



NURSING 405 (L01)

Issues in Professional Practice

BACHELOR OF NURSING REGULAR TRACK PROGRAM

COURSE OUTLINE

Fall Session 2009

Class Day(s)/Time:	Tuesdays – 09:00 – 11:50
Dates:	September 8 to December 8, 2009
Classroom:	A 167
Course Instructor:	Diana Mansell RN, PhD Faculty of Nursing Office: PF 2241 Telephone: (403) 220-8060 Email: djmansel@ucalgary.ca
Office Hours:	By Appointment

CALENDAR DESCRIPTION

The nursing role related to the dynamics of the nursing profession and the health care system; nursing and contemporary health issues.

DETAILED COURSE DESCRIPTION

Welcome to Nursing 405. Each student will be provided with the opportunity to explore critical issues that influence nursing, health and the health care system. Students will be supported in identifying, articulating, critically analyzing, and generating possible solutions to relevant issues for nursing. The Canadian Health Care System, Professional Associations, Nursing Research and Education, Nursing Ethics and Societal Issues will be considered in relation to the professional issue on current practice. Learning will take place through reading, class discussion, group work and written work. This will enhance each student's professional nursing role.

The development of critical thinking and communication will be promoted through weekly discussion, debates and analysis of nursing issues.

COURSE OBJECTIVES

Students in Nursing 406 will be provided with opportunities to:

- 1) identify and describe issues which influence nursing and health;
- 2) explore knowledge needed to articulate specific issues;
- 3) analyze factors which contribute to the issues identified;
- 4) explore implications of the issues for nursing, nurses, the health care system and clients;
- 5) formulate strategies for resolving the issue, contributing positively to the profession and health care;
- 6) articulate the issues verbally and in writing.

Students will demonstrate the ability to articulate, analyze and formulate resolutions to nursing issues verbally and in writing.

COURSE REQUIREMENTS

In order to be successful in Nursing 405, students will complete the following requirements:

Annotated Bibliography	20%	DATE, October 16, 2009
Debate/Presentation	25%	TBA
Issue paper Outline	10%	DATE, November 20, 2009
Issue Term Paper	35%	DATE: December 8, 2009
Participation	10%	

Minimum passing grade for this course is D.

NOTE: It will be acceptable to incorporate all of the above assignments into the topic the student chooses for the Issue Paper.

Topics and issues related to bioethics are not suitable for this 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 8, 2009.

STUDENT MISCONDUCT

Plagiarism is a serious offence. The penalty is academic probation or requirement to withdraw in addition to an F on the assignment and possibly an F in the course as a whole.

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/

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.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

[INSERT STATEMENT ONLY IF there is collection of student information beyond and above what would normally be expected within a course ie. if students are going to be videotaped and tapes are going to be reviewed by fellow classmates, if students are expected to share email addresses with the entire class to work on a group project, etc.]

REQUIRED TEXTBOOKS/RESOURCES

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

Mansell, Diana (2003). **Forging the Future: A history of nursing in Canada.** USA: Thomas Press.

Taft, K. & Steward, G (2000). **Clear Answers, The economics and politics of for-profit Medicine.** Edmonton: Duval House Publishing.

a) Position and policy statements of professional nursing organizations and government bodies:

Canadian Nurses Association - www.cna-nurses.ca

Alberta Association of Registered Nurses – www.nurses.ab.ca

International Council of Nurses – www.icn.ch

United Nurses of Alberta – www.una.ab.ca

Health Canada – www.hc-sc.gc.ca

Alberta Health – www.health.gov.ab.ca

Federal Government - www.gc.ca

Calgary Regional Health Authority – www.crha-health.ab.ca

Provincial Health Ethics Network – www.phen.ab.ca

Journal of Issues in Nursing – www.nursingworld.org/ojin

Course materials (outline) can be accessed on Blackboard

BlackBoard can be found at <http://blackboard.ucalgary.ca> and is accessed through the University of Calgary, IT User Account. If you do not have an IT account, please go to this address www.ucalgary.ca/it/register and follow the instructions.

If you DO have an IT account but cannot remember your password, there will be help available for password resets throughout the campus once classes begin or phone 220-5555 (IT Support Centre)

Complementary Resources

Armstrong, Pat et al. (1993). *Vital Signs: Nursing in transition.* Ontario:Garamond Press.

Buresh, B., & Gordon, S. (2000). *From silence to voice.* Ottawa: Canadian Nurses Association.

