



**FACULTY OF NURSING**  
<http://nursing.ucalgary.ca/>

**BACHELOR OF NURSING PROGRAM**

**NURS 285 The Discipline and Profession of Nursing 1:  
Foundational Professional Concepts**

**COURSE OUTLINE & SYLLABUS**

**Winter Session**

**January 8<sup>th</sup> – April 13<sup>th</sup>, 2018**

**Class Day(s)/Time:** Tuesday, 0800-1050  
**Classroom:** MFH 160

Information published in this Course Outline is governed by rules and regulations of both the Faculty of Nursing and the University of Calgary. If there is any inconsistency or conflict between the Course Outline content and the general academic regulations and policies, the regulations and policies in the University Calendar will prevail. The 'online' calendar is the official University Calendar

Course documents may be subject to change. Changes will be announced in class and posted to D2L with at least one weeks' notice.



## **COURSE SUMMARY**

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### **D2L COURSE NAME:**

The Discipline and Profession of Nursing 1: Foundational Professional Concepts

### **CALENDAR DESCRIPTION:**

The study of concepts foundational to the profession and discipline of nursing. Exploration of concepts of complexity, transition, social justice, ethic of caring, health promotion, and principles of population health. Emphasis on understanding the social commitments and contributions made by nursing within its professional scope of practice. And an overview of the Canadian health care system.

Course Hours: H (3-0)

Co requisite(s): [NURS 287](#), [288](#), and [289](#)

<http://www.ucalgary.ca/pubs/calendar/current/nursing.html>

**Minimum passing grade for this theory course is C-**

### **INSTRUCTOR NAME:**

Sandra P. Hirst RN, PhD, GNC(C)

**OFFICE:** PFA 2294

**TELEPHONE:** [403.220.6270](tel:403.220.6270)

**EMAIL:** [shirst@ucalgary.ca](mailto:shirst@ucalgary.ca)

**EMAIL RESPONSE PRACTICES:** emails will be checked twice a day during University business hours, which are 0830 to 1630, Monday to Friday.

**OFFICE HOURS:** Tuesday, 1100-1300; 1600-1700; and a time slot on a rotating day during the business week to acknowledge your different schedules.

Please use the sign-up sheet on my office door, this strategy has proven effective in promoting interaction.

### **TEACHING ASSISTANTS:**



## LETTER TO THE STUDENT

WELCOME TO NURS 285. Registered nurses (RN) are the largest group of health care professionals in Canada and thus play a central role in health care delivery. Throughout your nursing program, you will discover that nursing is a profession with many rewards as you come to work with individuals, families, and communities who request / require health care. In NURS 285, you will be provided with knowledge and experiences that will help you to understand the many facets of nursing and the work of registered nurses. As health care is constantly in transition, so too are the roles and responsibilities of registered nurses. You may find that this course challenges some of your ideas about the profession you are entering.

## TEACHING AND LEARNING APPROACHES

To support the belief that we all learn in different and numerous ways, the following teaching and learning approaches will be used: guest lecturers, flip classes, case studies, small and large group discussions, content presentation, and critical questioning.

## COURSE DETAILS

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### PURPOSE OF THE COURSE

This is the foundational nursing course, specific to the professional and discipline of nursing. It provides a foundation for your professional development.

The purpose of this course is to assist you to achieve the following **Course Learner Outcomes**:

By the end of this course you should be able to:

- Use examples from nursing history to show how it has impacted the role of nursing today. (BN program outcome 1.2)
- Provide examples of what nurses 'do' in the context of nursing practice. (BN program outcome 1.2)
- Distinguish how nurses think about nursing knowledge and about clients and communities. (BN program outcome 1.3)
- Explore the concepts of complexity, transition, social justice and health promotion as they are related to nursing practice. (BN program outcome 1.3)
- Recognize quality sources of evidence reports and nursing practice guidelines. (BN program outcomes 1.6)
- Relate the importance of the CARNA Standards of Nursing Practice and the seven values of the Canadian RN Code of Ethics to how nurses conduct their practice. (BN program outcome 2.2)
- Write a clear, relevant, and organized scholarly paper about your development as a professional registered nurse. (BN program outcome 3.5)

Identify major transitions experienced over the last century in the evolution of the Canadian Health Care system. (BN program outcome 7.4)]



## HOW THIS COURSE WILL CONTRIBUTE TO YOUR DEVELOPMENT AS A PROFESSIONAL NURSE

This is a foundational course that will introduce you to the knowledge that is necessary to explore and understand the context of today's nursing practice and nurses' knowledge. You will consider nursing's history and that of the Canadian Health Care System so that, as beginning nurses, you will know how the past has influenced nursing to date. You will begin to learn how to think like a registered nurse.

The numbers in the brackets refer to one of the 31 program learner outcomes (*See Appendix A* for all of the program learner outcomes.) **Each Learner Outcome in this course is specifically designed to move you toward achievement of the 31 Bachelor of Nursing (BN) Program learner Outcomes:**

The BN Program Learner Outcomes describe the essential knowledge, skills, practice and practice judgment abilities, and professional and ethical behaviours to be achieved upon graduation. The BN Program Learner Outcomes are accountable to the College and Association of Registered Nurses of Alberta's (CARNA) Entry-to-Practice Competencies. The Learner Outcomes identified in this course are specifically designed to align with those in each of the co-requisite courses in your semester and to carefully build through each semester in order that you may successfully accomplish the goals of the BN Program and achieve the CARNA Entry-to-Practice Competencies

## COLLABORATIVE LEARNING APPROACHES, ACTIVITIES AND RESPONSIBILITIES

All learning sessions in the BN program, whether in large or small group format, require you to be prepared, active, and engaged. This is asked of you as learners and co-learners in a professional program. NURS 285 classes will be a combination of presentation of content related to major concepts, guest speakers, video clips, and interactive activities. Through the creation of a collegial environment, we will work together towards a successful learning experience for all. As your course professor, I will do my best to get to know you, to be open to feedback about how the course is progressing for you as class members, to enable us to stay focused on achieving identified course and learner outcomes.

## GROWTH AND DEVELOPMENT COMPETENCY PORTFOLIO

Throughout your nursing program you will be expected to create and maintain a Growth and Development Competency Portfolio. This type of portfolio is private and not for others to review. As the student nurse you are accountable for its development and maintenance.

The Growth and Development Competency Portfolio is designed for the purpose of self-monitoring progress in meeting personal and program learning goals (Gaberson & Oermann, 1999; Oermann & Gaberson, 1998) as you proceed through the nursing program. Your portfolio is a collection of materials that reflects your learning each semester and across all of the semesters. As such it is a continual work in progress and can be maintained in hard copy or electronically. You will use the contents of your portfolio to demonstrate your own understanding of nursing, your development towards becoming a nurse, and tracking of how you are meeting the entry to practice competencies and program learner outcomes as you proceed through the program. The portfolio will also prepare you to meet the CARNA entry into practice competencies as you transition from nursing student to RN.

