



**NURSING 201**

***INTRODUCTION TO NURSING***

**BACHELOR OF NURSING  
ACCELERATED TRACK PROGRAM**

**COURSE OUTLINE<sup>1</sup>**

**FALL SESSION 2009**

**Class Times:**

**Monday – Friday (MTWRF)**

Lecture 03 (1300-1450) Room ES 162  
September 8 – October 6, 2009

**Course Instructors:**

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**Trish Blakley, RN, BSN [MN student]**

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<sup>1</sup> Adapted from previous course outlines as developed by: Donna Marcy Edwards and Leianne Vye-Rogers

## CALENDAR DESCRIPTION

Basic concepts of nursing, individual, family, community, health, environment, and the relationships among them. Historical development of the nursing profession, its unique position within the health care system, and the roles of various health care providers.

## 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 skills of inquiry and scholarly writing

## COURSE REQUIREMENTS

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

Midterm Exam	30%	September 21, 2009
Beginning Reflection (Appendix to paper)	5%	Copy to be handed in before lecture on September 10, 2009
Scholarly Reflective Paper	30%	October 2, 2009
Final exam	35%	October 6, 2009

## COURSE READINGS and RESOURCES

### Required Texts:

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

Kozier, B., Erb, G., Berman, A, K., Synder, S.J., Raffin Bouchal, D. S., Hirst, S.P., Yiu, L., Leesburg Stamler, L. & Buck, M. (2010). *Fundamentals of Canadian nursing: Concepts, Process, and Practice (2<sup>nd</sup> Canadian ed.)*. Toronto: Pearson Canada. ( note: this is the N203 textbook)

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

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.

Canadian Nurses Association (2007). *Framework for the practice of registered nurses in Canada*. Ottawa, ON: Author. [http://www.cna-aiic.ca/CNA/documents/pdf/publications/RN\\_Framework\\_Practice\\_2007\\_e.pdf](http://www.cna-aiic.ca/CNA/documents/pdf/publications/RN_Framework_Practice_2007_e.pdf)

College and Association of Registered Nurses of Alberta. (2005). *Nursing practice standards with the Canadian Nurses Association code of ethics for registered nurses (2008)*. Edmonton, AB: Author. [http://www.nurses.ab.ca/Carna-Admin/Uploads/new\\_nps\\_with\\_ethics.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/new_nps_with_ethics.pdf)

College and Association of Registered Nurses of Alberta. (2003) *Primary health care*. Edmonton, AB: Author. <http://www.nurses.ab.ca/Carna-Admin/Uploads/Primary%20Health%20Care.pdf>

College and Association of Registered Nurses of Alberta (2005). *Scope of practice for Registered Nurses*. Edmonton, AB. Author. <http://www.nurses.ab.ca/pdf/Scope%20of%20Practice.pdf>

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

### 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

**WITHDRAWAL DATE****The last date for withdrawal from this course without penalty is October 5, 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/)  
<<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/)

**EXAM POLICIES:**

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

The exam period is written in the U of C 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. **The final examination for N201 is scheduled by the Faculty of Nursing and is October 6, 2009.**

## 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 coordinator. Please call the course coordinator and/or the section leader (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 Examination 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/](http://www.ucalgary.ca/pubs/calendar/)

## FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Information (such as a phone number, address, 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 for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Debbie Murphy, Manager Undergraduate Programs at 220-2766.

## 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/](http://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 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 no later than fourteen (14) days after the start of this course."

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

**Nursing 201****Fall 2009 Class Schedule /****Reading List****September 8th****Focus: Overview and Course Expectations**  
Blackboard Orientation**Highlights of the Historical Evolution of Professional Nursing**

(Historical, political, economic, social contexts)

**Video:** Sentimental Women Need Not Apply**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 pp. 3-8** (Historical and contemporary nursing practice)

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**September 9th****Focus: Understanding the Nursing Process****Questions:**

- What is nursing process?
- Why does it constitute a fundamental approach to nursing care?
- How does it relate to the use of nursing knowledge and theories?

