



## NURSING 201

### *INTRODUCTION TO NURSING*

### BACHELOR OF NURSING ACCELERATED TRACK PROGRAM

### COURSE OUTLINE

FALL 2006

**Class Times:**

**Monday-Friday (MTWRF)**

Lecture 03 (13:00-14:50) Room PF 1297

September 1 –October 6, 2005

**Course Instructor:**

**Leianne Vye-Rogers RN, MSc(A)N**

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## **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: nursing, 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 the ethical and legal responsibilities of professional nurses, and the roles that nurses play in providing health care to Canadian populations.

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, guest speakers, and class 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:

- explore concepts foundational to the discipline of nursing – person, health and environment.
- discuss how the profession of nursing shapes and is shaped by the context in which it occurs.
- begin to understand how individuals interpret what it means to be a professional nurse in an interprofessional team
- Begin to understand professional obligations- practice standards, ethical standards, legal standards
- Further develop skills of inquiry and scholarly writing

## **COURSE REQUIREMENTS**

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

Midterm Exam	30%	September 25, 2006
Paper	35%	October 6, 2006
Final exam	35%	October 10, 2006

## COURSE READINGS and RESOURCES

Required readings are noted in the class/reading list. They may be found in the books and sources listed below and/or in a reading package available for purchase at the U of C Bookstore.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

College and Association of Registered Nurses of Alberta. (2003). *Nursing practice standards*. Edmonton, AB: Author.  
<http://www.nurses.ab.ca/pdf/NursingPracticeStandards.pdf>

College and Association of Registered Nurses of Alberta. (2003). *Primary health care*. Edmonton, AB: Author.  
<http://www.nurses.ab.ca/ARNdocs/Primary%20Health%20Care%20February%202003.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>

Canadian Nurses Association. (2002). *Code of ethics for registered nurses*. Ottawa, ON: Author.  
[http://www.cna-aiic.ca/cna/documents/pdf/publications/CodeofEthics2002\\_e.pdf](http://www.cna-aiic.ca/cna/documents/pdf/publications/CodeofEthics2002_e.pdf)

Kozier, B., Erb, G., Berman, A.J., Burke, K., Raffin Bouchal, D.S., Hirst, S.P. (2004). *Fundamentals of nursing: the nature of nursing practice in Canada (1<sup>st</sup> Canadian ed)*. Toronto: Prentice Hall.

## 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.
59.0 – 63.4	C-	1.7	1.50-1.84	C-	1.7 Fail - unsatisfactory performance or failure to meet clinical course requirements.
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
49.9 or less	F	0	0.00-0.49	F	0.0

**Minimum grade for pass in this course is D**

#### WITHDRAWAL DATE

The last date for withdrawal from this course without penalty is October 6, 2006

#### 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.

Please refer to the University of Calgary calendar 2006-07 for further information regarding Student Misconduct policies (p 53-56).

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

## **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. Please see University of Calgary calendar 2006-07 for further information regarding exam policies (pp.45-46). **The final examination for N201 is scheduled by the Faculty of Nursing and is October 10, 2006**
- 2. Deferred Examinations**  
Please see U of C calendar for policies regarding final 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. Please note policies regarding deferred exams in the University of Calgary calendar 2006-07 (p.45).

## **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, Student Advisor at 220-4636.

## **REAPPRAISALS AND APPEALS**

For information on appeals and reappraisals please refer to the University of Calgary 2006-07 calendar (pp. 49-51). Please note the 15 day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the 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 and have not registered with the Disability Resource Centre, please contact their office at 220-8237. 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.

**Nursing 201**  
**Fall 2006 Class Schedule/Reading List**

September 11

**Focus:** Overview and Course Expectations  
Academic Integrity  
Introduction to Blackboard  
Beginning Ideas of Nursing

**Questions:**

- Why do we choose to enter the profession of nursing?
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September 12

**Focus:** Understanding Nursing: Gaining Understanding of the Profession and Practice of Nursing  
Film: Sentimental Women Need Not Apply

**Questions:**

- What are public images of the nursing profession?
- How has history shaped these public images?
- How has history shaped the development of the profession?
- What are the concepts central to the study and practice of nursing?