The Growth and Development Competency Portfolio will enable you to summarize your learning at the end of each semester so that you will be better able to articulate for yourself your strengths and the areas that you are working on as you move from semester to semester. In your final semester of your program, your portfolio provides a foundation from which to select material from to include in a best-work professional portfolio in which you

summarize and present your growth to your colleagues (Gaberson & Oermann, 1999; Oermann & Gaberson, 1998). It is also at this time that you will be provided resources for learning how to create a resume that highlights your own particular strengths and skills for potential employers.

The Growth and Development Competency Portfolio enables you as a student nurse to become familiar with the same process that all RNs engage in annually, a self-assessment of learning needs and the activities that the RN will complete to meet these needs during the year. It is a document that will assist you as a student and get you ready to function as a professional RN on graduation. Additionally, the materials in your portfolio will enable you to become well prepared for employment interviews you will have on graduation.

Your Growth and Development Competency Portfolio is a collection of documents, which may consist of:

- 1) reflective writing
- 2) signed summative evaluations
- 3) consolidated learning assignments in NURS 285, NURS 385, NURS 485, NURS 495, and NURS 585
- 4) practice exemplars illustrating competency of learner outcomes
- 5) samples of course work from various terms
- 6) other documents you select that illustrate your progress in meeting learning goals
- 7) resume and cover letter for prospective employment opportunities
- 8) Competency Checklist

**NOTE:** In order to assist you in identifying relevant portfolio documents, course documents will indicate assignments considered appropriate for inclusion with the following wording:

**THIS ASSIGNMENT SHOULD BE CONSIDERED FOR INCLUSION IN YOUR PORTFOLIO**

*It is your responsibility to retain copies of all signed Practice Summative Evaluation forms, throughout your program, for inclusion in the "Growth and Development Competency Portfolio".*

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## **COURSE REQUIREMENTS**

### **CRITERIA THAT MUST BE MET TO PASS:**

In order to be successful in Nursing 285, students will complete the following requirements:

Assignment	Assessment Weighting	Learning Outcomes Assessed (Numbers only)	Date	Exam Aid Exam aids may be permitted (e.g. open book exams or when calculators are required.)
Annotated Bibliography	20%	1.3, 2.2, 3.5	Jan. 30 <sup>th</sup> , by 1200 pm	
On line assignment #1	20%	1.2, 1.3, 1.6	Week of Feb. 26 <sup>th</sup> by 1200 pm Friday	Use of ppts, class notes, required readings are permitted
On line assignment # 2	20%	1.3,1.6, 2.2, 7.4	Week of Mar. 26 <sup>th</sup> by 1200 pm Friday	Use of ppts, class notes, required readings are permitted
Consolidated Learning Analysis Paper	40%	1.3, 3.5	Sun. April 8 <sup>th</sup> by 1200 pm	
Total	100%			

### **LATE ASSIGNMENTS**

Marks will be deducted for late assignments at a rate of 10% per day, or portion thereof, (includes weekends).

**Minimum passing grade for this theory course is C-**

### **Translations of Marks to Letter Grade:**

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-.

## FACULTY OF NURSING UNDERGRADUATE GRADING SCALE

If the percentage on your assignment is:	The grade on your assignment is:	Grade Point Value	Description
95.0 – 100	A+	4.0	Outstanding -- exceptional analysis and synthesis of subject matter.
91.0 – 94.9	A	4.0	Excellent -- superior performance, showing comprehensive understanding of subject matter.
87.0 – 90.9	A-	3.7	
83.0 – 86.9	B+	3.3	
79.0 – 82.9	B	3.0	Good -- clearly above average performance with knowledge of subject matter generally complete.
75.0 – 78.9	B-	2.7	
71.0 – 74.9	C+	2.3	
67.0 - 70.9	C	2.0	Satisfactory -- basic understanding of subject matter.
63.0 - 66.9	C-	1.7	Minimum passing grade for theory courses.
59.0 – 62.9	D+	1.3	
55.0 – 58.9	D	1.0	
54.9 – or less	F	0	

### **Nursing Practice Courses**

CR = Completed Requirements

F = Fail

All Nursing Practice Courses are CR/F and are identified by the notation “Not Included in GPA” in the course description section of the University Calendar. The grades in these courses are not included in the calculation of the grade point average.

Approved by Nursing Council, December 12, 2016

Effective Winter Session 2017

### **WITHDRAWAL DEADLINE**

**The last date for withdrawal from this course with permission is April 13<sup>th</sup>, 2018**

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## ASSIGNMENTS

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### Annotated Bibliography

20%

**Rationale and Process:** You are required to briefly summarize, evaluate, and reflect on the usefulness of THREE ARTICLES for your nursing education. The list of possible articles is included at the end of this commentary entitled “Writing an Annotated Bibliography”. All articles are available via the University of Calgary library site and Google Scholar. Please relate your readings to your development as a professional nurse, and the competencies which this role requires.

To support your learning in the writing of scholarly papers, Desire2Learn will be used for providing resources. These resources will be discussed in class.

**Assessment Criteria:** The University and the Faculty of Nursing support 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 content and understanding in relation to the concepts presented, as well as quality academic writing. Please refer to the provided detailed marking rubric for specific assessment criteria. THIS ASSIGNMENT SHOULD BE CONSIDERED FOR INCLUSION IN YOUR PORTFOLIO.

#### Writing an Annotated Bibliography

When you write an annotated bibliography, you will need to consider:

- **Summary:** The summary will be brief, perhaps only one paragraph per article. It should outline the focus of the article and summarizes the key points based upon the knowledge that you acquired from reading Chapter 3 in Kozier et al. (2018). The summary gives the reader only a sense of the article and is not comprehensive. Only a few key ideas are included in the summary.
- **Evaluation:** Consideration of the usefulness and relevancy of the article for your growth and learning as a professional nurse. An evaluative reflection accounts how this article will fit into your understanding of the foundational concepts of professional nursing practice (e.g. critical reflection that describes the usefulness or relevance of the information for your learning, and one limitation not identified by the author[s]). The purpose of this assignment is to evaluate the article as a resource for your growth as a professional nurse. You are expected to explain how it aids in your growth. This should be the main focus of the annotated bibliography entry.
- **Scholarly writing skills:** An annotated bibliography is a piece of formal scholarly writing. You will be demonstrating your ability to read an article and highlight its key information. You will also paraphrase articles rather than quoting them. The usefulness / relevance section of the annotated bibliography features your ability to analyze information within the framework of nursing as a profession. Write in full sentences but be concise. Avoid repeating information in the citation and including words that are



not necessary. You should use paragraphs and feature clear transition sentences that let the reader know what one is about to read. As a piece of scholarly writing, an introduction and conclusion are required for the paper.

