Nursing 1011

Nursing as a Profession

COURSE PROFESSOR
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COURSE DESCRIPTION
This course is an introduction to the foundations of nursing as a profession including its heritage and practices. Examines the UNB nursing curriculum and philosophy.

PURPOSE
- To promote a beginning understanding of the profession of nursing.
- To contribute to the processes of socializing learners to the roles of university students and nurses.

REQUIRED TEXTS & RESOURCES
- Purdue Online Writing Lab APA Guide: http://owl.english.purdue.edu/owl/
- Life Science Student Lab Notebook (available at UNB Bookstore)

CLASSES
Tuesday: 10-11:50
Room: ML 16
Tuesday: 1-1:50
Room: ML 14

IMPORTANT DATES
October 9, 2012
In-class Assignment #1

October 16th, 2012
Team Contribution

October 30, 2012
Scholarly Paper

November 27, 2012
In-class Assignment #2

December 4, 2012
Group Video Presentation

December 4, 2012
Team Contribution

TBA – During Exam Period

Final Exam – Closed Book
The Bachelor of Nursing (BN) program is designed around five core abilities, which are “complex combinations of motivations, dispositions, attitudes, values, strategies, behaviors, self-perceptions and knowledge of concepts and procedures...” Abilities cannot be observed directly because of their complexity; thus, program and course outcomes, which are practice-oriented statements are used to provide a tangible goal for desired learning and a standard for assessing learning. Through intentionally designed teaching strategies, learning activities and assessment procedures related to the course and program outcomes learners are guided to develop the requisite abilities required of a baccalaureate prepared nurse. The following course outcomes will be addressed in this course:

**LEARNING OUTCOMES FOR NURS 1011**

1. **Knowledge and its Application**
   1.1 Begins to identify appropriate sources of information, to explore and apply nursing metaparadigm concepts and to articulate a beginning definition of professional nursing identity.

2. **Communication**
   2.1 Conveys in written form (using APA format and the elements of clear writing), a credible analysis of an assigned topic, using appropriate information technologies (word processing, formatting) with beginning competence.
   2.5 Beginning to use relevant information technologies to support communication.

3. **Critical Thinking/Skills of Analysis**
   3.3 Critically considers differing viewpoints when developing a position about the profession of nursing.
   3.4 Considers how personal knowledge, experience, intuition and subjective ways of knowing inform one’s worldview and its potential impact on nursing.

4. **Professional Identity**
   4.1 Recognizes professional, ethical and legal standards and their influence in professional practice.
   4.3 Explores personal leadership potential through consideration of various definitions and attributes of leadership.
   4.6 Explores societies’ notions about the nursing profession and how they align with professional expectations, standards and citizenship.

5. **Social Justice/Effective Citizenship**
   5.1 Recognizes the contributions nursing has made to social justice by exploring nursing through a historical view.
   5.3 Recognizes the influence of social, political and economic factors on the organization of the healthcare system.
   5.5 At an introductory level, explores diverse sources of information and personal experience, which contribute to an enhanced appreciation of citizenship within social and political contexts.
DESIRE TO LEARN (D2L)
Desire to Learn (D2L) is the learning management system used at UNB. I will be using D2L to post learning guides and information about assignments and will communicate with you via email in D2L. Please make a point of checking your e-mail in D2L regularly to ensure you are up to date and well informed. To access D2L, click on the Inside UNB button on the top right hand corner of the UNB Homepage www.unb.ca. Click to Log in My UNB portal. Enter your UNB Login ID and UNB Pin. Select NURS 1011 - 2012 FA. Once inside the course take some time to familiarize yourself with the course format. Please note that if you have difficulty accessing the course content and readings you may want to use Mozilla Firefox as your web browser. The link for the free download is located on the homepage of the course.