**Readings:** Readings from text: **Kozier et al:** Chapter 22 (pp 413-417)

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**September 10th****Focus: Understanding Nursing: The Image of Nursing****Questions:**

- What is the public image of nursing and where does it come from?
- What is nursing's perspective on the profession?
- Where does 'caring' fit within nursing?

**Readings:** Readings From Package: **Gordon** (An end to angels)  
**Carper** (The ethics of caring)  
**Zikorus** (The importance of a nurses presence)

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**September 11<sup>th</sup>****Focus: Understanding Nursing: Introduction to Nursing Theory and Relation to Practice****Questions:**

- What are the philosophical themes that define nursing?

- What are the defining characteristics that determine nursing's perspective?
- What is the relation of theory to practice?
- What is holistic care?

**Readings:** From the package: **Besner** (Systematic approach)  
**Boykin** (Discovering the beauty of older adults)

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**September 14 & 15<sup>th</sup>      Focus: Understanding the Canadian Health Care System**

**Questions:**

- How does the Canadian health care system work?
- How has the Canadian health care system developed over time?
- How is nursing affected by and involved in health care 'reform'?
- What is the experience of using the health care system like for patients and families?
- How are the concepts of primary health care, prevention, promotion, and population health shaping our health care system?
- What roles do nurses play within these concepts?
- What are the challenges for nurses working with these concepts within the health care system today?

**Readings:** From Reading Package: **Storch** (The Canadian health care system and Canadian Nurses)  
From **Kozier et al.:** Chapter 9 (Canadian Health Care System - pp 153-169)  
Chapter 13 (Community-based nursing, pp 236-238)  
Chapter 8 (Health Promotion), pp. 132-136  
Chapter 7 (Health, Wellness, and Illness ), p. 121 Table 7.1, pp. 125-126  
From Websites: **CARNA (Primary Health Care)** from CARNA website  
<http://www.nurses.ab.ca/Carna-Admin/Uploads/Primary%20Health%20Care.pdf>

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**September 16th      Focus: Understanding Health**

**Questions:**

- What are some of the ways of thinking about health that are common in our society?
- What are health and wellness from a nursing perspective?
- What is nursing's contribution to the health of individuals, families, and communities?

**Readings:** From Reading Package: **Bolaria** (Sociology, medicine, health and illness)  
From **Kozier et al.:** **Chapter 7** (Health, Wellness, Illness) 117-119, 121-124  
Chapter 8 (Health Promotion), p. 141 - Stages of change

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**September 17th      Focus: Nursing's Use of Health Promotion in Practice**

Video: Street Nurse  
Guest: Lynda Coltman [CUPS]

**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?
- How do attitudes and beliefs impact the care received by our most vulnerable populations?

**Link: (Cathy Crowe's newsletter)** <http://tdrc.net/index.php?page=newsletter-archive>

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**September 18th****Focus: How do Nurses Assess the Health of their Clients?****Guest: Mrs. Marlette Reed****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)

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**September 21st****Focus: Midterm Exam** covering material from Sept. 8 to Sept. 18 inclusive**September 22nd - 24th****Focus: Living within the System / Library Orientation / Critical Reflection****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)

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**September 25th****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?

**Readings:** From **Kozier, et al.:** Chapter 4 ( Nursing philosophies, theories, concepts, frameworks and models)  
From **Reading Package: Fawcett** (guest editorial on bedbaths)



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**September 28<sup>th</sup> Focus: Nursing as a Discipline and a Practice: Using Nursing Models and Theories in Practice: A Case Study Exercise**

**Questions:**

- How does a grand nursing theory such as Imogene King's *Systems Interaction Model* shape a perspective of a case study patient? What guidance for nursing assessments or interventions does it provide?
- Does a mid-range theory such as Mishel's *Uncertainty in Illness* theory lend more specific understanding of this health situation? What guidance for nursing assessments or interventions does it provide?
- Does a practice theory such as Hall & Buckwalter's *Progressively Lowered Stress Threshold* model lend more specific understanding of this situation? What guidance for nursing assessments or interventions does it provide?

**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**

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**September 29th 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?