- APA 6<sup>th</sup> ed. format: This assignment will feature an APA cover page and other formatting requirement. Please note that an annotated bibliography features a bibliographic entry for the article at the start. Each article is a separate entry.

#### Guidelines

- The assignment cannot exceed FIVE pages, including the title page. Additional pages will not be read.
- This is a scholarly paper so a brief introduction and conclusion statement are required.
- A reference page is not required.
- APA 6<sup>th</sup> ed. is the required format for all scholarly papers within the Faculty of Nursing.
- Review reading week 1, specifically Kozier et al. (2018) chapter 3.

#### Articles

YOU ARE TO SELECT ONLY THREE ARTICLES

Ashley, J., & Stamp, K. (2014). Learning to think like a nurse: The development of clinical judgment in nursing students. *Journal of Nursing Education*, 53, 519-525. doi:10.3928/01484834-20140821-14

Chan, Z. Y. (2013). A qualitative study on non-verbal sensitivity in nursing students. *Journal of Clinical Nursing*, 22, 1941-1950. doi:10.1111/j.1365-2702.2012.04324.x

Ten Hoeve, Y., Castelein, S., Jansen, W. S., Jansen, G. J., & Roodbol, P. F. (2017). Nursing students' changing orientation and attitudes towards nursing during education: A two year longitudinal study. *Nurse Education Today*, 48, 19-24. doi:10.1016/j.nedt.2016.09.009

Ward, J., Cody, J., Schaal, M., & Hojat, M. (2011). The empathy enigma: An empirical study of decline in empathy among undergraduate nursing students. *Journal of Professional Nursing*, 28, 34-40. doi:10.1016/j.profnurs.2011.10.007

**Marking Rubric for Annotated Bibliography**

	Accomplished	Developing	Inadequate
<b>Introduction / Conclusion</b>  <b>5 points</b>	<b>4-5 points:</b> You thoroughly wrote an introduction and conclusion for this assignment.	<b>2-3 points:</b> You superficially wrote an introduction and conclusion for this assignment.	<b>0-1 points:</b> You did not satisfactorily write an introduction and conclusion for this assignment.
<b>Summary of article</b>  <b>10 points</b>	<b>9-10 points:</b> You clearly and thoroughly summarized the main idea of each article.	<b>6-8 points:</b> You superficially summarized the main idea of each article and why each article was written.	<b>0-5 points:</b> You Incorrectly summarized the main idea of some or all articles.  OR Did not satisfactorily summarize the main idea of all articles.  OR Did not satisfactorily explain why all articles were written.
<b>Usefulness &amp; Relevancy &amp; Limitation</b>  <b>15 points</b>	<b>13-15 points:</b> You clearly stated how each article was useful & relevant to your learning / growth towards becoming an RN. You identified a limitation that was not described by the author(s) and related it to your own learning.	<b>9-12 points:</b> You superficially stated how each article was useful & relevant to your learning / growth towards becoming an RN. You identified a limitation that was not described by the author(s) but did not relate it to your own learning.	<b>0-8 points:</b> You did not satisfactorily state how all articles were useful & relevant to your learning / growth towards becoming an RN. You identified a limitation described by the author(s).
<b>Scholarly Writing Skills</b>  <b>10 points</b>	<b>9-10 points:</b> Annotations are well written with correct grammar, spelling, mechanics, and punctuation. APA formatting is accurate and complete. Attention is given to the ppt APA slides presented on D2L and in class.	<b>6-8 points:</b> Annotations are written fairly well, but contain several mistakes in grammar, mechanics, and/or punctuation. APA formatting is used but attention was not given to ppt and D2L resources provided.	<b>0-5 points:</b> Annotations are poorly written and contain serious mistakes in grammar, mechanics, and/or punctuation. Little attention paid to APA formatting and it appears that ppt and D2L resources were not used.

### Consolidated Learning Analysis Paper

40%

**Rationale and Process:** Throughout this semester you will have been exposed to a wide range of theoretical, observed, and experiential knowledge in your four courses. This consolidation of learning assignment will support your learning through giving you an opportunity to pull all the pieces together into one 5 to 7 page paper (excluding cover page, references, and appendix). In writing this paper, you will make the connections between theory and practice, articulate the knowledge that guided your practice with individuals and communities this semester, and reflect upon the ways in which you are beginning to think like a nurse. Importantly, it provides opportunity for you to consider your learning in relation to the BN Program Learner Outcomes that you are working towards throughout the program. This paper is the first of five Consolidated Learning Analysis papers you will write through Semesters 3, 4, 5, 6, and 7 in your *Profession and Discipline* courses. THIS ASSIGNMENT SHOULD BE CONSIDERED FOR INCLUSION IN YOUR PORTFOLIO.

**Assessment Criteria:** The University and the Faculty of Nursing support 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 content and critical thinking in relation to the concepts and ideas presented, as well as quality academic writing. Please refer to the detailed rubric in the NURS 285 for specific assessment criteria that will be used in marking this assignment. This paper will be graded out of 40 marks. The elements of the paper include the following:

- 3/40 Reflecting back upon this term, present a summary of your learning experiences during semester three.
- 4/40 In reflecting upon this summary, identify and briefly describe two nursing roles that you assumed.
- 12/40 Describe the attitudes, knowledge, and skills that you acquired in your courses this semester (NURS 285, NURS 287, NURS 288, NURS 289) through readings, discussions, and practice experience that demonstrate your understanding and ability in the roles you assumed in practice.
- 6/40 Outline two BN Program Learner Outcomes (See University of Calgary Curricular Themes, Sub-Themes, and Learner Outcomes (2010) that are most salient to the knowledge you gained and describe how you see these connections to the two roles that you assumed.
- 10/40 Write an analysis of how the learning experiences that you have experienced this term deepened your understanding of nursing, your ability to think like a professional nurse, and your movement forward toward becoming a registered nurse.
- 5/40 Quality of written work, for example - ability to understand the flow of ideas, logical development of thought, correct grammar and spelling, and correct use of APA.