**Readings:** From Reading Package: **Gordon** ( An end to angels)  
**Burkhardt & Nathaniel** (History of nursing as an ethical science)

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September 13

**Focus:** Understanding Nursing: Gaining Understanding of the Profession and Practice of Nursing  
Film: Nurses: Battling for Babies

**Questions:**

- How does professional nursing distinguish itself from other health care professions?
- What is our ethic of care?
- How has the context of the evolution of the profession and nurses' work influenced current beliefs and practices?
- What does the film tell us about the focus of nursing practice?
- How are your understandings of nursing shifting or expanding?

**Readings:** From Reading Package: **Perry** (nurses work, growth and satisfaction)  
**Gustafson** (Embodied knowledge or disembodied knowing?)  
**Carper** (The ethics of caring)  
**Boykin** (Discovering the beauty of older adults)

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September 14

**Focus: Understanding the Concept of Health**

**Questions:**

- What are some of the ways of thinking about health that are common in our society?
- How is it one comes to think of health in one way and not another?
- How has society's understanding of the concept of health evolved?
- What forces have driven expanded understandings of the meaning of health?
- What has been the impact of varying understandings of health on the client and the health care system?
- What do we mean by health, wellness, illness prevention, health promotion?
- What do we mean by health determinants?

**Readings:** From Reading Package: **Bolaria** (Sociology, medicine, health and illness)

From Kozier Text: **Ch. 9** (Health, wellness and illness)  
**Ch. 10** (Health promotion) pp 147-150

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September 15

**Focus: Scholarly Information Searches in Library and Health Care**  
Guest : Dr. Alix Hayden, University Library, Nursing Liason

**Questions:**

- What are effective library research strategies to access scholarly nursing literature?
- What are databases sources and clinical information systems utilized for nursing practice?
- Expectations for APA format
- Plagiarism and Academic Integrity

Resources: APA Manual; Resource Links on Blackboard (In Course Documents)

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September 18

**Focus: Nursing's Perspectives On and Contributions to Developing Knowledge of Health**

Film: Street Nurse

Questions:

- Why is health considered the focus of nursing practice?
- What is nursing's contribution to knowledge of health?
- How do nursing models and frameworks articulate health?

Readings: From Reading Package: **Pender** (Health promotion and disease prevention)

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September 19

**Focus: Assessing Health of Individuals: Nursing Approaches**

Guest: Dr. Nancy Grant, Professor Emeritus

Questions:

- What constitutes the human experience of health?
- What approaches do nurses use to assess health?
- How are questions phrased to interview clients?

Readings: From Reading Package: **Pender** ( Expressing health through lifestyle patterns)

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September 20

**Focus: Understanding the Canadian Health Care System**

Questions:

- How has the Canadian health care system developed over time?
- What distinguishes the Canadian health care system from other ways of managing the health of a country?
- What shape is health system reform taking in Canada



- Readings:** From Reading Package: **Storch** (The Canadian health care system and Canadian nurses)
- From Blackboard: **Powerpoint Presentation** (History of the Canadian health care system)
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September 21

**Focus:** **Living Within the Health Care System: A Simulated Exercise**  
Guest: Donna Marcy-Edwards, Faculty of Nursing (1:35-2:50pm)

**Questions:**

- What is the experience of using the health care system like for patients and families?
- What are the range of decisions and outcomes that may occur?

**Readings:** From Reading Package: **National Institutes for Health** (Haemodialysis Transplantation, Peritoneal Dialysis)

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September 22

**Focus:** **The Promise of Primary Health Care**

**Questions:**

- What is primary health care?
- What is the difference between primary care and primary health care?
- What is the potential of primary health care for an improved health care system?
- What are the barriers to full implementation of a primary health care system?
- What are the challenges and opportunities for nurses in the context of current health care reform?

**Readings:** Download:  
<http://www.nurses.ab.ca/ARNdocs/Primary%20Health%20Care%20February%202003.pdf> **CARNA** (Primary health care)

From Reading Package: **Flanagan** (Can medicare survive?)  
**Besner** (Nurses' role in advancing primary health care: a call to action)

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September 25

Mid-Term Exam and Formative Course Evaluation

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September 26

Focus: Nursing As A Discipline and A Practice: Nursing Models and Theories

Questions:

- What is a discipline?
- What kind of knowledge is generated in the discipline to be used in practice?
- How have nursing models and theories developed in the discipline?
- What are nursing models and theories used for in practice?

Readings: From Kozier Text: **Ch. 4** ( Nursing philosophies, theories frameworks and models)

From Reading Package: **Pilkington** (Myth and symbol in nursing theories)

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September 27

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 such as Mrs. M? What guidance for nursing approaches or interventions does it provide?
- Does a mid-range theory such as Mishel's *Uncertainty in Illness* theory lend more specific understanding of Mrs. M.'s situation? What guidance for nursing approaches or interventions does it provide?
- Does a practice theory such as Hall & Buckwalter's *Progressively Lowered Stress Threshold* model lend more specific understanding of Mrs. M.'s situation? What guidance for nursing approaches or interventions does it provide?

Readings: From Reading Package: **Leddy & Pepper** (The Stability Model of Change and Imogene King's System)

Interaction Model)  
**Mishel** (Uncertainty in illness)  
**Smith et al.** (Application of the progressively lowered stress threshold model)

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September 28

**Focus: Nursing As A Discipline and A Practice: The Nursing Process**  
Film: The Nursing Process

Questions:

- What is the nursing process?
- Why does it constitute a fundamental approach to developing nursing care?
- How does it relate to use of nursing knowledge and theories?
- What other “ways of knowing” are used in nursing practice?
- How does it all fit together in a health oriented practice approach?

Readings: From Kozier Text: **Ch. 23** (The nursing process) pp. 387-390

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September 29

**Focus: Nursing as a Profession**

Questions:

- How has nursing evolved as a profession?
- 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: AARN, CNA, ICN?
- What are the professional boundaries of a nurse?

Readings: From Reading Package: **Alberta RN** (RN staffing in Alberta)

Download: <http://www.nurses.ab.ca/pdf/Scope%20of%20Practice.pdf>  
**CARNA** (Scope of Nursing Practice)

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October 2

**Focus:** Values and beliefs. Ethics that guide the practice of professional Nurses

Film: Everyday Choices

**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:**

From Kozier Text : **Ch. 7** (Ethics, morality and values)

Download From: [http://www.cna-](http://www.cna-aiic.ca/cna/documents/pdf/publications/CodeofEthics2002_e.pdf)

[aiic.ca/cna/documents/pdf/publications/CodeofEthics2002\\_e.pdf](http://www.cna-aiic.ca/cna/documents/pdf/publications/CodeofEthics2002_e.pdf)

CNA (Code of ethics for registered nurses)

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October 3

**Focus:** Standards In Nursing Practice: AARN Nursing Practice Standards & CNA Code of Ethics

**Questions:**

- How do nurses use practice standards and codes of ethics in their work?

**Readings:**

Download From:

<http://www.nurses.ab.ca/pdf/NursingPracticeStandards.pdf>

CARNA (Nursing practice standards)

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October 4

**Focus:** Documentation in Nursing Practice

**Questions:**

- How does nursing carry out it's legal obligation of documentation?
- What are different styles and methods of documentation
- What is the DARP method of documentation?
- How does nursing process guide documentation?

**Readings:**

From Reading Package: **Keating & Smith** (nursing documentation)

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October 5

**Focus:**           **Legal Foundations of Nursing Practice**  
Guest: Dr. Shelley Raffin, Faculty of Nursing

**Questions:**

- What are the legal parameters of professional nursing practice?
- What are the legalities of confidentiality, consent, privacy?

**Readings:**

From Kozier Text:           **Ch. 8** (Legal aspects of nursing) (p. 108-129)

From Reading Package: **Tapp** (Advance directives)

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October 6

**Focus:**           **Final Considerations: The Contributions of Nursing**  
Guest: Dr. Deb White, Faculty of Nursing, Researcher Calgary Health  
Region

**Questions:**

- What unique knowledge and skills do nurses bring to the care of clients, families and communities?
  - What are the current opportunities for nurses to maximize their contributions to the health of Canadians?
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October 10       **Final Exam 1300-14:50 Hrs, Room PF 1297**