



**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

**NURS 3135 – Professional Seminar II
Course Outline – Spring, 2013**

COURSE INSTRUCTOR(S)

Section A: *Wednesday 1500-1750*

Instructor: **Penni Wilson, BN, RN**
Office: M3122
Phone: 403-332-4031
E-mail: penni.wilson@uleth.ca

Markin Hall 1035

Section B: *Monday 0900-1150*

Instructor: **Em Pijl-Zieber, BScN, MEd, RN**
Office: M3120
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Markin Hall 1035

Section C: *Tuesday 1505-1745*

Instructor: **Shannon Spenceley, PhD, RN**
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Markin Hall 1035

Section D: *Thursday 1505-1745*

Instructor: **Penni Wilson, BN, RN**
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Section E: *Friday 0900-1150*

Instructor: **Suzanne Harris, BN, MSc (N), RN**
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Markin Hall 1035

THEORY COURSES COORDINATOR

Bernie Wojtowicz, BN, MHSc (N), RN

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COURSE DESCRIPTION

Credit hours: 3.0

Contact hours per week: 3-0-0

Pre-requisite: Completion of the first five semesters in the NESAs B.N. program OR completion of the first three semesters in the B.N. After-Degree Program

Co-requisites: One of Nursing 3020, 3125, or 3230

This course is an examination of the social, economic, ethical, and political issues and policies influencing the nursing profession and the health care system. Topics include scope of practice, legal liability, nursing work life, change strategies, leadership/management concepts, and individual responsibility for promoting effective change.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Critically examine the implications of social, political, economic and relational power and their influence on current registered nursing practice, education, and research;
2. Identify and discuss social, political, and economic issues and major political and social events/movements that have influenced the Canadian health care system, and the nursing profession;
3. Explore the ethical and legal implications of the above outcomes on current nursing practice, education, and research;
4. Articulate and critically reflect on the registered nurses' roles and responsibilities as members of the nursing profession and as part of the interdisciplinary health care team; and,
5. Explore change strategies and leadership/management concepts and how individual registered nurses can effect positive change within the practice setting.

REQUIRED RESOURCES

Texts/Journals:

Ross-Kerr, J. C., & Wood, M. J. (Eds.) (2011). *Canadian Nursing: Issues and Perspectives* (5th ed.). Toronto, ON: Elsevier. **(NOTE: the bookstore also carries the E-book version of this text.)**

Online:

- Canadian Nurses Association. (2006). *Toward 2020: Vision for nursing*. Ottawa, ON: Author.
- Canadian Nurses Association. (2012). National Expert Commission Report available at <http://www.cna-aiic.ca/expertcommission/>

RECOMMENDED RESOURCES

Buresh, B., & Gordon, S. (2006). *From silence to voice: What nurses know and must communicate to the public* (2nd ed.). Ithaca, NY: Cornell University Press.

Hibberd, J. M., & Smith, D. L. (2006). *Nursing leadership and management in Canada* (3rd ed.). Toronto, ON: Elsevier Mosby.

McIntyre, M., Thomlinson, E., & McDonald, C. (2010). *Realities of Canadian nursing: Professional, practice, and power issues* (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Nelson, S., & Gordon, S. (2006). *The complexities of care: Nursing reconsidered*. Ithaca, NY: ILR Press.

Pangman, V. C., & Pangman, C. (2010). *Nursing leadership from a Canadian perspective*. Philadelphia, PA: Lippincott Williams & Wilkins.

SYSTEM REQUIREMENTS

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If students are having difficulty with Moodle, they can check <http://moodleanswers.com/> to see if the answer to their problem is already posted online, or they can contact crdc.support@uleth.ca. If students are having difficulty with Internet access, they may call the IT Solutions Centre at 403-329-2490.

Recommended Web Access/Sites:

In addition to readings from the texts, you will be expected to take initiative in accessing a variety of recent, relevant, research-based journal articles and media materials to support in class discussions.

Some important sites include: Alberta Health Services (AHS); College and Association of Registered Nurses of Alberta (CARNA); International Council of Nurses (ICN); Canadian Nurses Association (CNA); Registered Nurses Association Ontario (RNAO); The Canadian Nurses Portal NurseONE (nurseONE.ca); and, United Nurses of Alberta (UNA).

LEARNING PROCESS

Learning is an active and collaborative process. You will get the most out of your learning experience when you participate in both individual and peer learning opportunities.

In collaborative learning, the instructor facilitates the learning process, challenging students to encounter the topics in a manner that questions assumptions and calls new ideas/knowledge about that topic into view. The course activities are designed to support and promote collaborative learning. To achieve this, you will participate as individuals, as members of small groups, and as members in the large group.