**Marking Rubric for Consolidated Learning Paper**

Elements	A- to A+	B- to B+	C- to C+	F to D+
Summary of learning experiences (3)	A concise yet meaningful, descriptive summary of your learning during this current term. The salient learning and its significance is clearly expressed, and is sophisticated in its interpretation.	A concise, coherent summary of your learning during this current term. Salient learning and its significance is articulated but not always clear as to meaning.	A connected description of the learning during this current term; but redundant in content. There is confusion as to comments expressed.	Disjointed, superficial description of your learning during this current term, without articulating the significance or meaning of the learning, or the links of the description with the learning expressed are tenuous or illogical.
Identify the Roles (4)	Roles are clearly articulated and directly connected to the role descriptions as well as providing a connection between the descriptive summary and the content and direction of the next sections of the paper.	Roles are connected to the descriptive summary but are not used to guide the contents of the remainder of the paper.	Roles are not clearly connected to either the descriptive summary or the remainder of the paper.	Roles are not connected to either the descriptive summary or the remainder of the paper.
Acquisition from courses (12)	Description of directly relevant content from all four courses incorporating a variety of readings, discussions, and practice experiences/observations that help to deepen the your understanding of the roles – indicating that you were attentive to the learning in each of the courses.	Description of content from all four courses incorporating some but not all of the sources of content (readings, discussions, practice experiences/observations) with most of the content directly relevant to the roles.	Description of content from some of the courses, incorporating few source of content (readings, discussions, practice experiences/observations), with connection to the roles not clear or is confusing.	Description of content from the courses, incorporating only one source of content (readings, discussions, practice experiences/observations), with connection to the roles not clear.
Program Learner Outcomes (6)	Clear articulated connections made between the learning as presented and two relevant Program Learner Outcomes.	Two relevant Program Learner Outcomes listed and loosely connected to the learning as presented.	Listed two Program Learner Outcomes with the connection to the learning, as presented, unclear.	Listed one Program Learner Outcomes with the connection to the learning, as presented, unclear.

Elements	A- to A+	B- to B+	C- to C+	F to D+
Analysis of the learning in relation to nursing (10)	Final discussion and conclusion clearly demonstrates the student's growing understanding of one's own vision of nursing and ability to incorporate all types of knowledge into nursing practice (to personally think like a registered nurse).	Final discussion and conclusion demonstrates the student's growing understanding of the role of the registered nurse and connection between all types of knowledge with nursing practice.	Final discussion and conclusion includes a description of nursing that is not clearly connected to the reflections on learning that are described within the paper.	Lacks a final discussion of nursing; no connection to the reflections described in the paper.
Quality of written work (5)	Paper is well written with correct grammar, mechanics, and punctuation. APA formatting is accurate and complete.  Concise, clear, and articulate presentation and flow of ideas and content.	Paper is written fairly well, but contain several mistakes in grammar, mechanics, and/or punctuation. APA formatting is used but attention was not given to ppt resource provided.  Fairly concise, clear, and articulate presentation and flow of ideas and content but some sentences are confusing.	Paper is poorly written and contain mistakes in grammar, mechanics, and/or punctuation. Little attention paid to APA formatting and it appears that ppt resource was not used.  Paper is not clear, in the presentation and flow of ideas and content. There is some redundancy in content.	Paper is poorly written and contain serious mistakes in grammar, mechanics, and/or punctuation. Little attention paid to APA formatting and it appears that ppt resource was not used.  Paper is not concise, clear, and articulate in the presentation and flow of ideas and content.

### Two on Line Self-Assessment Assignments

#### Assessment Description: 20% each X 2

There are two on line assignments. Each one consists of 40 questions, to be answered via D2L. You may complete this assignment at any time during the identified timeframe. You may work independently or in groups. Whatever approach you select is your decision; however, please note that the assignment has an identified termination / closure date and time. No extensions will be provided. All questions are drawn from required readings, ppt slides, and classroom conversations. Each student must individually submit the assignment via D2L. If you work in groups, note that the questions appear in random sequence when you complete your individual work.

#### Rationale and Process:

As professional registered nurses, we often work in collaborative practice. At the same time, we reflect upon our own learning and practice, and learn from our interactions with our colleagues. This assignment is structured to provide you with such opportunities. In addition CARNA practice standards

emphasize the importance of self-reflection and continued learning. The design of the on-line questions is intended to help prepare students for the NCLEX examination.

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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(Assignment submission criteria:

- Each student must submit his or her individual assignment.
- Annotated Bibliography and Consolidated Learning Analysis Paper must be submitted in the D2L system by 1200 pm (noon) on the identified due date. Print copies are NOT accepted.
- APA (6<sup>th</sup> ed.) is the required format for assignments in the Faculty of Nursing.

#### **REQUIRED READING/RESOURCES**

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[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* (6<sup>th</sup> ed.). Washington, DC: Author.

For help with understanding APA formatting refer to the Effective Writing Program web-site at:

[https://www.ucalgary.ca/ssc/writing\\_support/overview](https://www.ucalgary.ca/ssc/writing_support/overview)

Kozier, B., Erb, G., Berman, A., Snyder, S.J., Frandsen, G., Buck, M., Fergusen, L., Yiu, L., & Stamler, L.L. (2018). *Fundamentals of Canadian nursing*, (4<sup>th</sup> ed.). Toronto, Canada: Pearson Canada.

#### **MATERIALS**

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##### **Required**

You are expected to have access to a computer and the Internet.

##### **Supplemental**

## POLICIES/GUIDELINES

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### 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 D2L. Please remember to check your U of C email regularly as all course/Faculty related correspondence will be sent to this address. *Note: if you are using webmail accounts such as "yahoo" "gmail" or "hotmail" you may not receive the emails sent through D2L 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.

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

### USE OF TECHNOLOGY IN THE CLASSROOM

The use of electronic devices in the classroom is at the discretion of the instructor. Please do not use electronic devices for purposes unrelated to your class as this can be disruptive to others.

Please refer to Section 4.9 of the Non- Academic Misconduct Policy

<https://www.ucalgary.ca/conduct/policy/non-academic-misconduct-policy>

### USE OF TECHNOLOGY IN THE NURSING CLASSROOM

Texting and internet surfing that is found to be disruptive to the class is not acceptable. Use of laptop and cell phone devices are acceptable when used in a manner appropriate to the course and classroom activities.

In the utilization and application of technology in the Nursing classroom, students are encouraged to:

- 1) bring their computers or ipads for note-taking and course-related web-browsing
- 2) email questions and comments to the professor before or after class
- 3) refrain from attending to personal emails or accessing distracting web-sites (non-course related)

### TAPE RECORDING OF LECTURES

Tape recording shall be permitted for individual private study only at the discretion of the instructor. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion. Please refer to section E.6 of the University Academic Calendar

## 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 Academic Regulations, K. Student Misconduct: [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 Academic Regulations, E. Course Information, E.2 Writing Across the Curriculum: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

## COPYRIGHT

"It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright/>)."





