



NURSING

N207- Nursing Inquiry

**BACHELOR OF NURSING
BNAT TRACK PROGRAM**

COURSE OUTLINE

Fall Session 2009

Monday and Friday 0900-1450
November 9-December 7

Course Instructor **L01**: Jean Chow Classroom: ST 148

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Course Instructor **L02**: Murray Holtby Classroom: PF 1297

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CALENDAR DESCRIPTION

Continuing development of a conceptual framework for nursing practice. Development of a theoretical base for understanding various responses to health experiences.

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. Group work is the expectation and no exceptions will be supported.

COURSE OBJECTIVES

Students in Nursing 207 will be provided with opportunities to:

- 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 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 and on-line. 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 and d) reflect on own performance. (Please see the University of Calgary Academic Plan and reading materials from the Learning Commons).

COURSE REQUIREMENTS

A. Classroom participation and performance

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

Evaluation in this course is derived from the completion of a take home assignment, pop quizzes, group presentation, and classroom participation using an inquiry based learning approach. Your group will use the book “*Tuesdays with Morrie*” as the first case scenario for your small group discussions. The second case scenario will be several clinical situations determined and developed by group members. The scenarios will be about particular human health experiences or concepts encountered in the clinical area.

The late penalty for assignments is 10% per day

1. Class Participation

- a. Posting of Personal Goals on Blackboard **Posted by November 16, 2009**
Posting of Goals: Any incomplete or unsatisfactory postings or evaluations may lead to a course failure. Please post under your group forum.
2%

- b. Library Workshop Due Date: November 16 **5% Quiz**

2. Take Home Assignment (Tuesdays with Morrie) **25 %**
 Due Date: November 16

Please put the name of your instructor on your assignment.

3. Pop Quizzes (throughout course) **20%**
(No make up quizzes are available)

4. Group presentation/Reflection on Group Presentations/ Self Evaluation

Blackboard postings must be put up by December 4 at 1000.

Written materials due December 8 at 1600

Late Penalty is 10% per day

NOTE: Please staple/clip sections (presentation, presentation feedback, self evaluation) together. You will lose 5 marks if elements of your submission are submitted separately. Remember to put the name of your instructor on the cover page.

a. **Group Presentation**

For this assignment you will work in **your group**. Each pair will choose two particular human health experiences or concepts encountered in clinical practice (e.g. loss, grief, fatigue, pain, uncertainty, transition, efforts to cope, dying) in N209.

The group presentation must demonstrate:

- Scholarship and professionalism
- Creativity- use of multiple mediums
- Meaningfulness- to the audience of fellow students

Group presentation of client and health/illness experiences 25%

- Description of the patient situation
- Brief description of the pathophysiology
- The offering of rich descriptions about two human health experiences
What are characteristics of these health/illness experiences? (The focus of the presentation is the human health experience.)
- Identification of the ways that these health experiences are described and understood in the existing literature
- Description of a **grand nursing theory** that fits with your patient scenario and why?
- Using a nursing care plan format for your patient, discuss the nursing diagnosis, patient goals/outcomes, interventions, rationale, and evaluation using reliable resources. If you implemented interventions, what were the patient responses?
- Identify an alternative therapy that may be beneficial. Rationale?
- Implications for nursing practice

Demonstration of a critical/reflective analysis 10%

- The offering of a critical analysis about the existing literature related to the phenomena. 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?
- The presentation of 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?

The presentation of the particular topic your group has chosen to investigate will be posted on Blackboard using either a Breeze or Powerpoint format.

(Note: Each group member must contribute to the scholarship/content of the presentation.)

- b. Learning from group presentations: You must also reflect on your learning from the presentations/postings provided by your peers in your group (1 reflection per each group posting). Use one reference per group presentation to support your learning. Submit by December 8th. 10%

- c. Self evaluation: Briefly summarize your participation in the class and in your small group discussions. Specifically reflect on your contribution to your group presentation. 3%

Minimum passing grade for this course is D for this theory course.
FACULTY OF NURSING 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 of Council, June 9, 2005 [Editorial Revisions: August 7, 2009]

WITHDRAWAL DEADLINE

The last date for withdrawal from this course without penalty is December 7th.

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/

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/

EXAMINATION AND TESTS

There is no final examination for this course.

For detailed information regarding Examinations and Tests, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, G. Examinations and Tests: www.ucalgary.ca/pubs/calendar/

1. 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.

REQUIRED TEXTBOOKS/RESOURCES

The following required textbooks and reading packages are **available for purchase at the University of Calgary Bookstore**.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
For help with understanding APA formatting
<http://www.psywww.com/resource/apacrib.htm>

Albom, M. (1997). *Tuesdays with Morrie: An old man, a young man, and life's greatest lesson* (1st paperback ed.). New York, NY: Broadway Books.

Chinn, P.L. & Kramer, M.K. (2008). *Integrated knowledge development in nursing* (7th ed.). St Louis, MO: Mosby/Elsevier.

RECOMMENDED TEXTS

Chinn, P. L. (2008). *Peace and power: Creative leadership for building community* (7th ed.). Sudbury, MA: Jones and Bartlett.

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