

**UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES**

**NURS 4135 Professional Seminar III
Course Outline: Spring 2015**

COURSE INSTRUCTOR

Section A: Monday 1500-1750 M1035
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COURSE DESCRIPTION

In this course students will examine psycho-social-spiritual, economic, ethical, and political issues influencing health, illness, and healing within both Canadian and global health care arenas. Evidence-based change strategies (e.g., political, marketing, leadership) that address these issues will be explored. Students will identify possible solutions to promote effective and efficient nursing care delivery to clients, families, and communities.

Prerequisite(s): Completion of all Year Three requirements in the NESA B.N. program or Completion of the first four semesters in the B.N. After Degree Program.

Co-requisite(s): One of Nursing 4510, Nursing 4520, or Nursing 4530

First day of class: January 12, 2015 Room: M1035

COURSE OUTCOMES

1. Synthesize knowledge of the nurse's professional and ethical roles and responsibilities with regard to influencing political and societal issues affecting health and well-being.
2. Critically examine change strategies and interventions that influence health care delivery to clients living in diverse cultural, socio-political and geographical settings.
3. Analyze relationships between nursing education, knowledge, research, and practice.
4. Embody leadership behaviors through the creation and development of a culture of dialogue and discovery.
5. Demonstrate skills in, and commitment to, self-directed learning and professional growth through verbal, non-verbal, and written communication; collaboration and problem-solving and consistent, meaningful engagement.

REQUIRED RESOURCES

Texts/Journals: Required readings will be posted on Moodle, and students are encouraged to access additional scholarly and grey literature to support their learning and class discussions on an ongoing basis. Links to relevant online resources will be provided through the course Moodle site.

Students are also encouraged to bring an Internet compatible device to class (laptop, tablet, smartphone) and to follow the class Twitter feed @NURS4135_PK.

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.

FOSTERING A POSITIVE LEARNING ENVIRONMENT

Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To create and sustain this environment, please:

- Turn your cell phone/smartphone off or set it to vibrate. Please do not take calls or send/receive text messages during class;
- Arrive to class/return from breaks on time and stay the entire class. If you are late, please remove your coat and organize your laptop/note-taking materials before entering the classroom and take the nearest seat available to avoid disruption. If you miss a class, you are responsible for the material covered, announcements, or materials distributed. Please negotiate with one of your group members to obtain the material you missed;
- Use laptops for note-taking responding to questions (e.g. Sli.do). Please do not check emails, watch movies, or access social networking sites (such as Facebook) during class;
- Once class has started, please remain in the room unless there is an emergency. A break will occur part way through the class to allow you to attend to personal matters;
- Demonstrate courtesy to your classmates by limiting cross talking during lecture and group discussions. Listen fully to your classmates and avoid interrupting when they are speaking.

COURSE ASSIGNMENTS AND EVALUATION

Assignment	% of final grade
Ebola as a Global Health Issue	40%
Mid-term Test	20%
Exploring Registered Nursing in a Global Context	10%
Strategies for a Successful Transition	10%
Final Test	20%
Twitter Bonus Marks	Up to 5%

Ebola as Global Health Issue (40%) – Due March 30th, 2015

A key learning goal in NURS 4135 is to develop awareness about the inherent complexity of global health issues, including: the interconnected and intersectional environmental contexts, which facilitate or mitigate global health problems; the role of policy, social marketing, population level interventions, technology, and information systems in combating these problems; and the ethical dilemmas that emerge when considering health issues on a global scale.

In this major, semester-long, group project, the current Ebola outbreak will serve as an exemplar case to explore the complex, multifaceted nature of global health issues. Student groups will assume the role of a team of registered nurses that are charged with addressing Ebola in the context of a country that has been affected by the current outbreak of Ebola in West Africa (***countries will be assigned in the first class***). Student groups will apply the knowledge and critical analysis skills acquired throughout the semester in the development of a 20 minute presentation to the class on March 30th, 2015.