Clark, Cynthia and Judy Farnsworth. (2006). Program for recovering nurses: An evaluation, *MEDSURG Nursing*, Vol. 15(4), 223-230.

Clark, Cynthia and Pamela Springer. (2007). Incivility in nursing education: A descriptive study of definitions and prevalence, *Journal of Nursing Education*, Vol. 46(1), 7-14.

Gamroth, Lucia et al. (2006). Feasibility and outcomes of paid undergraduate student nurse positions, *Nursing leadership On-line Exclusive*, (September), 1-14.

Glenday and N. Rupo (Eds) *Good jobs, bad jobs: The transformation of the work in the 21st century.* Toronto: Harcourt Brace.

Grove, S.J. (1991). *Who Cares.* Toronto: McClelland & Stewart.

Health Canada. (2007). The working conditions of nurses: Confronting the Challenges, *Health Policy Research Bulletin*.

Not there yet: Improving the working conditions of Canadian Nurses, Canadian Policy Research Networks.

Lindeman, C.A. & McAthie, M. (1990). *Nursing trends and issues*. Pennsylvania: Springhouse.

Luparell, Susan. (2007). The effects of student incivility on nursing faculty, *Journal of Nursing Education*, Vol. 46(1), 15-19.

Meadus, Robert J. and J. Twomey. (2007). Men in nursing: making the right choice, *Canadian Nurse*, (February), 13-16.

McCloskey, J.C. & Grace, H.K. (Eds.) (1990). *Current issues in nursing* (3rd ed.). Boston: Blackwell.

McIntyre, Marjorie and Thomlinson, Elizabeth. (2002). *A new vision for teaching nursing issues: realities of Canadian nursing: professional, practice and power issues*. Toronto: Lippincott Williams & Wilkins.

McPherson, K. (1996). *Bedside Matters: The transformation of Canadian Nursing, 1900-1990*. Toronto: Oxford University Press.

Okrainec, Gary D. (1994). Perceptions of nursing education held by male nursing students, *Western Journal of Nursing Research*, 16(1), 94-107.

Oztunc, Gurset. (2005). Examination of incidents of workplace verbal abuse against nurses, *Journal of Nursing care Quality*, vol. 21(4), 360-365.

Strasen, L.L. (1992). *The image of professional nursing: Strategies for action*. Philadelphia: Lippincott.

Sutherland, R. (1996). *Will nurses call the shots?* Ottawa: Canadian Nurses Association.

Wilson, D.M. (1995). *The Canadian health care system*. Alberta: Health Canada (see Web site)

MISCELLANEOUS READINGS

Baumann, A.(2001). *Commitment and care: the benefits of a healthy workplace for nurses, their patients and the system*. Canadian Health Services Research Foundation (pp. 25). Available from CHSRF www.chsrf.ca

Baumgart, Alice J., Kirkwood, Rondalyn. (1990). Social reform versus education reform: University nursing education in Canada, 1919-1960. *Journal of Advanced Nursing*.(15), 510-516.

Betchel, G., Davidhizar, R., Tiller, C., Quinn, M. (1999). Future realities in nursing: Partnerships, practice and economics. *Nursing Connections* 12 (1), 19-26.

Buresh, B. & Gordon, S. (2000). Presenting yourself as a nurse. In B. Buresh & S. Gordon (Eds.), *From Silence to Voice* (pp. 49-68). Ottawa: Canadian Nurses Association.

Camilleri, D. (1997). Nursing education for the 21st century: Old traditions and new Challenges. In J. McCloskey & H. Grace (Eds) *Current Issues in Nursing* (5th ed., pp. 131-139). St. Louis: Mosby.

Curtin, Leah. (1987). Gripping and grouching about nursing. Alberta Association of Registered Nurses Newsletter, April, 3.

