



NURSING

**BACHELOR OF NURSING
TRACK PROGRAM**

COURSE OUTLINE

FALL Session

Class Day(s)/Time:

Dates:

Classroom:

Course Instructor(s):

Office Hours:

CALENDAR DESCRIPTION

DETAILED COURSE DESCRIPTION

Welcome to Nursing

COURSE OBJECTIVES

Students in Nursing will be provided with opportunities to:

COURSE REQUIREMENTS

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

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]

Minimum passing grade for this course is D

WITHDRAWAL DEADLINE
The last date for withdrawal from this course without penalty is

Translations of Marks to Letter Grade:

This course uses a **Weighted Grade Point Calculation** converted to a letter grade
Evaluative components will receive numerical scores which are converted to letter grades (see grading scale above).
The letter grade on each piece of work is converted to university scale grade points X weighting factor for assignment = weighted grade points. The total of all the requirements yields the grade point for the semester. Sample: A- converted to 3.7 x .15 = .555 for a piece of work weighted at 15% of the final course grade.

OR

This course uses a **Final Percentage Calculation** converted to a letter grade
Evaluative components will receive numerical scores converted based on the weight of the assignment. The numerical scores are added to achieve a total percentage score out of 100. This percentage is then converted to a letter grade for the course (see grading scale above). Sample: Midterm exam is 20%, paper 30%, in class activities 20% and final exam 30%. The student scored 15/20; 25/30; 20/20; and 28/30 for a final course total score of 88/100 which is a final course grade of A-.

ACADEMIC REGULATION & POLICIES

EMAIL

Emails are welcomed. Email is a convenient way for an instructor and student to communicate quickly and easily. Often emails related to this course will be directed through blackboard.

Note: if you are using webmail accounts such as "yahoo" "gmail" or "hotmail" you may not receive the emails sent through blackboard as often they are recognized as "junk".

The University of Calgary Electronic Communications Policy states:

4.25 Authorized Users shall not use personal e-mail accounts to conduct official University business.

4.26 Authorized Users shall communicate with students on matters relating to the business of the University using the student's University assigned e-mail account.

<http://www.ucalgary.ca/policies/files/policies/electronic%20communications%20policy.pdf> (2009)

The Faculty of Nursing requests all students to use a University of Calgary email address throughout their Nursing program. All university business will be directed to this address.

Remember to check your email regularly for course and program/advisory related correspondence.

When sending an email please ensure that you include your first and last name. Emails will be answered within 48 hours on business days.

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 2010-2011, 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, Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: www.ucalgary.ca/pubs/calendar/

EXAMINATION AND TESTS

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

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.
[NOTE: This policy may not apply to some BNAT block courses which finish mid-semester.]

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 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 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.

EMERGENCY EVACUATION MEETING PLACE

<http://www.ucalgary.ca/emergencyplan/node/55>

SAFEWALK

<http://www.ucalgary.ca/security/safewalk/>

STUDENT UNION

<http://www.su.ucalgary.ca/home/contact.html>

REQUIRED TEXTBOOKS/RESOURCES

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

American Psychological Association. (2001). *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>

