.L. (2004). *Peace and Power: Creative leadership for building communities* (6<sup>th</sup> ed.). Boston: Jones & Bartlett.

Dimock, H. G. (1993). *How to observe your group* (3rd edition). York University Campus, North York, Ontario: Captus Press Inc.

Edson, M. (1998). *Wit*. New York: Faber.

Marriner Tomey, A. & Alligood, M. R. (2006). *Nursing theorists and their work*. (6<sup>th</sup> ed.). St. Louis: Mosby.

**Recommended Texts (available in the reserve reading room):**

Raingruber, B. & Haffer, A. (2001). *Using your head to land on your feet: A beginning nurse’s guide to critical thinking*. Philadelphia: F.A. Davis.

Watson, J. (2005). *Caring science as sacred science*. Philadelphia: F.A. Davis.

**COURSE ASSIGNMENTS**

Evaluation of this course is derived from the completion of a take home assignment, a paper, a group presentation, and classroom participation using an inquiry-based learning approach. (There is an additional opportunity to earn bonus marks through pop quizzes.) Your group will use the play “Wit” as the first case scenario for your small group discussions. The second case scenario will be a clinical situation determined and developed by your group. This scenario will be a particular human health experience or concept encountered in the clinical area.

**A. Classroom participation and performance**

Classroom performance includes participation in group discussions about case scenarios. Students are expected to participate in self and peer evaluation related to class performance. The evaluation criteria will be distributed in class.

Posting of Personal Goals on Blackboard                    **Must be posted by February 5**                    **Worth 5%**

Posting of Group Goals on Blackboard                    **Must be posted by February 12**

**Please post your goals under your specific group forum on Blackboard.**

**B. Library Workshop Assignment: Annotated Bibliography**                    **Worth 25%**  
Description will be handed out in class

**Due Date: February 26, 2008**

**C. Paper (Beginning Philosophy) and Evaluations**                    **Worth 30%**

\* **Part 1 Paper:** Write a brief description of your beginning philosophy of nursing including the metaparadigm concepts (nursing, person, health, environment), service component (social mandate), and advocacy. Key elements of your philosophy (nursing, person, health, environment, service, advocacy) need to be referenced. American Psychological Association (APA) guidelines must be used for this paper.

\* **Part 2 Evaluations:** Submission of self and peer evaluations of goal achievement. Your peer **must** be provided with a copy of the peer evaluation that you write. Evaluation tools will be handed out in class.

Final Self Evaluation                    **Worth 5%**

**(Completion of the evaluation tool and brief written summary – include summaries of your personal contributions to group activities and process)**

Final Peer Evaluation                    **(Written peer evaluation)**                    **Worth 5%**

**Due Date: April 1**

\* **Submit in hard copy and staple both Parts 1 and 2 together (make sure your name is on all submissions).**

**D. Case Scenario/ Group Presentation**                    **Worth 30%**

For this assignment you will work in groups of approximately 10 -12 students. Each group will choose a particular human health experience or concept encountered in clinical practice/experience in N209 (e.g. loss, grief, fatigue, pain, uncertainty, transition, efforts to cope, dying). Guiding questions for selecting the human health experience, or concept, will be:

**Why is this knowledge about this concept/health experience important for patient care?  
In what ways have you seen this concept/health experience show itself in the real world of patients?**

As a group, you will develop and document a **case scenario** related to this clinical topic. You will research the topic and pay attention to the patterns of knowing that you have drawn upon in the development of your thinking. A presentation on the particular topic your group has chosen to investigate will be given to the entire class. In this presentation it is recommended that you focus on your clinical case and that you discuss the implications of the knowledge you have uncovered for nursing practice. You will post a summary of the presentation and a handout for the presentation on your Blackboard forum.