- Day, E. (1993). The unionization of nurses. In P. Armstrong, J. Choiniere and E. Day (Eds) *Vital Signs: Nursing in Transition* (pp. 89 - 112). York: Garamond Press.
- Elliott, Olive. (1989). Nursing needs bolstering. In *The Edmonton Journal*, December 16.
- Evans, Joan. (1997). Men in nursing: issues of gender segregation and hidden advantage. *Journal of Advanced Nursing*, 26, 226-231.
- Fletcher, Marla. (2000). Handmaidens no more. *Canadian Nurse*, 96 (5), 16-22.
- Gaudine, A. (2000). What do nurses mean by workload and work overload? *CJNL* 13 (2), 22-27.
- Grove, S. (1991). In the shadow of the Grange. In S. Grove. *Who Cares? The Crises in Nursing*, 26-43.
- Haines, J. (2000). Editorial: Stopping Bill 11. *Canadian Nurse*, 96(4), 3.
- Hibberd, J. (1992). Strikes by nurses: The nature of strikes... *Canadian Nurse*, 88 (2), 21-25.
- Hibberd, J. (1992). Strikes by nurses: Incidence, issues and trends. *Canadian Nurse* 88(3), 26-31.
- Hibberd, J., Norris, J. (1991). Strikes by nurses: Perceptions of colleagues coping with the fallout. *Canadian Journal of Nursing Research*, 23(4), 43-54.
- Jensen, Phyllis Marie. (1992). The Changing Role of Nurses' Unions. In A. Baumgart and J. Larsen *Canadian Nursing Faces the Future* (2 ed. Pp. 557-572). St. Louis: Mosby.
- Kergin, D.J. et al. (1973). Changing nursing practice through education. *Canadian Nurse*, 69 (4), 28-31.
- Lundstrom, Sonja. (2000). Golden Veins. In A. Picard's *Critical care: nurses speak for change..* (pp. 231-236).
- Lynaugh, J. & Brush, B. (1999). The ICN Story- 1899 – 1999. *International Nursing Review*, 46 (1), 3-8.
- MacIntosh, Carolyn. (1997). A historical study of men in nursing. *Journal of Advanced Nursing* 26, 232-236.
- MacPhail, J. (1996). The role of the Canadian Nurses Association in the Development Of Nursing in Canada. In J. Kerr & J. MacPhail (Eds). *Canadian Nursing: Issues And Perspectives* (pp. 31-51). St. Louis: Mosby.
- McKay, Sheila A. (1993). Powering up our professional image. *Canadian Nurse* (89) 4, 35-37.
- Mussallem, H. (1992). Professional Nurses' Associations. In A. Baumgart and J. Larsen *Canadian Nursing Faces the Future* (2 ed. Pp. 495-517). St. Louis: Mosby.
- Nursing is a political act: The bigger picture. (2000). *Nursing Now: Issues and Trends in Canadian Nursing*
- Ross-Kerr, J.C. (1998). The rise of nursing unions in Alberta. In: J.C. Ross-Kerr, *Prepared to care: Nurses and nursing in Alberta*. (pp. 263 - 289). Edmonton: University of Alberta Press.
- Schriber, R., Nemetz, E. (1992). Pay equity for Ontario nurses. *Canadian Nurse* 88(9), 17-19.
- Shamian, Judith. (2000). The head nurse. In A Picard's *Critical Care: nurses speak for change.* (pp.22-27).
- Sibbald, B., (1997). A right to be heard . *Canadian Nurse*, 93(10), 23-30.

Storch and Meilicke, C.A. (1999). Political, social and economic forces shaping the health care system. In J.M. Hibberd & D.L. Smith, *Nursing Management in Canada* (2nd ed., pp. 3-20). Toronto: Harcourt Brace.

Stuart, Meryn. (1993). Nursing: The endangered profession. *Canadian Nurse*, 89 (4), 19-22.

Sutherland, R. (1996). Expanded roles for nurses. In R. Sutherland (Ed.). *A Look at the Delivery of the Health Care Twenty Years from Now* (pp. 41-67). Ottawa: Tri-Graphic.

Thomas, B., Pearce, J., Arseneault, A., Gien, L., McBride, W. & Malinowski, A. (1999). Adapting the CAUSN accreditation process for emerging models of nursing education in Canada. *CJNR* 31(3), 129-137.

White, J. (1997). Health care, hospitals, and reengineering: The nightingales sing the blues. In A. Duffy, D. Glenday and N. Rupo (Eds) *Good jobs, bad jobs: The transformation of the work in the 21st century*. (pp. 117-142). Toronto: Harcourt Brace.

EVALUATION CRITERIA

1. Annotated Bibliography 20%

You are expected to read and annotate three articles on a topic of your choice. The purpose of this exercise is to not simply provide a reiteration of the abstract of the article. Your goal would be to identify issues related to an identified topic. Please provide the articles with the annotation. Each annotation will be approximately 200 words in length (no longer than one page) and should address the following points.