Opportunities to apply the course material to your Ebola case will be provided throughout the semester, including the opportunity to share ideas and findings with other teams to examine commonalities,

contradictions, and conflicting experiences between the various countries. A Moodle discussion forum will be provided to facilitate the sharing of resources and ideas between the group members.

As you work through your case, address the following questions to the best of your ability.

1. Collect epidemiological statistics and information about the Ebola outbreak in your assigned country, and examine the impact this disease has had on the health and well-being of the country as a whole. Situate Ebola in the context of other health issues facing the country – are there larger health concerns, and are these other concerns receiving an appropriate level of attention during this outbreak.
2. What global health actors (domestic and international) are active in addressing the Ebola outbreak in this country? Are any significant actors/potential partners missing?
3. Research the environmental context (demographic, physical, geographical, historical, social, political, socioeconomic, cultural, migration patterns, wider determinants of health, etc.) of your assigned country. What environmental contextual factors have contributed to the Ebola outbreak in your assigned country, and what factors have served as protective against the spread of Ebola?
4. What domestic and international policies have influenced the health status of the country and contributed to the vulnerability of the country to Ebola's spread? What policies might serve as protective against further spread of Ebola or future outbreaks? (local, national, international level)
5. What is the current state of the country's health system, and what role has this played in the spread of Ebola? What is the current status of registered nursing in the country, and how could nursing be utilized most effectively to address the outbreak?
6. What information systems could be accessed to support your assessment of the situation? Draw available data into your assessment and presentation.
7. Are there any ethical issues that have emerged in the course of the Ebola outbreak in your assigned country?
8. What population interventions would you recommend to address the Ebola outbreak in your assigned country? Is there any role for social marketing as an intervention? Make recommendations

Post a copy of your presentation on the provided Moodle discussion forum, and appropriately cite all references in APA format within this presentation. Team performance in this project will be evaluated based on the attached marking guide.

Mid-term Test (20%) – March 2nd, 2015

The mid-term will test student's knowledge of material and topics covered in the first half of the course. It will consist of multiple choice questions, and potentially other question formats, such as short answer questions. More detailed information about the format and length of the test will be provided in classes prior to the week in which the test will be delivered.

Exploring Registered Nursing in a Global Context (10%) – Due March 16th, 2015

Each student will research the current state of registered nursing in one of the member countries of the International Council of Nurses (<http://www.icn.ch/members/members-list/>). In order to generate comparable information, students should answer the following questions to the best of their ability, and post this information with appropriate APA references to the provided discussion forum. Students should also be prepared to share their findings during class discussions on the due date.

1. Provide a brief demographic summary of your assigned country (e.g. population size, age and gender distribution, socio-economic status, etc.) and identify the major health issues facing the country (e.g. major sources of morbidity or mortality)
2. How many registered nurses are in the assigned country? What is the ratio of nurses to the population? (if available)

3. Are there enough registered nurses to meet the country's health needs? Is there net in-migration or out-migration of nurses?
4. What is the required educational preparation for entry-to-practice? Is there more than one pathway to registration? Are there formal educational institutions to provide nursing education?
5. Is registration/licensure required to be a registered nurse in your country? Are nurses self-regulating, and if not, who regulates nursing? What are the eligibility requirements for registration/licensure?
6. What is the registered nurse scope of practice in your assigned country? Is this scope-of-practice clearly articulated and/or legislated? (If a document is available that articulates the scope, you can attach this information to your post)
7. Are there other classifications of nurses in the country, and how does their education and scope of practice compare to registered nurses in that country?
8. What practice settings do nurses work in? (Hospitals, community agencies, outposts/clinics, home visitation etc.) Are there any settings where nurses are underutilized?
9. What are the strengths and weaknesses of the current nursing situation in your assigned country? What opportunities are there for nursing to play a more effective role, and what barriers are there to this occurring?
10. What recommendations would you make to the nursing association and government to improve the quality of nursing preparation, practice, and utilization in your assigned country?