Please note: It is an expectation of all nursing programs that students will read widely (i.e. from a variety of sources). In a professional seminar course, the need to read extensively is even more important. We expect that you will read the required readings and that you will seek out and review additional articles, chapters, newspaper clippings, and so on, so that group interaction yields rich, in-depth discussion.

The instructors of this course will utilize a variety of teaching strategies intended to address the diverse learning styles of students and to promote the examination of the different concepts of this course:

- ☞ **Individual assignments and class discussion:** You will see that readings have been assigned. Many of these readings will come from your course textbook. Links to other readings that have been retrieved from other sources will be posted on Moodle. It is your responsibility to access and read these documents and come prepared to class to discuss them. You will also be expected to access other materials to complement the required readings and augment your knowledge. Class time will be set aside to discuss the course concepts related to the required readings.
- ☞ **Class presentations:** You will be expected to bring forward your ideas, reflections and questions arising from your exploration of key topics in the theme areas. As part of this process, you will lead your student colleagues in discussion on a selected topic.
- ☞ **Collaborative (group) learning:** Assignments come with expectations for you to participate in both small and large group discussions to achieve various learning outcomes and evaluation processes.

Creating a Positive Learning Environment: Professional Behaviour

One of the professional responsibilities of registered nurses is to participate in and contribute to the efforts of the team, and to represent a professional image of nursing. As well, registered nurses are expected to demonstrate leadership, display initiative, and encourage collaborative interactions among colleagues (CARNA, 2006)¹. These expectations include but are not limited to the following behaviours in this course:

1. Be punctual: Arrive for class and return from breaks on time and stay the entire class. Please inform your instructor if you will be late or must leave early. If you miss a class for any reason, you are responsible for all the material covered, for announcements made in your absence, and for acquiring any materials that may have been distributed in class. All students are required to contact the instructor and at least one group member *prior* to class if an absence is unavoidable.
2. Be professional: Turn off cell phones and any other electronic device not used for class discussion. If you use a laptop in class, confine activities to note-taking. Demonstrate courtesy: avoid cross talking and interrupting when someone else is speaking.
3. Be present: Attend all classes. Listen attentively and be prepared to enthusiastically engage in a number of learning strategies involved in class, including group discussions and various learning activities.
4. Be participatory: Be committed to self-directed learning, professional growth, and problem-solving within a group setting.
5. Be prepared: Complete all of the readings and have the necessary documents available for use during discussion.

It is expected that you will demonstrate progress toward attainment of the Entry to Practice Competencies¹, especially those concerned with Professional Responsibility and Accountability, a Specialized Body of Knowledge, Ethical Practice, and Professional Self-Regulation.

¹ CARNA. (2006). *Entry-to-practice competencies for the registered nurses profession*. Edmonton, AB: Author.

COURSE ASSIGNMENTS AND EVALUATION

Assignment	% of final grade
Student-group led discussion of selected topic	30%
Final paper focused on selected topic as related to a main theme of the course	20%
Quiz 1: Content from weeks 2-3 (week 4)	10%
Quiz 2: Content from weeks 4-6 (week 7)	10%
Quiz 3: Content from weeks 7-9 (week 10)	10%
Quiz 4: Content from weeks 10-12 (week 12 or 13 depending on section)	10%
One Minute Memos (5)	10% (2% each)

1. Student-led discussion of selected topic: (group grade): worth 30% of course grade (Due dates variable)

On the first day of class, each group will be assigned one main theme (refer to schedule of topics provided on Moodle), to be discussed on a particular week in the course. Under that theme, the group will zero in on a particular topic or question to be explored further. On the week that a particular theme is to be discussed, the student group assigned to that theme will be required to do a short presentation to the class (approximately 15-20 minutes), based on discovered information related to the topic/question. Following the presentation, the group must lead the class in a learning activity (approximately 25 minutes) that is intended to provoke class discussion of the topic. There are three parts to this assignment: the plan, the presentation, and the learning activity. See the information below, as well as the marking guide in this syllabus.

- A. **The plan.** Each group will develop a plan for their presentation; the plan is to be handed in to the instructor the day of the presentation, and include the following:
 - Identification and description of topic and how it relates to the main theme
 - Learning objectives for the audience
 - Activities and timelines for the presentation
 - Description of learning activity and plan for engagement of audience
 - Maximum of 3 pages; tabular or bulleted format is acceptable
 - Incorporation of evidence expected—minimum of five references (although APA is not required for the body of the paper, it is expected that you will include these elements of APA: a title page, and appropriately cited references in text, and a complete reference page).

- B. **The presentation.** This 15-20 minute presentation will be led by the group, and should include information discovered by the group members on the topic/question. The presentation should include:
 - An introduction of the presenters
 - A clear description/introduction of the topic/question being addressed

- A concise but complete presentation of the discovered information, including the different perspectives found on the topic/question
- A thoughtful discussion of the issue as it relates to the audience (emerging nursing professionals), and to health care in general
- A professional, prepared and engaging approach: you need to capture your audience!

C. **The learning activity.** This 20-25 minute activity should be focused on engaging your audience directly in an activity to enhance their understanding of the topic/question you have presented. This activity should:

- Be directly related to the learning objectives
- Engage the audience effectively
- Provoke audience discussion of the topic/question
- Be creative, and achievable within the time frame
- Allow you, as presenters, to evaluate whether or not you have met your objectives
- Culminate in a summary “take home message” or suggestions for action on the topic/question
- Demonstrate
 - creativity
 - attention to timing and organization
 - contribution from all group members
 - professional in tone and execution

**2. Reflective issue paper: (individual grade): worth 20% of course grade
(Due at the beginning of class, in week 9 in your section. Consult class schedule in this syllabus.)**

In this paper, you are encouraged to explore a topic that is of particular interest to you, and that relates to one of the main themes in the course. This is to be a reflective paper, in which you connect the selected topic to the evidence, as well as to your own practice as an emerging professional. This paper provides you with an opportunity to critically and analytically reflect on the growth and development of your nursing knowledge, skills and attitudes—and to challenge your own assumptions as you stand on the threshold of your professional nursing career.

This is a scholarly paper, 5 pages **maximum** in length (excluding references and the title page), and in APA format. Please note that only 5 pages of content will be graded; all material in excess of the 5 page maximum will not be graded. See grading guide for complete information on how this assignment will be evaluated.

**3. One-minute memos (individual grade; 2% for each memo): 10% of course grade
(Due dates variable)**

On five occasions throughout the term, students will be asked to complete a one-minute memo. The purpose of the one-minute memo is to help students identify what they learned and what remains unclear for them, and identify questions that have been generated as a result of the discussion.

The one-minute memo will be filled out and signed by each student. These will be handed in to the instructor. New questions that the discussion has generated for you will be discussed in the large group discussion the following week.

The following two questions will make up the one minute memo:

- a) What is the most significant thing you learned today?
- b) What new question(s) has the discussion produced for you?

4. QUIZZES: (individual grade) 10% each for a total of 40% of course grade

The purpose of the quizzes in this course is to ensure familiarity with the key concepts discussed, and to give students practice writing multiple choice examinations (the CRNE examination format). These multiple choice quizzes will be 20 questions long, will not be cumulative, and will be based on the assigned readings covered in the weeks since the last quiz.

GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with University regulations on duplication, “no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere” (U of L 2012/2013 Calendar, p. 80).

Please see section on Late Papers/Assignments below.

Refer to Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

GRADING

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%

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** at least 48 hours in advance of the scheduled due date, at the instructor's discretion.

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 up to a maximum of 14 calendar days, after which a grade of zero will be assigned. 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.

Assignments can be submitted in paper and/or electronic format as stipulated by the course instructor.

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.

Refer to *Part 3: Academic regulations, policies and program requirements* in the University of Lethbridge calendar for further information.

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.

COPYRIGHT STATEMENT

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

ATTENDANCE POLICY

Theory Course Attendance Policy

Purpose:

Attendance at all nursing theory classes is an expectation of the nursing program. Multiple absences may jeopardize a student's development of the knowledge base required for competent professional nursing practice and successful completion of course requirements. As adult learners, students are ultimately responsible for their own learning; however, it is also recognized that repeated absences may have a negative impact on collaborative learning experiences.

Policy Statements:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is the student's responsibility to notify their instructor/professor and student group members of their absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. Students are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan may be initiated by an instructor/professor for any student with repeated absences. A Theory Enhancement Plan is designed to support student success in meeting theory course requirements and outcomes.

Student Athletics Participation and Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESAGovernance Committees

Athletic Team Participation: The NESAGovernance Committees acknowledge that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team who anticipate absence from theory or practice course related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required practice hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.

CNSA Conference Attendance: Official student delegates and other nursing students who wish to attend the Canadian Nursing Students Association (CNSA) conference may be granted permission to attend the conference during course time as long as participation in these activities will not adversely affect achievement of course objectives. Permission to attend conferences will be granted for any student who is in good standing within the BN programs, and has no Enhancement Plans currently in effect.

Refer to the 2012/2013 NESAGovernance Committees Student Handbook for further information.

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 403-329-2766 <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. Please note that accommodations will not be made for students without the involvement of the Disabilities Resource Centre.

Student-led Discussion and Learning Activity Marking Guide: Spring 2013

Topic/Issue: _____

Students: _____ / _____ / _____ / _____ / _____ / _____

Evaluation of Assignment	Scoring	Mark
<p>Plan</p> <ul style="list-style-type: none"> • Identification/description of topic and how it relates to the main theme • Learning objectives for the audience are clear, achievable and specific • Activities and timelines for the presentation are outlined • Description of learning activity and plan for engagement of audience is included • Incorporation of evidence expected—minimum of five references • APA title page, APA references in text and reference page included <p>(Maximum of 3 pages; tabular or bulleted format accepted)</p>		/15
<p>Presentation</p> <ul style="list-style-type: none"> • Introduction of the presenters • Clear description and introduction of the topic/question being addressed • Concise but complete presentation of the discovered information, including the different perspectives found on the topic/question • Thoughtful discussion of the issue as it relates to the audience (emerging nursing professionals), and to health care in general • A professional, prepared and engaging approach 		/15
<p>Learning Activity</p> <ul style="list-style-type: none"> • Directly related to the learning objectives • Engages the audience effectively • Provokes audience discussion of the topic/question • Is creative, and achievable within the time frame • Includes steps to discover whether objectives have been met • Culminates in a summary “take home message” or suggestions for action on the topic/question • Students demonstrate: <ul style="list-style-type: none"> ○ creativity ○ attention to timing and organization ○ contribution from all group members ○ a professional tone and organized execution of the activity 		/20
TOTAL:		/50

Total mark for assignment = _____/50 = _____/30

COMMENTS:

Reflective Issue Paper Marking Guide: Spring 2013

Student: _____

Evaluation of Assignment	Scoring	Mark
<p>Organization of Paper</p> <ul style="list-style-type: none"> • Strong opening paragraph that orients the reader to central issue, and the purpose/premise of the paper • Background/introduction (the scope of the issue, and relevance of the issue to one of the main themes in the course) • Clear synthesis and organized presentation of ideas • Strong conclusion: <ul style="list-style-type: none"> - Summary of main ideas and key points - Discussion of implications for your nursing practice 		/10
<p>Depth of Analysis</p> <ul style="list-style-type: none"> • Incorporation of a theoretical framework for reflection and analysis (e.g. a nursing theory; nursing practice standards; CNA code of ethics; a change theory; a leadership theory; etc.) • Issue is analyzed from a professional nursing perspective • Issue is discussed reflectively: <ul style="list-style-type: none"> - Its interrelationships with your professional practice as an emerging professional - Evidence of how the issue has you confronting and challenging your own assumptions - Discussion of the new perspective(s) you now have on the issue, and how you see that perspective influencing your practice as a professional 		/30
<p>Expression and Incorporation of Ideas</p> <ul style="list-style-type: none"> • Grammar, punctuation, spelling • Professionally reflective and scholarly presentation • Appropriate application of APA • Incorporation of at least 4-6 scholarly references • Clear and logical flow of ideas from one paragraph/section to the next 		/10
TOTAL		/50

Total mark for assignment = _____/50 = _____/20

COMMENTS:

N3135: Professional Seminar II
Tentative Class Schedule – Spring 2013

WEEK		Sections				
<i>Note: Reading Week Feb 18-23</i>						
	Content	A	B	C	D	E
1	Introduction: Syllabus	Jan. 9	Jan. 14	Jan. 15	Jan. 10	Jan. 11
2	The health care system	Jan. 16	Jan. 21	Jan. 22	Jan. 17	Jan. 18
3	The nursing shortage	Jan. 23	Jan. 28	Jan. 29	Jan. 24	Jan. 25
4	<i>QUIZ 1</i> Advocating for change	Jan. 30	Feb. 4	Feb. 5	Jan. 31	Feb. 1
5	Scope of practice	Feb. 6	Feb. 11	Feb. 12	Feb. 7	Feb. 8
6	Advocacy and voice	Feb. 13	Feb. 18 Reading Week	Feb. 19 Reading Week	Feb. 14	Feb. 15
		Feb. 20 Reading Week	Feb. 25	Feb. 26	Feb. 21 Reading Week	Feb. 22 Reading Week
7	<i>QUIZ 2</i> Nursing education (Formative mid-term evaluations)	Feb. 27	Mar. 4	Mar. 5	Feb. 28	Mar. 1
8	Leadership	Mar. 6	Mar. 11	Mar. 12	Mar. 7	Mar. 8
9	Nursing: a diverse and multi- generational profession	Mar. 13	Mar. 18	Mar. 19	Mar. 14	Mar. 15
10	<i>QUIZ 3</i> Workplace health and inter- professional practice	Mar. 20	Mar. 25	Mar. 26	Mar. 21	Mar. 22
11	Primary health care	Mar. 27	Apr. 1 Easter	Apr. 2	Mar. 28	Mar. 29 Easter
			Apr. 8			Apr. 5
12	Professionalism	Apr. 3	Apr. 15 [Quiz 4]	Apr. 9	Apr. 4	Apr. 12
13	<i>QUIZ 4</i> Tying it all together	Apr. 10		Apr. 16	Apr. 11	Apr. 19