1. A brief review from your perspective of what the article contained.
2. What are the strengths of the article? What did you learn that you will remember from the article? What contribution did the article make to your understanding of the identified topic and the issues surrounding that topic?
3. What did you find was missing; points that the author did not discuss that would assist or broaden the reader's knowledge on the issue(s)?

2. Debate 25%

In small groups, students will have the opportunity to develop, articulate and present an argument in debate. Within a 45 minute debate (35 minute presentation and 10 minute class discussion), each group will identify an issue, articulate the nature and significance of the issue for nursing, the historical understandings of the issue and the factors contributing towards this issue for nursing. Potential barriers to the resolution/s for this issue will be identified.

The presentation should involve a clear articulation and analysis of the issue, according to the criteria below, and include a discussion and presentation of an appropriate and realistic strategy to resolve the issue. Creative educational strategies should be used to involve the class in the discussion. The issue for debate has to be agreed upon by the course professor and has to fit within the focus of the particular class.

OR

Group Presentation 25%

Topics from which you may Choose your Presentation (to be agreed upon with the instructor)

1. The Internet as a source of health information
2. Nursing recruitment and retention, Healthy workplaces and the employers' responsibilities
3. Nursing, a profession or a vocation?

4. Complementary/Alternative therapies
5. Advanced preparation (nurse practitioners) and the medical profession
6. Health care economics – staffing mix – LPNs versus RNs
7. Health care reform
8. Complaints against nurses: Consumers' concerns
9. Understanding the links between the environment and health
10. Poverty and health, Multiculturalism and health
11. Any other topic of interest to be discussed with the instructor

In small groups of 4-5 students, each group is expected to prepare a presentation on a selected issue related to the class topic of which the presentation is part. A historical topic may also be chosen. The presentation should involve a clear **articulation** and analysis of the issue, according to the criteria below, and include a discussion and presentation of an appropriate and realistic strategy to resolve the issue. If you choose an historical topic, you would analyze past strategies to resolution (what has been done to resolve the issue, and how does it still effect us today). The group takes the lead in an organized debate or other form of class discussion. Creative educational strategies should be used to involve the class in the discussion.

Each group has about **45 minutes** for the presentation. The **strategy (500 words maximum) for issue resolution is to be presented in writing** to the class and handed in to the course professor following the presentation. Consent forms must be used, if interviews with experts are included in the presentation (available from course professor).

Criteria for Grading the Group Presentation

- * *Clarity of the articulation of the issue, including its significance and relevance to nursing*
- * *Background of the issue is discussed including influencing factors (Where did the issue originate? Who became concerned with the subject and why? Who are the participants and stakeholders in the dispute? What context and events shaped the issue? What are some of the beliefs and assumptions influencing the issue?)*
- * *Clarity of the analysis of the issue based on relevant literature (clear outlining of the arguments and various sides involved in the issue, the position of the participants, and the implications/effects of the issue, listing of relevant references)*
- * *Discussion of the position taken by professional and political bodies, as well as your own position (with arguments)*
- * *Use of creative and appropriate educational strategies to involve class in the discussion (debate, role play, discussion, small group discussions, quizzes, panel discussion etc)*
- * *Presentation of an appropriate and realistic strategy to resolve the issue that reflects understanding of the issue (or appropriate summary of past strategies for resolution). The strategy should be presented in writing, clear, to the point and logically developed. A copy should be given to the course professor for evaluation.*
- * *Relevant sources/references are used, and included in the summary*
- * *Presentations should be creative, interesting, organized and engage the class in purposeful learning activities. All group members have a clear part in the presentation.*
- * *Respect must be shown for self, for other group members and for class contributions to discussion.*

3. ISSUE PAPER OUTLINE/BIBLIOGRAPHY 10%

4. ISSUE PAPER 35%

This paper is an opportunity to analyze a relevant nursing issue based on current nursing and related literature. You must present a clear articulation of the issue (as a question), a clear and logical position regarding this issue, discuss the implications for nursing practice and describe strategies that contribute

towards the resolution of the issue. Topics covered in your bioethics course will not be accepted. Follow APA format (5th Edition).

Select a nursing issue of interest to you for your paper and state it clearly as a question(s). What is the issue? Why is it an issue? And for whom is it an issue?