## 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/](http://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.

### 2. Deferred Examinations

Deferred examinations are allowed in the following circumstances: illness, domestic affliction and religious conviction. Students submitting a final examination for marking may not subsequently request a deferred final examination. Lack of writing a final examination does not guarantee approval of a deferred examination. Travel arrangements and misreading of the Examinations Timetable are not valid reasons for requesting a deferred examination.

In the event that a student is absent from a final examination due to unforeseen reasons, the student must notify the instructor within 48 hours of the missed examination. In addition, the student must submit an "Application for Deferred Final Examination" form, along with supporting documentation, to the Coordinator, Undergraduate Programs, Faculty of Nursing, for approval/signature of the Associate Dean, Undergraduate Programs, Faculty of Nursing, no later than the deadline indicated in the Examinations Schedule.

For further information regarding Deferral of Final Examinations Policies, please refer to the Faculty of Nursing Deferred Final Examinations Policy:

<http://nursing.ucalgary.ca/undergraduate> and the official online University of Calgary Calendar Academic Regulations, G. Examinations and Tests, G.6 Deferral of Final Examinations: [www.ucalgary.ca/pubs/calendar/](http://www.ucalgary.ca/pubs/calendar/)

### 3. Guidelines for Invigilating Classroom Mid-Term and Final Examinations

<http://nursing.ucalgary.ca/undergraduate/current-students/policies>

## 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/](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 ACCOMMODATIONS

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. Further information regarding academic accommodations, the Nat Christie Adaptive Technology Lab or the Exam Centre can be found at <http://www.ucalgary.ca/access/>



## ACCOMMODATIONS ON PROTECTED GROUNDS OTHER THAN DISABILITY

Students who require an accommodation in relation to their coursework or to fulfil requirements, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Associate Dean, Undergraduate Programs. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Also refer to the Faculty of Nursing "Academic Accommodation for Applicants and Student in the BN Program" policy at: <http://nursing.ucalgary.ca/undergraduate/current-students/policies>

## WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

## USRI

The USRI provides a forum for student feedback to instructors, department heads and deans about the overall quality of instruction. Information gathered from the surveys is used by instructors, deans and department heads to improve instruction at the University of Calgary and in performance feedback. Students can access previous results to assist them in their course selection. For more information visit: <http://www.ucalgary.ca/usri/welcome/about>

## PROGRAM EVALUATION

In recognition of the Faculty's commitment to excellence in teaching, Faculty Council endorses a faculty-wide process of course and instructor evaluation surveys as one aspect of a multi-faceted approach to evaluating teaching.

**Instructor evaluations** are for the sole purpose of evaluating the instructional abilities of individuals in the Faculty and an element of performance appraisal as outlined in *Faculty of Nursing Guidelines for Procedures Pertaining to Appointment, Promotion, and Tenure of Academic Staff* (APT MANUAL, 2008) and for assignment of workload.

**Course evaluations** serve the multiple purposes of: a) assisting individual faculty members in course development, b) informing the Faculty's curriculum development and evaluation, and c) obtaining information required by regulatory and accreditation bodies in aggregate form.

**All evaluations will be conducted during the 3<sup>rd</sup> last week of the term and prior to final grade sign-off and posting. The evaluations will be completed during on-campus practice course time and/or independently.** (Course & Instructor Policy, 2012)



## **EDUCATIONAL RESEARCH**

There is a possibility that you will be invited to participate in an educational research study of the BN curriculum during your nursing program. Your participation will be based on signing an informed consent and is entirely voluntary. Your participation will help to strengthen the knowledge and evidence base related to the undergraduate nursing curriculum. You may refuse to participate in any research study without any penalty to your grades or any loss of benefits to which you are entitled as a student. All research projects must be pre-approved by the Associate Dean of Undergraduate Programs and or the Associate Dean of Research.

## **MEDICATION CALCULATION POLICY**

To administer medications safely, nursing students need to be able to demonstrate basic math competence. Compulsory math tests may be implemented for any/all nursing practice courses. Compulsory preparatory learning activities will be implemented prior to testing.

[https://wcm.ucalgary.ca/nu/files/nu/medication\\_calculation\\_policy\\_for\\_the\\_undergraduate\\_nursing\\_program.no\\_v25-15.pdf](https://wcm.ucalgary.ca/nu/files/nu/medication_calculation_policy_for_the_undergraduate_nursing_program.no_v25-15.pdf)

## **SUPPORTS FOR STUDENT LEARNING SUCCESS AND SAFETY**

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### **EMERGENCY ASSEMBLY POINTS:**

Assembly points for emergencies have been identified across campus. The primary assembly point for the Education Block –Food Court. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

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

**STUDENT UNION:** <http://www.su.ucalgary.ca>

**STUDENT SUCCESS CENTRE:** <https://www.ucalgary.ca/ssc/>

**STUDENT UNION WELLNESS CENTRE:** <https://www.ucalgary.ca/wellnesscentre/>

**STUDENT OMBUDSMAN:** <http://www.ucalgary.ca/provost/students/ombuds>

### **COPYRIGHT AND FAIR DEALING FOR STUDENTS:**

[http://library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIPP)**

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

## COURSE CALENDAR

Week	Topic	Course Learner Outcomes (Number only)	Class Learner Objectives	Presenters	Required Preparation/ Due Date
# 1. Jan. 9 <sup>th</sup>	Introduction / Concept of Nursing	1.1 1.6 2.2	<ul style="list-style-type: none"> <li>• Compare and contrast the definitions of nursing as presented by CARNA, CNA, and ICN.</li> <li>• Reflect upon and articulate one's own definition of nursing.</li> <li>• Recognize, define, and articulate the relationship among the concepts in the metaparadigm of nursing.</li> <li>• Recognize the contribution of research to evidence informed practice.</li> <li>• Identify by name resources at the University of Calgary that will</li> </ul>	<p>Dr. S. Hirst</p> <p>Dr. A. Hayden, (Library services)</p>	<p>Course outline / D2L</p> <p>Canadian Nurses Association. (2015). <i>Framework for the practice of registered nurses in Canada</i>. Ottawa, Canada: Author.</p> <p>College &amp; Association of Registered Nurses. (2013). Practice standards for regulated members. Edmonton, Canada: Author. pp. 3-10.</p> <p>Kozier et al. (2018). <i>Fundamentals of Canadian nursing</i>, pp. 7-12, and Chapter 3.</p> <p>Optional:</p> <p>College &amp; Association of Registered Nurses. (2013). <i>Entry-to-practice competencies for the registered nurse</i>. Edmonton, Canada: Author.</p>

			support scholarship and learning.		
#2, Jan. 16 <sup>th</sup>	<p>Registered Nurses: Our Past</p> <p>Let's talk Annotated Bibliography Assignment</p>	1.2 1.6	<ul style="list-style-type: none"> <li>• Articulate the historic development of nursing.</li> <li>• Identify and describe the diversity of people who have been "nurses".</li> <li>• Describe the evolution of professional nursing in Canada.</li> <li>• Articulate the contribution that Florence Nightingale made to the nursing profession.</li> <li>• Define and explore the term "image" as it relates to the image of nursing.</li> <li>• Identify strategies that one can personally implement to</li> </ul>	Dr. S. Hirst	<p>Ferns, T., &amp; Chojnacka, I. (2005). Angels and swingers, matrons and sinners: Nursing stereotypes. <i>British Journal of Nursing</i>, 14, 1028-1032.</p> <p>Gordon, S., &amp; Nelson, S. (2005). An end to angels. <i>American Journal of Nursing</i>, 105(5), 62-69.</p> <p>MacWilliams, B. R., Schmidt, B., &amp; Bleich, M. R. (2013). Men in nursing. <i>American Journal of Nursing</i>, 113(1), 38-44. doi:10.1111/jan.12905</p>

			promote a positive image of nursing.		
# 3, Jan. 23 <sup>rd</sup>	Registered Nurses: Our Profession and Discipline  Getting familiar with APA	1.2 1.3 2.2	<ul style="list-style-type: none"> <li>• Differentiate between the discipline and profession of nursing.</li> <li>• List the common characteristics of a profession and explain how they apply to nursing.</li> <li>• Articulate the roles that registered nurses assume in professional practice and identify how one personally might fill these roles.</li> <li>• Articulate what the acronym "CARNA" represents and outline its functions.</li> <li>• Discuss scope of practice for registered nurses as outlined by CARNA.</li> </ul>	Dr. S. Hirst	<p>Canadian Nurses Association. (2015). <i>Framework for the Practice of Registered Nurses in Canada</i>, pp. 1-8.</p> <p>Kozier et al. (2018). Chapter 4.</p> <p>Optional:</p> <p>Canadian Nurses Association. (2009). <i>Position statement: Interprofessional collaboration</i>. Retrieved from: <a href="http://cna-aiic.ca/~media/cna/page-content/pdf-en/Interproffessional-Collaboration_position-statement.pdf">http://cna-aiic.ca/~media/cna/page-content/pdf-en/Interproffessional-Collaboration_position-statement.pdf</a></p> <p>Carper, B.A. (1978). Fundamental patterns of knowing in nursing. <i>Advances in Nursing Science</i>, 1, 13-24.</p> <p>College &amp; Association of Registered Nurses. (2013). <i>Entry-to-Practice Competencies for the Registered Nurse</i>. Edmonton, Canada: Author</p>

			<ul style="list-style-type: none"> <li>• Define the term “nursing knowledge”.</li> <li>• Describe the evolution of nursing knowledge.</li> <li>• Articulate how practice, research, and theory are interrelated, and how these three sources of nursing knowledge inform practice.</li> <li>• Explain the relationship between nursing’s metaparadigm and the development of nursing theory.</li> </ul>		
#4, Jan. 30 <sup>th</sup>	Expertise in Registered Nursing Practice: Organizing Nursing Knowledge	1.3 1.6 3.5	<ul style="list-style-type: none"> <li>• Define the terms: evidence-informed practice, critical thinking, clinical reasoning, and critical reflective inquiry.</li> <li>• Describe the role of best practice guidelines.</li> </ul>	Dr. S. Hirst	<p>Kozier et al. (2018). Chapters 21 and 23.</p> <p>Optional:</p> <p>Kozier et al. (2018). Chapter 3.</p> <p>Scott, K., &amp; McSherry, R. (2008). Evidence-based nursing: Clarifying the concepts for nurses in</p>

			<ul style="list-style-type: none"> <li>• Indicate the purpose of NANDA International.</li> <li>• Define Nursing Intervention Classification (NIC).</li> <li>• Define Nursing Outcomes Classification (NOC).</li> <li>• Describe the relationship between NANDA, NIC, and NOC, and articulate how these sources of evidence are used to inform nursing practice.</li> <li>• Demonstrate the ability to apply the nursing process.</li> <li>• Differentiate between objective and subjective data, and primary and secondary sources of data.</li> <li>• Discuss the purposes of documentation.</li> </ul>		<p>practice. <i>Journal of Clinical Nursing</i>, 18, 1085-1095.</p> <p>Timmons, F. (2006). Critical practice in nursing care: Analysis, action and reflexivity. <i>Nursing Standard</i>, 20(39), 49-54.</p>
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# 5, Feb. 6 <sup>th</sup>	Integration of Nursing Knowledge	1.2 1.3 1.6 2.2	<ul style="list-style-type: none"> <li>• Articulate the relationships among the concepts explored in class, required and optional readings, and NURS 285 resources.</li> <li>• Identify personal challenges in understanding and implementing concepts discussed to date into nursing practice.</li> </ul>	Dr. S. Hirst	Posted on D2L
#6, Feb. 13 <sup>th</sup>	<p>The Profession of Nursing: A Focus on Knowing the Client(s)</p> <p>What is an on line assignment?</p>	1.3 1.6	<ul style="list-style-type: none"> <li>• Define the concept of “presence”.</li> <li>• Identify the antecedents of presence.</li> <li>• Articulate the attributes that characterize presence.</li> <li>• Summarize the outcomes of enacting presence.</li> <li>• Compare and contrast the concepts of</li> </ul>	Dr. S. Hirst	<p>Kozier et al. (2018). Chapters 11, 12, 46.</p> <p><i>Use the scanning techniques that we talked about in class as Sandi is aware that she has identified three chapters.</i></p> <p>Optional:</p> <p>RNAO. (2015). <i>Nursing best practice guidelines Person and Family centred care</i>. Toronto, Canada: Author.</p>

