

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
NURS 3008 - Introduction to Baccalaureate Nursing
January 2012
Mondays 1600 – 1850
Room Markin Hall 1035**

Instructor: Mark Pijl Zieber RN, PhD(c)
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Office Appointments: Available on request ☺

Course Description:

This course provides an introduction to concepts of self-directed learning, group learning, and scholarly writing. Specific goals of this course include the following, to:

1. Develop beginning skills as self-directed learners;
2. Enhance knowledge and skills in group learning process and process of working groups;
3. Enhance critical-thinking skills and strategies for improving these skills, individually and as part of group process development;
4. Enhance skills and understanding of reflective-practice process;
5. Critically examine nursing practice based on evidence;
6. Demonstrate scholarly writing skills.

Highly Recommended Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
 Zilm, G. (1998). *The SMART way: An introduction to writing for nurses*. Toronto, ON: Harcourt Brace.

Potential course schedule:

Date	Theme	
Jan 9	Orientation & Introduction - Moodle Introduction – Self directed learning, Writing effectively & APA	Computer Lab 5-6 pm
Jan 16	University learning & higher education	
Jan 23	Evidenced based knowledge – Choose scenario #1	Library session
Jan 30	Scenario #1	Paper outline due
Feb 6	Complete scenario #1	
Feb 13	Teaching & learning	Quiz # 1 submit
Feb 20	Family Day /Reading break	No class
Feb 27	Research process – Choose scenario #2	Paper draft 1 Due
March 5	Scenario #2	
March 12	Complete Scenario #2 – Choose scenario #3	Quiz # 2 submit
March 19	Scenario #3	
March 26	Complete Scenario #3	Quiz # 3 submit
April 2	Information and technology in health care - Political action	
April 9	Easter holiday	
April 16	Last day of class	Final paper due

Assignments

		Marks	Due Date
1.	Evidence posting & Rationale	40%	posted by each class day
2.	academic paper	30%	As per schedule previous page
3.	quizzes 10% X3	30%	As per schedule previous page

1. Evidence posting & Rationale

Fundamental to learning is a solid evidence base. Each week you will search and find 2 pieces of evidence that pertain to the topic of the week. You will also post to the Moodle discussion a 1 page rationale for your choice of the two pieces of evidence. Criteria for evaluation will include consistency of posting your evidence and rationale and depth of critical thinking represented by your rationales. See page 6 for marking sheet

2. Academic Paper: 8 to 12 pages (APA 6 style)

This assignment will allow you to develop an academic paper that relates to one of the three choices:

A- Your choice to pursue your degree in nursing. It will be a synthesis of your reflections about this choice you have made and what the literature says pertaining to your rationales for pursuing your degree.

This option will consist of the following parts:

- Introduction
- Reflection on why you chose to pursue your degree/Area of
- The literature relating to this choice
- An analysis of how your reflective ideas and the literature relate to each other
- Conclusion

Or

B- Describe and analyze an area of practice that requires a BN degree. Analyze the unique qualities of this area of practice and their choice to require a BN degree.

This option will consist of the following parts:

- Introduction
- Description of the area of practice
- A literature review pertaining to this area of practice
- Analysis of the area of practice including their rationale for requiring a degree.
- Conclusion

Or

C- Come up with another good topic. Please run your idea by me.

See page 7 for academic paper marking sheet

Since writing is often a struggle for post-diploma students the process of the paper will have three parts. Your paper idea/outline will be due earlier in the term, a draft 1 at about midpoint and the final production due at the end of the term.

3. Quizzes

There will be 3 Quizzes. Each worth 10%. They will cover the broad conceptual understanding underpinning the three cases covered. Quizzes will be approximately 20 - 30 minutes in length and will have a variety of questions. Topic areas for each quiz will be based on the learning objectives of the cases chosen.

Possible Scenarios

Name of Client	Problem
Jim Stanowych	34-year married man who is HIV positive
Clinical Failure	Teaching & learning
Angelo Rizzo	Community and family care
Trauma Scenario	Nursing shortage in an ER department
Optional Case	-As negotiated-

Student's Role As self-directed learners, students will:

1. Accept responsibility for role in supporting an environment that is conducive to learning, for instance, be:
 - receptive to new roles of teacher and students in teaching and learning,
 - open to exploring what knowledge is,
 - keen to contemplate what learning is, and
 - be ready to benefit from the various ways of learning.
2. Respect need for discussion in learning by acknowledging ideas of others and willingly sharing own ideas to enhance learning.
3. Be an active participant in the learning process, that is, be a self-directed learner and responsible collaborator.
4. Accept responsibility by determining both individual and group learning goals and objectives.
5. Actively seek resources to complete objectives for individual and group learning.
6. Develop problem-solving, decision-making, critical-thinking, and creativity skills, as well as skills related to life-long learning, accessing resources, identifying individual learning styles, and negotiation.
7. Develop skills in self- and peer evaluation.
8. Invest sufficient time in seeking answers to learning objectives.

Instructor's Role - As facilitator for self-directed learners, the teacher will:

1. Create teaching-learning environment, one that instills: safety, trust among all members, acceptance of each member as individuals who contribute to the process of learning, confidence in participants as learners, and support for each other and for group success.
2. Accept responsibility for construction of the course to ensure that relevant concepts, principles, facts, and skills are learned although students select learning opportunities.
3. Guide self-directed learners in their roles and assist them to understand role of tutor as facilitator.
4. Delegate the responsibility for choosing learning opportunities to the students.
5. Facilitate the initiation of the learning process and provides additional assistance when requested by self-directed learners.
6. Monitor and support discussion of ideas to enhance learning.
7. Collaborate as a co-learner.
8. Evaluate ongoing individual and group activity as well as assignments.

GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS:

All written assignments should be typewritten and include a title page, reference list, and appendices (if needed). Papers should be double spaced, on unlined paper, with a minimum of one-inch (2.54 cm.) margins all around. APA 6 (2009) guidelines will be utilized in marking and it is, therefore, strongly recommended that you familiarize yourself with this reference style or the negotiated acceptable alternate **(particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources)**. To enhance objectivity in marking, **include only your student identification number on the title page**. Familiarize yourself with the marking criteria for each assignment **and include the marking sheet when handing in the assignment**.

All assignments are due at the beginning of class on the specified due date.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use nursing and English dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

Further, students are referred to *The University of Lethbridge Calendar 2011 - 2012* regarding academic offenses such as plagiarism and cheating

Late Papers/Assignments:

All papers and assignments must be submitted by the beginning of class on the due date **UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER** in advance of the scheduled due date.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day.

If an assignment is to be submitted late and on a holiday or weekend then an electronic copy should be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day then the calculation of penalty will apply to the submission of the electronic version.

Attendance:

In-class attendance is important both from an academic and professional perspective. If more than 6 absences occur then it will be considered that the course objectives cannot be met.

Grading breakdown:

Students must complete all assignments, including full participation in classroom activities and group work, to pass this course. The grading system is consistent with that established in the Faculty of Health Sciences effective May 1, 2002.

Letter	GPA	Percent		Letter	GPA	Percent
A+	4.0	95 - 100%		C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%		C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%		C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%		D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%		D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%		F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Evidence and Rationale Marking Guide

Student:

	F Fail	D Minimal Pass	C Satisfactory	B Good	A Excellent
Submission of articles 0.0 /40	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Minimal submission of assets on a weekly basis. Submissions are inconsistent. <input type="checkbox"/> Choice of assets represent a minimal search process, perhaps from limited databases	<input type="checkbox"/> Adequate submission of assets on a weekly basis. Submissions are inconsistent. <input type="checkbox"/> Choice of assets represent a decent search process, perhaps from limited databases	<input type="checkbox"/> Good submission of assets on a weekly basis <input type="checkbox"/> Choice of assets represent a good search process with a diversity of databases	<input type="checkbox"/> Excellent submission of assets on a weekly basis. Submissions go beyond minimal requirements <input type="checkbox"/> Choice of assets represent an extensive search process incorporating multiple sources and a critical appraisal process
Rationale for articles 0.0 /60	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Critical thinking superficial. Reflects public knowledge <input type="checkbox"/> Level of critical thinking demonstrated is at a knowledge level. Engagement is at an observer participant level <input type="checkbox"/> Evaluation of the assets and significance to practice is adequate but lacks significant thinking or a critical thinking approach <input type="checkbox"/> Expression of ideas unclear and confusing.	<input type="checkbox"/> Critical thinking beginning but lacking sophistication and depth <input type="checkbox"/> Level of critical thinking demonstrated is at a comprehension level. Engagement is at an understanding and translating level <input type="checkbox"/> Evaluation of the assets and significance to practice is adequate but superficial <input type="checkbox"/> Expression of ideas is reasonable and coherent	<input type="checkbox"/> Critical thinking present with some depth <input type="checkbox"/> Level of critical thinking demonstrated is at an application level. Engagement is at a user problem solving level <input type="checkbox"/> Evaluation of the assets and significance to practice is good and represents significant thought <input type="checkbox"/> Expression of ideas is neat and clear	<input type="checkbox"/> Critical thinking demonstrated by making sophisticated insights and connections. <input type="checkbox"/> Level of critical thinking demonstrated is at an analysis level. Engagement is at an interpretation and connection level <input type="checkbox"/> Evaluation of the assets and significance to practice is insightful and represents complex and organized thinking <input type="checkbox"/> Expression of ideas utilized creativity and demonstrates excellence
0.0 /100		Will be computer to be worth 30% for the term			