Part of the presentation must also include an analysis of how you came to the knowledge/information/understanding for your inquiry. What sources of knowledge did you access? Why did you choose these sources? What ways of knowing did you neglect and why? How did the use of a nursing conceptual framework influence your inquiry? How is knowledge discovered from clinical practice?

How you choose to present the components of your presentation is your group's decision, but keep in mind that a part of nursing inquiry is attention to the way we communicate and disseminate knowledge! After your presentation, class members will have the opportunity to ask questions. Include relevant references (with clear identification of the top five most useful articles that were located).

**Total Presentation Time: 30 minutes (plus 10 min. for questions and discussion)**

**Dates: April 8 and 15**

**Important: The presentation grade will be determined on both content and presentation scholarship. In the unanticipated event that a group experiences problems with a non-contributing member, the faculty tutor/course professor reserves the right to assign a different grade than the group grade.**

**Group Presentation Assignment Criteria**

The group presentation must demonstrate:

- Scholarship and professionalism
- Meaningfulness to the audience of peers

Group presentation of client and health/illness experience includes:

- The offering of a description about one chosen human health experience
- Identification of the ways that this health experience shows itself in clinical practice
- Identification of the ways that this health experience is described and understood in the existing literature
- Implications for nursing practice
- The offering of a critical analysis about the existing literature related to the phenomenon. What is highlighted in the literature; what evidence-based rationale exists; what is missing; and, what alternate points of view might be considered about this phenomenon? How did the use of a nursing conceptual framework influence your inquiry?
- A critical analysis of the multiple ways of knowing and the strategies that informed this particular nursing inquiry
- What questions have been opened up for the group about this human health phenomenon?

**\*\* Pop quizzes will be offered in class only (no make-up quizzes will be available) at random, twice over the semester for those students who wish to earn up to an additional 8% bonus marks in N207 (not to exceed a potential total of 100% as a final course grade).**

**Grades**

Percentage	Grade	Grade Points	Grade Point Average	Description
98.0 – 100	A+	3.95-4.00	4.00	Outstanding.
93.0 – 97.9	A	3.85-3.94	3.90	Excellent -- superior performance, showing comprehensive understanding of subject matter.
88.0 – 92.9	A-	3.50-3.84	3.70	
83.5 – 87.9	B+	3.15-3.49	3.30	
78.0 – 83.4	B	2.85-3.14	3.00	Good -- clearly above average performance with knowledge of subject matter generally complete.
73.5 – 77.9	B-	2.50-2.84	2.70	
69.0 – 73.4	C+	2.15-2.49	2.30	
63.5 – 68.9	C	1.85-2.14	2.00	Satisfactory -- basic understanding of the subject matter.

59.0 – 63.4	C-	1.50-1.84	1.70	
54.5 – 58.9	D+	1.15-1.49	1.30	
50.0 – 54.4	D	0.50-1.14	1.00	Minimum pass -- marginal performance; generally insufficient preparation for subsequent courses in the same subject.
49.9 or less	F	0.00-0.49	0	Fail -- unsatisfactory performance or failure to meet course requirements.

**Student Misconduct**

A single offence of cheating, plagiarism, or other academic misconduct on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the Faculty by the Dean, if it is determined that the offense warrants such action. Familiarize yourself with the University of Calgary Calendar (2007-2008) for further information regarding student misconduct policies

**Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

**Freedom of Information and Protection of Privacy Act**

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for practicum placement and/or contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection of Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Debbie Murphy, Student Advisor at 220-4636.

**Reappraisals and Appeals**

Students are referred to the University of Calgary 2007-2008 Calendar (p. 49) for guidelines regarding reappraisals and appeals. There is a 15 day time line from the receipt of a mark and a request for reappraisal and/or appeal to the Associate Dean, Undergraduate Programs.

**Withdrawal Policies**

Please refer to the University of Calgary 2007-2008 Calendar (p. 40) for dates, withdrawals, and fee refund policies for dropping a course. **The last date for withdrawal from this course is: April 18, 2008.**