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

Download From: [http://www.cna-aiic.ca/CNA/documents/pdf/publications/RN\\_Framework\\_Practice\\_2007\\_e.pdf](http://www.cna-aiic.ca/CNA/documents/pdf/publications/RN_Framework_Practice_2007_e.pdf)

**CNA** (Framework for the practice of registered nurses in Canada) **Read pp 1-21**  
From the package: re-read **Besner** (Systematic approach)

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**September 30th Focus: Values Ethics that guide the practice of professional nurses**  
**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) pp. 1 - 29  
[http://www.cna-aaic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www.cna-aaic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)  
From **Kozier et al: Chapter 5** (Values, Ethics, and Advocacy)

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**October 1st**                      **Focus: Legal Foundations of Nursing Practice**  
   **Guest: TBA**

**Questions:**

- What are the legal parameters of professional nursing practice?
- What are the legalities of documentation, confidentiality, consent and privacy
- How does nursing process inform documentation?

**Readings:** From **Kozier et al: Chapter 6** (Accountability and Legal Aspects of Nursing)  
**Chapter 23** (documentation pp 470-480)

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**October 2<sup>nd</sup>**                      **Focus:                      Nursing Practice Standards**

**Questions:**

- What are nursing practice standards?
- How do we understand standards within the context of practice?

**Readings:** Nursing Practice Standards download from CARNA web site – (pages 1-11)  
Download From: [http://www.nurses.ab.ca/Carna-Admin/Uploads/new\\_nps\\_with\\_ethics.pdf](http://www.nurses.ab.ca/Carna-Admin/Uploads/new_nps_with_ethics.pdf)

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**October 2<sup>nd</sup>**                      **Scholarly Reflective Paper due at noon, General Faculty Office (PF 2259)**

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**October 5th**                      **Focus: Nursing Past and Future**  
   **Guest: Dr. Diana Mansell**

**Questions:**

- What can we learn from “nursing leaders’ of the past?
- What will nursing’s place be in inter-professional practice in the future?

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**October 6<sup>th</sup>**                      **Final Exam:                      1:00 – 2:50 pm** [covering material from Sept. 22 to Oct. 2 inclusive]

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**Nursing 201 (BNAT) Fall 2009  
Scholarly Reflective 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 a course topic and to develop your ideas in a scholarly paper. Your paper will include the following.

**Beginning Reflection:** During the first week of class, you were asked to write and hand in a brief reflection (maximum 250 words) that explored your beginning understanding of what it means to be a nurse. Remember, in this writing you may have considered the following

- why you chose to enter the profession of nursing
- what the word "nurse" means to you
- what questions do you have about nursing

*This reflective writing will be included in the appendix of your scholarly paper.*

**Scholarly Paper:** You will describe and explore the **dimensions** of your evolving understanding of professional nursing. The focus for the paper should be guided by your beginning reflections. Pick a focus area in which you believe your understanding has changed or alternatively become more detailed and clear. Your paper will integrate both your beginning ideas about nursing and your learning from class discussion, readings, and literature. You will articulate how these ideas have expanded and/or changed. Important literature that will be helpful in the conceptualization of your ideas will include course readings, professional association documents and guidelines, and at least 3 relevant scholarly articles from the nursing literature (in addition to course readings).

**Due Date:** October 2 at 12:00 (noon). General Faculty Office: Room PF 2259  
**Length:** maximum 1,250 words [5 pages], font size 12, double spaced, APA margin sizes (not including cover page, appendix, or reference page). Paper stapled together (**no folders**)  
**Weight:** 30% for Scholarly Paper.  
5% for Appendix of Beginning Reflection included with paper

**Marking Guide for Nursing 201 Scholarly Reflective Paper****25/30 Scholarly Discussion of Topic**

- Articulates evolving understanding of nursing with reference to beginning reflection and analysis of changed perspectives
- Incorporates knowledge, theoretical concepts from class discussions & readings, to articulate and support evolved perspectives
- Incorporates knowledge from literature search to articulate and support evolved perspectives
- Articulates new questions about nursing that arose from analysis of changed perspectives

**5/30 Scholarly Presentation**

- APA format
- Accurate spelling and use of grammar
- Introductory and concluding paragraphs
- Clarity of writing

**5/5 Inclusion of Appendix**

- Beginning Reflection

**\*\*Please Note:**

**Marks will be deducted for late assignments at a rate of 10% per day**