			<p>spirituality, religion, and faith as they relate to nursing and health care.</p> <ul style="list-style-type: none"> <li>• Describe the spiritual development of the individual across the lifespan.</li> <li>• Identify factors associated with spiritual distress.</li> <li>• Identify the desired outcomes for a client's spiritual health.</li> <li>• Define the concept of "culture".</li> <li>• Identify characteristics of culture.</li> <li>• Differentiate among cultural awareness, cultural sensitivity, and cultural competence, and describe the process for working towards cultural safety.</li> <li>• Describe barriers to cultural sensitivity</li> </ul>		<p>Suikkala, A., &amp; Leino-Kilpi, H. (2005). Nursing student – patient relationship: Experiences of students and patients. <i>Nurse Education Today</i>, 25, 344-354. doi:10.1016/j.nedt.2005.03.001</p>
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			<p>and identify ways to overcome them.</p> <ul style="list-style-type: none"> <li>• Describe guidelines for culturally sensitive, competent, and safe health care.</li> </ul>		
#7, Feb. 20 <sup>th</sup> , <b>reading week</b>					
#8, Feb. 27 <sup>th</sup>	Expertise in Registered Nursing Practice: Understanding Health	1.3 1.6	<ul style="list-style-type: none"> <li>• Define the concepts of “complexity” and “transition”.</li> <li>• Outline the characteristics of complex systems.</li> <li>• Discuss the implications of complex systems on human behaviour.</li> <li>• Recognize what makes nursing as a profession and discipline complex.</li> <li>• Distinguish between types of transition.</li> <li>• Identify factors that influence the experience of transition.</li> <li>• Indicate interventions that</li> </ul>	Dr. S. Hirst	<p>Kozier, et al. (2018). Chapter 7.</p> <p>Al-Yateem, N., &amp; Docherty, C. (2015). Transition: A concept of significance to nursing and health care professionals. <i>Journal of Nursing Education and Practice</i>, 5(5), 35-40. doi:10.5430/jnep.v5n5p35</p> <p>Optional:</p> <p>National Expert Commission. (2012). <i>A nursing call to action</i>. Ottawa, Canada: Canadian Nurses Association.</p> <p>Schumacher, K.I., &amp; Meleis, A.I. (1994). Transitions: A central concept in nursing. <i>Journal of Nursing Scholarship</i>, 26, 119-127.</p>

			can be used to facilitate the experience of transition for clients.		
#9, March 6 <sup>th</sup>	<p>Expertise in Registered Nursing Practice: Health Education</p> <p>How did I do on the on line assignment?</p>	1.2 1.6 2.2	<ul style="list-style-type: none"> <li>• Discuss the importance of the teaching role of the registered nurse.</li> <li>• Identify the learning domains.</li> <li>• Describe the main categories of learning theories.</li> <li>• Discuss factors that facilitate or inhibit learning throughout the lifespan.</li> <li>• Outline activities associated with the teaching process.</li> <li>• Identify selected teaching strategies utilized across the lifespan.</li> </ul>	Dr. S. Hirst	<p>Kozier et al. (2018). Chapter 26.</p> <p>Optional:</p> <p>RNAO. (2012). Facilitating client-centred learning. Toronto, Canada: Author.</p>
#10, March 13 <sup>th</sup>	Expertise in Nursing Practice: Enacting Relational Ethics	1.2 1.3 1.6 2.2	<ul style="list-style-type: none"> <li>• Define “ethics”.</li> <li>• Define the concept of “morality”.</li> </ul>	Dr. S. Raffin	<p>CNA. (2017). <i>Code of Ethics</i>. Ottawa, Canada: Author. Available on line <a href="https://www.cna-">https://www.cna-</a></p>

			<ul style="list-style-type: none"> <li>• Differentiate relational ethics from biomedical ethics.</li> <li>• Identify the core elements of relational ethics.</li> <li>• Differentiate amongst the concepts of values, beliefs, and assumptions.</li> <li>• Examine how values, beliefs, and assumptions influence registered nurses' practice.</li> <li>• Outline the seven primary values in the CNA's Code of Ethics.</li> </ul>		<a href="http://aiic.ca/en/on-the-issues/best-nursing/nursing-ethics">aiic.ca/en/on-the-issues/best-nursing/nursing-ethics</a> Kozier, et. al. (2018). Chapter 5. Optional: Carper, B.A. (1979). The ethic of caring. <i>Advances in Nursing Science</i> , 1(3), 11-19.
#11, March 20 <sup>th</sup>	Integration of Nursing Knowledge  Is it really time to talk about the Consolidated Learning Paper?		<ul style="list-style-type: none"> <li>• Articulate the relationships among the concepts explored in class, required and optional readings, and NURS 285 resources.</li> </ul>	Dr. S. Hirst	Posted D2L

			<ul style="list-style-type: none"> <li>Identify personal challenges in understanding and implementing concepts discussed to date into nursing practice.</li> </ul>		
#12, March 27 <sup>th</sup>	Expertise in Registered Nursing Practice: Legal Aspects of Practice	1.2 1.6	<ul style="list-style-type: none"> <li>Articulate the relationship between registered nursing practice and the law.</li> <li>Outline the basic structure of the Canadian legal system.</li> <li>Identify the significance of the Health Professions Act in regulating the practice of registered nurses.</li> <li>Discuss the role of continuing competence in professional nursing practice.</li> <li>Define Tort Law and the relationship to</li> </ul>	Dr. S. Hirst C. Mills	Kozier et al. (28). Chapter 6.

			potential sources of nursing liability.		
#13, April 3 <sup>rd</sup>	Context for Nursing Practice: The Canadian Health Care System	1.2 7.4	<ul style="list-style-type: none"> <li>Describe the evolution of the Canadian Health Care system in Canada.</li> <li>Outline the five principles of the Canada Health Act.</li> <li>Relate the social, political, technological, economic, and other factors that affect health care delivery and influence health system reform.</li> <li>Describe the Alberta Health Care System, differentiating between the role of the provincial government and Alberta Health Services.</li> </ul>	Dr. S. Hirst	Kozier et al. (2018). Chapter 9.

#14, April 10 <sup>th</sup>	Review of "Personal" Professional Nursing Progress	3.5	<ul style="list-style-type: none"> <li>• Demonstrate the integration of course learning.</li> <li>• Identify concepts that continue to challenge our learning and nursing practice.</li> </ul>	Dr. S. Hirst	Posted on D2L
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University of Calgary BN Program  
Curricular Themes, **Sub-Themes** and **Program Learner Outcomes**

1. Nursing as a Practice Discipline

Nursing as a *practice discipline* has a unique place, work, goals, roles and contributions to a society in promoting, maintaining, supporting and restoring health, bearing witness, alleviating distress and achieving optimum *quality of life* for members of that society; nursing contributes through enacting its *full scope of professional practice*.