COMMENTS

Articles –

-

Rationales –

-

Academic paper marking guide

Student:

	F Fail	D Minimal Pass	C Satisfactory	B Good	A Excellent
Organization for paper 0.0 /20	<input type="checkbox"/>	<input type="checkbox"/> Organization of the discussion is awkward and difficult to decipher <input type="checkbox"/> Logical connections between subsections and main issue not evident	<input type="checkbox"/> Organization of the discussion is awkward at times but can be perceived <input type="checkbox"/> Logical connections between subsections and main idea sometimes unclear	<input type="checkbox"/> Organization framework for the paper is identified and utilized <input type="checkbox"/> Logical connection between subsections and main issue clear	<input type="checkbox"/> Organizational framework is exceptional in both quality and simplicity <input type="checkbox"/> Each section of the paper builds on the previous to support the main thesis
Support for arguments 0.0 /30	<input type="checkbox"/>	<input type="checkbox"/> Reflection present but consists of a report or emotional feeling <input type="checkbox"/> Incorporates a barely adequate range of references of inconsistent quality. <input type="checkbox"/> Either supportive evidence or original expression is missing or not linked	<input type="checkbox"/> Reflection present and relates to past experience and meaning. <input type="checkbox"/> Incorporates a decent range and quality of scholarly resources, perhaps from a limited range of databases <input type="checkbox"/> Supportive evidence and original expression present but the link is awkward	<input type="checkbox"/> Reflection present and relates to application of practice and analysis <input type="checkbox"/> Incorporates a broad range of quality scholarly resources <input type="checkbox"/> Supportive evidence and original expression of arguments work together to create a strong argument	<input type="checkbox"/> Reflection present and consists of reasoning and synthesis <input type="checkbox"/> Incorporates an exceptionally broad range of significant scholarly references <input type="checkbox"/> Exceptional integration of supportive evidence and original expression of arguments
Depth of analysis 0.0 /40	<input type="checkbox"/>	<input type="checkbox"/> Summary of the literature predominates with an inconsistent level of analysis <input type="checkbox"/> Explanation of key points and conclusions occasionally lacking <input type="checkbox"/> Illustrative examples for key points not always appropriate	<input type="checkbox"/> Adequate analysis and examination of your topic, may not be viewed from multiple perspectives <input type="checkbox"/> Adequate explanation of key points and conclusions <input type="checkbox"/> Adequate use of illustrative examples for key points	<input type="checkbox"/> Thorough analysis and examination of the topic from multiple perspectives <input type="checkbox"/> Key points and conclusions are strong and well articulated <input type="checkbox"/> Strong illustrative examples illuminate key points	<input type="checkbox"/> Thorough analysis of multiple perspectives with insightful critical evaluation <input type="checkbox"/> Key points and conclusions demonstrate synthesis and integration <input type="checkbox"/> Exceptional illustrative examples make the key points come alive
Expression of ideas 0.0 /10	<input type="checkbox"/>	<input type="checkbox"/> Frequent grammatical errors including colloquial expressions, incomplete sentence structure, poor usage of terms and spelling errors <input type="checkbox"/> Logical flow or ideas difficult to follow at times with unnecessary wordiness and awkward expression <input type="checkbox"/> Citations and references incomplete or with major errors. A predominance of direct quotes prevails	<input type="checkbox"/> Occasional grammatical, sentence structure errors including colloquial expressions, incomplete sentence structure, poor usage of terms and spelling errors <input type="checkbox"/> Generally clear, logical expression of ideas. Some awkwardness present <input type="checkbox"/> Errors in citations and references. Direct and indirect quotes awkward at times	<input type="checkbox"/> Minor grammatical and sentence structure errors present but they do not hinder the writing presentation <input type="checkbox"/> Clear, logical and meaningful expression of ideas; words are well chosen <input type="checkbox"/> Occasional errors in citations and references; direct and indirect quotes used with effect	<input type="checkbox"/> Grammar, spelling & use of APA demonstrate excellence <input type="checkbox"/> Development of ideas, arguments and conclusions represents creativity and exceptional depth <input type="checkbox"/> Almost no errors in citations and references; both direct and indirect quotations used in significant ways
0.0 / 100	Will be computer to be worth 40% for the term				

COMMENTS

- Organization –
-
- Support –
-
- Analysis –
-
- Expression –
-

Blooms Taxonomy

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Available at - <http://www.coun.uvic.ca/learn/program/handouts/bloom.html>