Course Schedule – N307 (BNAT) Fall 2010

DATE	CLASS FOCUS	REFLECTIVE ACTIVITIES	REQUIRED READINGS
October 28 0900-1150 1300-1550	<ul style="list-style-type: none"> • Review of course outline & expectations • Beginning assumptions – <ul style="list-style-type: none"> - What is “family?” - What is “family nursing”? • Family involvement in health care • Relational stance • Calgary Family Assessment Model 	<ul style="list-style-type: none"> ▪ How do my own experiences as a family member influence my assumptions about families? ▪ What do family members expect of nurses during health care encounters? ▪ What are nurses’ obligations or responsibilities to family members? 	<ul style="list-style-type: none"> ▪ Robinson (1996)
November 4 0900-1150	<ul style="list-style-type: none"> • Calgary Family Assessment Model • Illness narratives 	<ul style="list-style-type: none"> ▪ How do theoretical concepts from CFAM help me to think about families? 	<ul style="list-style-type: none"> ▪ Wright & Leahey (2009) <ul style="list-style-type: none"> - pp.47-136 CFAM overview - p. 154
November 4 1300-1600 Lab	<ul style="list-style-type: none"> • Introduction to family skills labs • Initiating family-nurse relationships • Conducting genogram & ecomap inquiry • Eliciting illness narratives 	<ul style="list-style-type: none"> ▪ How can I explain to families that I am interested in family member other than the person who is ill? ▪ How is engaging a family different than engaging an individual? ▪ How are conversations that include illness narrative different than those that focus solely on medical narratives? 	<ul style="list-style-type: none"> ▪ Tapp (2000) ▪ Moules (1999) ▪ Wright & Leahey (2009) <ul style="list-style-type: none"> - pp. 211-218 engagement - pp. 70-85 genogram & ecomap
November 11 Reading Days– no class	<ul style="list-style-type: none"> • Rest, Relax, Regroup! 		
November 18 0900-1150	<ul style="list-style-type: none"> • Therapeutic Conversations • Circular and reflexive questions 	<ul style="list-style-type: none"> ▪ What might be the effect when I ask different kinds of questions than I am accustomed to asking of families? 	<ul style="list-style-type: none"> ▪ Wright & Leahey (2009) <ul style="list-style-type: none"> - pp. 145-149 interventive questions - pp. 261-273
November 18 1300-1600 Lab	<ul style="list-style-type: none"> • Integrating circular and reflective/reflexive questions in conversations with families 	<ul style="list-style-type: none"> ▪ What kinds of questions invite <i>me</i> to think/reflect? 	
November 25 0900-1150	<ul style="list-style-type: none"> • Reciprocity between family and health/illness 	<ul style="list-style-type: none"> ▪ How might chronic illness have a different impact on family relationships 	<ul style="list-style-type: none"> ▪ Wright & Leahey (2009)

	<ul style="list-style-type: none"> • Impact of health/illness on the family • “Thinking interactionally” • Impact of the family on health/illness 	<p>than acute or traumatic illness?</p> <ul style="list-style-type: none"> ▪ How can I recognize when I am “thinking interactionally”? 	<ul style="list-style-type: none"> - pp. 121-126 circular pattern diagrams ▪ Levine & Zuckerman (2000) ▪ Doanne & Varcoe (2006)
November 25 1300-1600 Lab	<ul style="list-style-type: none"> • Exploring reciprocity between family and health/illness • Exploring being able to “think interactionally” 	<ul style="list-style-type: none"> ▪ What questions could help me to appreciate previous efforts of families to address their concerns? What have they tried in the past? ▪ How does “thinking interactionally” help me better understand the family? 	<ul style="list-style-type: none"> ▪ Feeley & Gottlieb (2000) ▪ Wright & Leahey (2009) ▪ pp.218-231 exploring problems & attempted solutions
December 2 0900-1150	<ul style="list-style-type: none"> • Calgary Family Intervention Model • Commendations • Family Competency and Coping 	<ul style="list-style-type: none"> ▪ What are my own experiences of having my strengths and capabilities noticed and commented on by another person? ▪ What might constrain me from offering families commendations? 	<ul style="list-style-type: none"> ▪ Wright & Leahey (2009) - pp. 143-165 interventions ▪ Limacher & Wright (2006) ▪ Limacher & Wright (2003)
December 2 1300-1600 Lab	<ul style="list-style-type: none"> • Exploring family capability, support, & resourcefulness • Offering commendations • Concluding relationships/encounters with families 	<ul style="list-style-type: none"> ▪ How can I acknowledge & comment upon family capability? ▪ How will I know if I have done something productive and helpful with the family? 	<ul style="list-style-type: none"> ▪ Wright & Leahey (2009) - pp. 205-208 reflections on nurse-family relationship - pp. 315-330 concluding with families
December 9 0900-1150	<ul style="list-style-type: none"> • Grief and Families 	<ul style="list-style-type: none"> ▪ How do these ideas about grief challenge or confirm the ideas I previously held? ▪ What difference might thinking about grief in this way make to my practice? ▪ In what ways do I believe I can be most helpful to families experiencing grief 	<ul style="list-style-type: none"> ▪ Moules (1998) ▪ Moules et al. (2004) ▪ Moules et al. (2007)
December 9 1300-1550	<ul style="list-style-type: none"> • Tying it all together • “The 15 Minute Interview • Final exam review • Course evaluation 	<ul style="list-style-type: none"> ▪ How can I work effectively with families when I know that I am pressed for time? ▪ What are some of the difficulties that nurses encounter in practice as they attempt to involve families in care? ▪ How have your beliefs about involving families in health care situations changed throughout the course? 	<ul style="list-style-type: none"> ▪ Fowlie et al. (2000) ▪ Levine & Zuckerman (1999) ▪ Moules (2000) ▪ Wright & Leahey (2009) - pp. 245-259 the 15 minute interview

FINAL EXAM to be scheduled by Registrar’s Office