1.1 Personal Accountability and Professional Responsibility:

Displays behaviours of personal accountability and professional responsibility in the course of enacting and documenting nursing practice directed towards achieving positive health transitions for clients

1.2 Scope of Practice:

Demonstrates understanding of nurses' scope of practice, integrating practices that are reflective of full scope Registered Nurse practice

1.3 Theory for Practice:

Displays strong ability to utilize theoretic nursing frameworks to understand and direct unique professional practice

1.4 Nursing Practice Goals:

Articulates nursing sensitive goals and outcomes for client care

1.5 Quality of Life and Quality of Care Outcomes:

Establishes care benchmarks and evaluates outcomes of care in a timely manner according to these benchmarks, modifying care as necessary

1.6 Practice Based on Best Evidence:

Skillfully considers best practice evidence in nursing and health care; nurse expertise; client state, circumstances, preferences and values; and evaluation of health care resources in planning and delivering nursing care

2. Student as Professional

Students are prepared for the discipline and profession of nursing and its commitment to an *ethical/social justice* perspective and by way of this education program, develop particular skills, dispositions, and competencies to meet the standards of professional practice

#### **2.1 Social Justice Perspective:**

Demonstrates knowledge and behaviours to address social/health inequities for vulnerable populations as well as enacts the principles of social justice while providing safe, competent, ethical care within the systems in which health care is delivered

#### **2.2 Professional Standards:**

Incorporates in a conscious manner CARNA Standards of Nursing Practice(2005) and the Canadian Nurses Association Code of Ethics (2008) in planning and delivering care

#### **2.3 Communication and Collaboration Skills:**

Integrates purposeful communication, collaboration, consultation, and advocacy skills and relationship-centered care directed toward client understanding of and choice for care

#### **2.4 Client-Centered Nursing Practices:**

Employs effective assessment, psychomotor, technical and teaching skills based on humanistic practices

#### **2.5 Client Safety:**

Displays knowledge of factors influencing client safety and vigilance in protecting client safety in the course of providing client care

#### **2.6 Information and Communication Technological Skills:**

Possesses developed and fluid information search skills as well as skill in the utilization of nursing informatics and communication technology to support and enhance quality health care

### **3. Nursing As a Scholarly Activity**

**Skills of scholarship, inquiry, analysis, critical thinking and research mindedness** are seen as essential if effective, long-term change is to be made in the health of a society and, therefore, form essential foundations in the education of the student in this program

#### **3.1 Disciplinary Nursing Knowledge:**

Acquires, generates and applies disciplinary nursing knowledge extending foundational biological and social science knowledge

#### **3.2 Curiosity and Lifelong Learning:**

Demonstrates personal commitment to self-directed, lifelong learning and reflection foundational to continuing professional competence

#### **3.3 Acquisition and Appraisal of Practice Knowledge:**

Demonstrates research-mindedness and scholarliness in the critical appraisal of knowledge for nursing practice

#### **3.4 Thinking Skills:**

Displays advanced thinking skills inclusive of ability for analysis, critical thinking, ethical problem-solving and knowledgeable clinical reasoning and decision-making

### 3.5 Writing Skills:

Produce documents that are clear, relevant, organized and thorough using professional and scholarly writing

## 4. Knowing the Client

Understanding the client as *individual, family, group, community and population*; the curriculum acknowledges that *complexity* of the client, seen as diversity of circumstance, culture, health values, goals and context and the *complexity* of health challenges, whether in achieving wellness or dealing with illness, mark every health situation and nurse patient/client interaction

### 4.1 Commitment to “Knowing” the Client from a holistic perspective:

Translates knowledge of the uniqueness, developmental stage, complexity and inherent differences and values of clients as individuals, family, group, or population into holistic care practices

### 4.2 Individualized Client Assessment and Care Decisions:

Demonstrates data collection, interpretations and nursing judgments directed towards recognizing patterns of health and illness in the context of person and their unique situation

### 4.3 Individual to Aggregate Perspectives:

Holds knowledge of population profiles and demonstrates fluidity in integrating movement from individual to aggregate perspectives

## 5. Understanding and Managing Complex Health Challenges

The clients of nursing are faced with health challenges contextualized within *complex environments* that create and influence *multiple determinants of health*; health challenges are seen within and affected by *transitions* of many kinds across the lifespan; these transitions can pose points of vulnerability that may cause disruption to health and wellness; knowledge of specific health challenges to individuals, families, groups, communities and populations are known and addressed by nurses in the Alberta and Canadian contexts

### 5.1 Knowledge of Complex Health Challenges:

Incorporates knowledge of complex health challenges, illness and disease as well as wellness and health transitions into care practices

### 5.2 Impact of Context in Creating and Shaping Complex Health Challenge:

Analyzes impact of complex contextual factors on client care and nursing practices, intervening when needed to address client health challenge

### 5.3 Risk Reduction, Prevention and Health Promotion:

Works from a framework of levels of prevention and health promotion, support, maintenance, restoration and palliation in planning and delivering client care

### 5.4 Knowledge Base for Nursing Therapeutics and Practices:

Possesses depth and specificity of nursing, bioscience, social and behavioral sciences to support selection and implementation of nursing practices

### 5.5 Skill and Leadership in Managing Complex Health Challenge:

Demonstrates emerging leadership and skill in responding to complex client health situations and urgent or rapidly changing client health situations

## 6. Health, Health Promotion, Wellness/Disease/Illness and Primary Health Care

The broad constructs of, *population health*, *primary health care*, *health promotion* and *primary, secondary and tertiary prevention* are seen as the means to make meaningful differences in optimizing health of the clients of nursing and advancing health and wellness in a society

### 6.1 Population Needs-Based Approach:

Consistently applies population health research and upstream thinking in approaches to client care

### 6.2 Practice Based on Principles of Primary Health Care:

Takes action based on principles of accessibility, public participation, health promotion, appropriate technology and intersectoral cooperation

## 7. Leadership and Systems of Care

Students are knowledgeable concerning the role *health service design* plays as a *determinant of health* ; it is recognized that foundational quality client care is based on health care that emphasizes safety and knowledge of factors and practices that *protect client safety*; quality client care is seen to emerge from practice learning that emphasizes *collaborative practice models* and *interprofessional learning*; Registered Nurses are prepared to, and expect, to play leadership roles in clinical practice.

### 7.1 Healthy and Safe Practice Environments:

Employs leadership skills and practices to promote and sustain healthful environments and safe systems of care

### 7.2 Change Strategies:

Implements and evaluates change strategies in a thoughtful, respectful manner taking into account the implications of contextual factors

### 7.3 Collaborative Interprofessional Practice:

Works competently, respectfully and professionally with other disciplines and professions for the benefit of clients

### 7.4 Primary Health Care Services:

Has knowledge of the contributions of primary health care services, and the roles of Registered Nurses in primary health care services to population health

### APPROVED BY:

Undergraduate Curriculum Committee – April 26, 2010

Undergraduate Coordinating Group – May 11, 2010

Executive Committee of Council – May 13, 2010



Faculty of Nursing Full Council – May 19, 2010

**REVISIONS APPROVED BY:**

Undergraduate Curriculum Committee October 15, 2010  
Undergraduate Programs Committee – November 18, 2010  
Undergraduate Coordinating Group - December 16, 2010  
Executive Committee of Council – January 13, 2011