This paper should include the following criteria:

1. A clear articulation of the issue.
2. The background for the discussion of the issue should include answers to the following questions:
 - Where did the issue originate?
 - Who first became concerned with the subject and why?
 - Who are the participants in the dispute?
 - What contexts and events shaped this issue?
 - What are some of the beliefs and assumptions that are influencing this issue?
 - What are the historical legal, social and political factors that have shaped your issue?
3. The quality of selected articles, preciseness of the analysis of the main argument of the articles and clarity of the summary of the main points will be considered.
4. What is the significance of the issue to nursing?
5. It is expected there will be a clear articulation of arguments in support or opposing this issue. Include the position of each of the participants involved and the effects/implications of the issue. Include the positions formal or otherwise taken by professional organizations. Make your own position clear and support it with arguments. Barriers to resolution and realistic strategies for resolution are included.
6. Ideas and arguments are logically developed and well integrated into the paper. The paper is well organized, is the appropriate length (2000 - 2500 words which is 8 - 10 pages not including abstract and reference page) follows APA, and has a clearly presented conclusion. Relevant resources (8-10) are used.

SCHEDULE OF CLASSES

Week 1 – September 8 - *Introduction* - course overview

Focus on the following areas:

- Health care systems,
- Regulatory power,
- Nursing knowledge,
- Workplace realities,
- Societal issues,
- Leadership & change.

Identifying Issues in Nursing

Framework for working through issues.

What contributions can you make as a nurse?

Video: *Handmaidens*

Week 2 – September 15 *Issues within the Canadian health care system*

Is it a national system? Or a provincial system?

The nursing shortage: how to understand it?

Guest Speaker: RVH OR Clinical Educator

11-1150

Week 3 – September 22 *Issues with regard to health policy and nursing policy*

The Alberta health care system and provincial policies/regulations

The health professions act and continued competence

Fight of a Lifetime

Readings:

AARN web page (www.nurses.ab.ca): info on registration/*issues with regard to health policy and nursing policy*

The Alberta health care system and provincial policies/regulations

The health professions act and continued competence

Readings:

AARN web page (www.nurses.ab.ca): info on continuing competence (to be found under 'nursing practice')

For this presentation you need to read the summary of the health professions act, which can be found on the web. The specific website is

http://www.health.gov.ab.ca/public/document/HPAbooklet/about_HPA.pdf

Directions for getting there are:

1. www.health.gov.ab.ca = AB Gov. Home page
2. type in Health Professions Act at upper right, then click "search"
3. scroll to "17209 ALBHEA" (HPA - a new law for regulated health care professionals...), click here to open document/booklet about HPA (will need acrobat reader).

Week 4 – September 29 – *Workplace Realities: Ethical and Legal Nursing Issues*

Consent issues across the life span

Competent and safe practice: Substance abuse among nurses

Week 5 – October 6 - *Multiculturalism and Health Care*

- Week 6 - October 13** *International Nursing and the Cultural Context of Health Care*
 The International Council of Nurses (ICN)
 International Nursing Regulations
<http://www.hc-sc.gc.ca/English/nursing>.
Louise Crane – Aboriginal Health Issues
Annotated Bibliography Due Oct. 16
- Week 7- October 20** Regulating Power and Professional Nursing Organizations
 The Canadian Nurses Association (CNA) and
 The Alberta Association for Registered Nurses (AARN)
- Licensing and registration issues in professional practice
CARNA – Chris Davies – 09-1000
- Week 8 – October 27** *Changing practice and nursing leadership*
- Week 9 – November 3** *Nursing Knowledge: Issues within nursing education.*
 The historical context of nursing education.
 Specialization, Certification and Collaborative practice: Nurse
 Practitioners
Readings:
 AARN (www.nurses.ab.ca) Collaborative Nursing Practice in AB
Guest Speaker - Lenora Thorkelson – Peer Support – 09-1000
- Week 10 – November 10** – *Nurses work conditions.*
 Unionism and collective bargaining in nursing
 Gender issues in a predominantly female profession
Guest Speaker: Karen Craik – UNA – 09-1000
- Week 11 – November 17** *Vulnerable populations* Patient rights and patient abuse, consumer
power and protective legislation.
 Bobbie Murphy – PPCA – 09-1000
- Issue Paper Outline Due Nov. 20
- Week 12 – November 24** *Changes and challenges of nurses work.*
 What are the challenges of a caring role?
 Changes in nursing work: technology and informatics
Guest Speaker: Tanya McKee
- Week 13 – December 8** Term Paper Due