COMMUNICATION
Please use D2L email to communicate with me and to make appointments to meet with me. I will respond to your e-mail within 24 hours, except on weekends and holidays when they will be addressed on the next working day. Therefore, do not leave important questions regarding assignments and class preparation until the last minute, as you will not receive a response during non-working hours. Feel free to drop by my office to make an appointment to discuss any questions or concerns you may have about the course.

CLASS ATTENDANCE
Nurses and nursing students are expected to demonstrate professional accountability by practicing according to the professional standards and Code of Ethics. Participation in this course and related activities is intended to foster professional accountability and to facilitate the transition toward becoming a professional nurse. Each student will be expected to demonstrate responsibility for his/her own learning, for creating a safe learning environment for others and to fully participate as a team member in all learning activities. In accordance with the university academic regulations, full class attendance and participation is required.

The University Academic Regulations regarding class attendance stipulate that students are expected to attend all classes, laboratories, tutorials, or other class meetings officially designated for a particular course. They are expected, also, to complete all assignments. An instructor may assign a final grade of F in the course to a student who fails to meet any one of these requirements, including failure to maintain the stipulated attendance policy. It is the responsibility of a student who is absent during the first two weeks to ascertain the requirements of the course. (UNB Undergraduate Calendar, 2012-2013, Section I. General Course Regulations, A. Class Attendance, retrieved from: https://eservices.unb.ca/calendar/undergraduate/display.cgi?tables=regulations&id=7

ACADEMIC INTEGRITY/PLAGIARISM
The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offense. Plagiarism includes:
1. quoting verbatim or almost verbatim from a source (such as copyrighted material, notes, letters, business entries, computer materials, etc.) without acknowledgment;
2. adopting someone else’s line of thought, argument, arrangement, or supporting evidence (such as, for example, statistics, bibliographies, etc.) without indicating such dependence;
3. submitting someone else’s work, in whatever form (film, workbook, artwork, computer materials, etc.) without acknowledgment;
4. knowingly representing as one’s own work any idea of another.

Examples of academic offences include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test of other course materials through theft, collusion, purchase or other improper manner; submitting course work that is identical or substantially similar to work that has been submitted for another course; and more as set out in the academic regulations found in the Undergraduate Calendar. Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence in the student’s transcript. For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit http://nocheating.unb.ca. It is the student’s responsibility to know the regulations.

TEAM-BASED LEARNING: PHILOSOPHY AND PREPARATION
Professional nursing practice requires the ability to access and analyze information, and to apply learning in multiple and often unfamiliar health-related contexts. It is important that nursing students learn how to gather, interpret and apply new knowledge to practical situation. To this end, this course will use a Team Based Learning approach (Michaelson, 2004) to assist learners to think critically and apply knowledge rather than memorize multiple facts. The process will be as follows:
• You will be placed in teams of 5 or 6 students (randomly assigned by course instructor) on the first day of class and will work collaboratively together on course modules for the rest of the term. Assigned readings for each module will be placed in D2L. The readings have been selected to familiarize learners with key concepts required to develop an understanding of professional nursing practice.
• At the beginning of each of the 5 course modules, all students will take an Individual Readiness Test (iRAT) followed by a Team Readiness Test (tRAT). The Readiness Assessment Tests (10-15 multiple-choice questions) determine students’ preparedness to participate in learning activities.
• The remainder of the classes in each module will focus on how the concepts can be applied in a variety of settings or situations. All teams are expected to complete each class activity. All activities must be handed in at the end of class in order to receive credit for the course.
• Marks for team and individual assignments will be weighted as indicated in the chart below. Actual weighting of assignments will be determined by students as an in-class activity.
• Each student will also be responsible for completing individual learning activities.
• All students are expected to create a safe learning environment and to actively participate as a team member, share experiences, pose questions and reflect critically on the course content.
• Each student is required to participate in determining team contribution marks.
Assessment of Learning

Marks for NURS 1011 will be earned through completion of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Individual Assignments</td>
<td>35%</td>
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<tr>
<td>Readiness Assurance Tests (iRat)</td>
<td>25%</td>
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<tr>
<td>Scholarly Paper</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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<tr>
<td>Team Assignments</td>
<td>50%</td>
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<tr>
<td>Readiness Assurance Tests (tRat)</td>
<td>30%</td>
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<tr>
<td>In-class Assignments #1</td>
<td>15%</td>
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<tr>
<td>In-class Assignments #2</td>
<td>15%</td>
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<tr>
<td>Group Video Assignment</td>
<td>40%</td>
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<tr>
<td>Team Contribution</td>
<td>15%</td>
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Grading Scheme

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<tr>
<th>Grade</th>
<th>90-100</th>
<th>85-89</th>
<th>80-84</th>
<th>77-79</th>
<th>74-76</th>
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<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
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A grade of “C” or better is required to pass all nursing course.

NOTE: When final grades are calculated, they will be “rounded” to the nearest whole number. All final grades that are calculated to include 0.5-0.9 will be rounded up to the next whole number. All final grades that include 0.1-0.4 will not be rounded up. For example, a final grade of 84.6 will be rounded to 85 (A), and a final grade of 84.3 will be rounded to 84 (A-).

Individual Assignments

Individual Readiness Assurance Tests (IRAT)
Described in TBL Philosophy and Preparation section.

Scholarly Paper
Each of you will be required to submit a scholarly paper related to the concept of nursing leadership.

Final Exam
A final exam will be scheduled during the UNB exam period. This cumulative exam (includes content from September to December) will consist of multiple-choice questions. Questions will be focused on both knowledge and application. Tests will be administered during exam period. All tests are closed book. Please bring a pencil, pen and eraser.

Team Assignments

Team Readiness Assessment Tests (TRATS)
Described in TBL Philosophy and Preparation section.

Web site Evaluation
In class, teams of students will be provided with two websites to review to determine the credibility of the information on the site.

Case Study Analysis
In class, student team will work collaboratively to analyze a case study that integrates concepts learned in the course.

YouTube Assignment
Together, team members will be expected to develop a YouTube video about a topic relevant to the nursing profession. The video will be presented on the last day of class.

Team Contribution

Peer Review
Each student will evaluate the contributions of all other members of his/her team based on specified guidelines.
Scholarly Paper

Nursing Leadership: Exploring Transformational Leadership in Nursing.

Purpose: Professional nurses face many challenges in the workplace that require them to assume leadership roles. Of all the contemporary leadership styles, transformational leadership is most frequently referred to in the nursing literature. For this assignment you will be required to write a scholarly paper in which you: (a) discuss transformational leadership style; (b) write about your own leadership style and how it relates to your review of the literature on transformational leadership; and (c) explain whether or not you believe transformational leadership is important in the nursing profession. Be sure to provide support for your argument.

Due: October 30

Value: 40% of Individual Assignment Mark

Format: APA; maximum 6 double-spaced pages (excluding title page and references)

1. Conduct a library search and choose at least three (3) articles about transformational leadership style.
2. Write an introductory paragraph that sets the context, explains why you think your main idea is important, and includes your thesis statement.
3. Write a section in which you summarize the results of your library search on transformational leadership. Be sure to reference all ideas that are not your own using APA in-text citations.
4. Write a section in which you compare and contrast your personal leadership experiences with transformational leadership. Describe strategies you might use as a nursing student to develop your leadership skills.
5. Write a section in which you present a logical argument for whether or not you believe transformational leadership is important to the nursing profession; explain why/why not.
6. Write a concluding paragraph in which you restate your topic and its importance, restate your thesis and explain why readers should align with your position. Be sure to include a strong closing sentence that connects leadership to nursing. (www.owl.english.purdue.edu/owl/)

Assignment Outcomes

2.1 Conveys in written form (using APA format and the elements of clear writing), a credible analysis of an assigned topic, using appropriate information technologies (word processing, formatting) with beginning competence.

2.5 Beginning to use relevant information technologies to support communication.

3.4 Considers how personal knowledge, experience, intuition and subjective ways of knowing inform one’s worldview and its potential impact on nursing.

4.3 Explores personal leadership potential through consideration of various definitions and attributes of leadership.
In-Class Team Assignments

Assignment 1: Website Analysis

Purpose: Learning how to choose the most reliable evidence to inform professional practice and care decisions is an essential skill for nurses. Given the volume of information available on the Web it is important that nurses are able to retrieve information from reliable websites to validate their decisions.

Due: October 9

Value: 15% of Team Performance mark

1. In class, you will be given two websites to review.
2. As a team you will apply guidelines learned from readings to determine which of the two websites is the most credible.
3. The team will then construct a written argument that substantiates their choice of websites.
4. One person from each team will present the rationale for their choice to the other teams.
5. All teams will be expected to critique other team’s website analysis.

Assignment 2: Integrative Case Study

Purpose: It is important for nurses to be able to accurately interpret information, to think carefully and critically and apply new knowledge in a variety of situations. This assignment will provide your team with an opportunity to work collaboratively to integrate and apply your learning about social justice, cultural competence and ethical sensitivity.

Due: November 27

Value: 15% of Team Performance mark

1. In class each team will be given a case study with guiding questions.
2. Drawing on readings from Module 5 and learning gained during the term in class, teams will prepare written responses to each of the questions.
3. Each team will defend their responses and rationale in class.
Team Assignment
YouTube video

What Does it Mean to be a Professional Nurse?

**Purpose:** An important part of becoming a reflective and critical thinker involves learning to examine and thoughtfully consider both sides of any situation and to be able to clearly communicate your position to others. This team video assignment will allow you to use technology to present evidence-based perspectives about both sides of an argument in an engaging manner.

**Due:** December 4

**Format:** YouTube video

**Value:** 40% of Team Performance mark

1. As a team you will select one of the following topics:
   - the nursing profession is influenced by its historical roots;
   - professionalism is largely determined by what nurses wear;
   - nursing is a profession;
   - the media influences how the public perceives nurses;
   - nurses must be good citizens;
2. Create a brief YouTube video (maximum 10 minutes) that presents both sides of the selected topic to the viewing audience. All videos must be uploaded to the NURS 1011 YouTube Channel.
3. All team members will be expected to contribute equally to the production of the video. All members will receive the same mark.
4. Each team will present their YouTube video during the last day of class, and will be expected to respond to questions raised by other teams.
5. Each team will be required to ask at least one question about each video to the presenters.

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Multi-Media Training

Teams will need to schedule time outside of class at the Multi-Media Lab to learn how to create and upload their YouTube videos. Please contact Dana Hope (453-5171) to arrange a team tutorial (D’Avry Hall, Room 234). Equipment can be signed out at the Equipment Pool (D’Avry Hall, Room 133). Call 453-4505 to reserve equipment. Appointments need to be booked no later than September 21st. There is no class scheduled on November 6th in lieu of time required for multi-media training.
Team Contribution
Peer review

How Did We Work Together as a Team?

Purpose: Peer evaluations are an essential component of TBL. It is important that the relative contribution of each member of the team be reflected in the credit received for the course grade.

Due: October 16th and December 4th

Value: 15% of overall mark

Format: Student survey

1. Each student will evaluate the contributions of all other team members during the course by assigning an average of 10 points to the other team members. For example, in a 5-member team, each student will assign a total of 40 points to the other four members of the team.

2. To ensure some differentiation in ratings each student must assign one member at least one score of 11 or higher (maximum 15) and at least one score of 9 or lower.

3. Team contribution scores will be the average of the points received and will produce differences within teams. This means that team member can not help everyone in their team get an “A” by giving everyone high team contribution scores.

4. The only way for everyone in the team to earn an “A” is by doing an outstanding job on the individual and team assignments.