Strategies for a Successful Transition (10%) – April 6th, 2015

Perhaps the most daunting task for a senior nursing student is to navigate the transition from nursing student to practicing registered nurse. While you have examined some of the research about this transition in NURS 3135, this assignment is intended to provide you with additional data and advice from recent NESB BN Programs graduates, who are at various stages in this transition. Each student will interview a recent nursing graduate (graduated < 2 years ago) to learn about their experience and strategies for navigating this transition. (The instructor is compiling a list of potential people to interview to assist you in locating a recent graduate). While each student will post a summary of their interview findings on the provided Moodle discussion forum (no interviewee names please), a discussion in class will also ask you to synthesize what each of you have learned into potential strategies for success and survival. What worked for the new graduates and what didn't? What did they learn, or what have you learned, from the mistakes they made? What challenges do you anticipate, and what strategies do you recommend implementing to navigate these challenges?

Final Test (20%) – April 13th, 2015

The final test will be cumulative, but will focus primarily on the course material covered since the mid-term test. It will consist of multiple choice questions, and potentially other question formats such as short answer questions. More detailed information about the format and length of the test will be provided in class in advance of this test.

Twitter Bonus Marks (Up to a Maximum of 5%) – Throughout the Semester

Awareness of current events that impact global health will add significantly to class discussions and your learning in this course. A Twitter account has been established (@NURS4135_PK) for this course to share relevant news stories and media related to course topics. Students are encouraged to follow this Twitter feed, and post relevant items to it throughout the semester. To encourage student engagement with this activity, several opportunities to acquire bonus marks will be provided through directions in

random tweets including the hash tag #4135BonusMark. In each case, students will have to engage with the material in some way to obtain the bonus mark(s).

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%

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 2014/2015 Calendar, p78).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Please see section on Late Papers/Assignments below.

Refer to Part 4: Academic regulations, policies and program requirements in the University of Lethbridge calendar for further information.

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 4: 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.

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 NESAs Governance Committees

Athletic Team Participation: The NESAs BN programs 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 with the BN programs, and has no Enhancement Plans currently in effect.

Refer to the 2014/2015 NESAs BN Programs Student Handbook for further information.

LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing CRNE exams.

ACCOMODATIONS FOR STUDENTS WITH A DISABILTY

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 Accommodated Learning Centre at 403-329-2766, <https://www.uleth.ca/ross/accommodated-learning-centre/> to set up an appointment. After registering with the Accommodated Learning 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.

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.

THEORY COURSES COORDINATOR

Bernadine Wojtowicz

Office: M 3118

Telephone: (403) 329-2784

E-mail: bernadine.wojtowicz@uleth.ca

REFERENCES

2014/15 NESAs BN Programs Student Handbook
2014/15 University of Lethbridge Academic Calendar
Faculty of Health Sciences Guidelines for Course Syllabus Preparation

N4135: Professional Seminar III: Tentative Class Schedule – Spring 2015

WEEK <i>(Date)</i>	Topic
1 (Jan 12)	Course Introduction Global Health – Part I
2 (Jan 19)	Global Health Part II Guest Presenter – Dr. Jean Harrowing
3 (Jan 26)	Environment & Health I
4 (Feb 2)	Environment & Health II Guest Presenter – Dr. James Byrne – Climate Change (Tentative)
5 (Feb 9)	Facilitating Health Through Policy
6 (Feb 23)	Information Systems and Technology to Guide Practice and Policy Decisions
7 (Mar 2)	Social Marketing & Education at a Population Level Mid-term Test
8 (Mar 9)	Widening Perspectives on Health Care Ethics
9 (Mar 16)	The Nursing Profession on the Global Stage Exploring Registered Nursing in a Global Context Due
10 (Mar 23)	Nursing During Disasters & Crises
11 (Mar 30)	Presentations: Ebola as a Global Health Issue
12 (Apr 6)	Transitioning to Registered Nursing Practice Strategies for Successful Transition Due
13 (Apr 13)	Final Test

NURS 4135: Professional Seminar III: Marking Guide: Ebola as a Global Health Issue

Group Name: _____

Evaluation of Assignment	Mark	Comments
<p>Overview and Analysis: 20 marks</p> <ul style="list-style-type: none"> • Provides overview of assigned country (demographics, geography, rural/urban distribution etc.) • Situates the Ebola outbreak in the broader health context of the country and identifies the wider impact of the outbreak on the well-being of the country • Thoroughly examines the intersectional environmental context of the assigned country , which has contributed to the current outbreak or may contribute to future outbreaks • Identifies the major domestic and international global health actors working in the country to address the outbreak. • Summarizes the impact of domestic and international policies on the current situation in the country • Incorporates relevant data from global information systems (e.g. WHO, World Bank ...) • Discusses ethical issues that have emerged in the context of the Ebola outbreak 		
<p>Recommendations & Proposed Interventions: 10 marks</p> <ul style="list-style-type: none"> • Identifies potential policy changes that may serve as protective against future Ebola outbreaks and other health problems • Discusses how nurses could be most effectively utilized to address the current outbreak and prevent future health issues or outbreaks • Identifies potential population level interventions for the assigned country that may address the current or future outbreaks of infectious disease • Identifies any opportunities for the application of social marketing to address the current outbreak and mitigation of infectious disease 		
<p>Expression of ideas: 10 marks</p> <ul style="list-style-type: none"> • Ideas are expressed clearly • Relevant images and other media are used effectively to illustrate the presentation. • A wide range of appropriate references (peer reviewed, grey literature, publications of reputable NGOs, information systems/statistics, etc.) are utilized to support the presentation material • References are cited appropriately utilizing APA format 6th edition 		
Total	/40	

Comments:

NURS 4135: Professional Seminar III Marking Guide: Exploring Registered Nursing in a Global Context

Student Name: _____

Country: _____

Evaluation of Assignment	Mark
<p>Summary of the Nursing Profession in the Assigned Country: 4 marks</p> <ul style="list-style-type: none"> • Comprehensively addresses the proposed questions based on the current availability of the information. • Summarizes the national context and the demographic distribution of nurses in the assigned country • Summarizes the educational requirements and pathways to nursing practice in the country • Summarizes the registration and regulatory situation for nurses in the assigned country • Discusses the scope of practice for registered nurses in the country and situates this within the wider nursing practice environment and practice settings 	
<p>Analysis & Recommendations: 4 marks</p> <ul style="list-style-type: none"> • Comments on the appropriateness of the current supply of nurses in the country • Provides analysis of the strengths, weaknesses, opportunities, and barriers for the nursing profession in the assigned country. • Provides realistic, and potentially achievable recommendations to the country's nursing association and government that may improve the quality of nursing preparation, practice, and utilization in the coming decade 	
<p>Organization & APA: 2 marks</p> <ul style="list-style-type: none"> • Adherence to APA format • Organization of post, flow and clarity of expression • Grammar and punctuation 	
<p>Total</p>	<p>/10</p>

Comments:

NURS 4135: Professional Seminar III: *Marking Guide: Strategies for a Successful Transition*

Name: _____

Evaluation of Assignment	Mark	Comments
<p>Summary of Interview Findings – 6 Marks</p> <ul style="list-style-type: none"> • Identifies the length of time since graduation from their nursing program, and considers this timeline in their summary and discussion of interview findings • Summarizes the experiences of the graduated nurse during their transition to independent RN practice. • Identifies the strategies that worked for the newly graduated nurse and those that didn't, with discussion as to why these strategies worked or did not. 		
<p>Strategies for Successful Transition: 4 marks</p> <ul style="list-style-type: none"> • Identifies potential strategies to navigate the transition to independent professional practice as an RN • Actively participates in class discussion activity • Situates these proposed strategies in the context of previous research literature and recommendations related to the transition to nursing practice 		
Total	/10	

Comments: