

The University of Lethbridge, Faculty of Health Sciences

Master of Nursing

University of
Lethbridge



Nursing 5120
Spring 2017

Nursing as Art and Science

“The unexamined life is not worth living”.

~Socrates

“All of science is nothing more than the refinement of everyday thinking

~Albert Einstein

Art is not the possession of the few who are recognized writers, painters, musicians; it is the authentic expression of any and all individuality.

~ John Dewey

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Course Description:

In this course, students will explore the foundations of the nursing profession by discussing the work and contributions of nursing philosophers, theorists, and scientists. Nursing knowledge will be discussed as a product of the interaction between nursing philosophy, theory, practice, and research. The complexity of nursing as an artistic expression of nursing knowledge in practice will be revealed in discussions of nursing care situations

Course Format:

Online with two face-to-face seminars.

Course Dates: Online weeks begin on Monday and end on the next Saturday.

Week/Date	Topics	Activities & Assignments
Jan 13 0900 – 1200 Week 1	Introduction, Levels of abstraction and terminology Face-to-Face Seminar Markin Hall 3022	<ul style="list-style-type: none"> • Navigate Moodle course • Post an introduction of yourself in the appropriate discussion forum, and welcome peers to the class • What is nursing theory/philosophy
Week 2: Jan 16-21	Nursing as a discipline	<ul style="list-style-type: none"> • Posting and online activities • Respond to peers
Week 3: Jan 23-28	The metaparadigm	
Week 4: Jan 30-Feb 4	Philosophic foundations	
Week 5: Feb 6-11	Nursing theories	
Week 6: Feb 13-18	Knowledge development in nursing	Philosophy of nursing paper due Feb 18 @ 2359
Week 7: Feb 20-25 READING WEEK		
Week 8: Feb 27-Mar 4	Evidence-based practice	
Week 9: Mar 6-11th	Ways of knowing	Face-to-Face Seminar March 10th 0900-1200 Markin Hall 3023
Week 10: Mar 13-18	Nursing: Art? Science? Both?	
Week 11: Mar 20-25	Nursing, knowledge and power	
Week 12: Mar 27-Apr 1	Knowledge translation	
Week 13: Apr 3-8	Summary and Conclusions	<ul style="list-style-type: none"> • Where we have journeyed this term • Questions that remain Remaining online postings due

Core concepts:

- Foundations of nursing profession
- Nursing philosophers, theorists and scientists
- Interaction of nursing philosophy, theory, practice & research
- Nursing as art and science

Learning Objectives:

Upon successful completion of this course, you will be able to:

1. Explore various perspectives that underlie nursing knowledge and philosophy
2. Explore the significance of classical philosophical thinking on nursing knowledge
3. Analyze nursing philosophies from a variety of perspectives
4. Discuss the relevance of nursing knowledge for the discipline of nursing and one's own nursing practice
5. Explore the implications of nursing as an art and nursing as a science
6. Synthesize ways of thinking about nursing knowledge to formulate a understanding of a personal philosophy of nursing

Required Textbooks:

There is a required textbooks for this course but we will be utilizing peer-reviewed literature extensively as well.

Reed, P. G. & Shearer N. B. (2012). *Perspectives on Nursing Theory*. Philadelphia, Wolters Kluwers.

Course Process:

This course is mainly online with two face-to-face seminars. You will require regular and reliable access to the internet. To engage with this online course, you will login to Moodle, the University of Lethbridge's online courseware. Moodle is like a digital, online classroom; students can only access the courses in which they are enrolled, so each online class is a private space restricted to students in each course. This course is asynchronous, which means that you can login to Moodle when it is convenient for you, and engage with the course materials and processes as you wish. However, due to the use of online discussions as a primary vehicle for engaging with the course material, time limits will be set as to when you should engage with asynchronous discussions, to ensure everyone in the class moves through the content more or less together.

Within Moodle you will find the course content presented in weekly modules. Each module consists of a number of learning resources--articles, videos, online readings, and asynchronous online discussions to help you develop a knowledge base of theories, concepts and research related to the discipline of nursing. You need to engage in Moodle activities *at least twice per week*. You will also submit assignments, view your grades, and ask questions about assignments within Moodle.

The two face-to-face seminars are required and every effort should be made to attend. The purpose of the seminars is to engage in critical discussions of your developing assignments, engage in knowledge translation with your colleagues, and overall, to enhance your learning and success in this course.

To succeed in this course:

- Read the course outline, particularly the sections on assignments.
- If there is anything you do not understand about the course, please ask the instructor for clarification in the designated Moodle discussion forum.
- Stay up-to-date in the readings and discussion postings.
- While there are no examinations in this course, your degree of engagement with the topics and discussions will reveal how much you have read and understood from the posted resources.
- Fully participate both as an individual learner and as a discussion forum member.
- Set aside 3 hours each week to work on the content and discussions in this course. Please plan ahead for when assignments are due, and budget in extra time to work on the assignments.
- Attend the two face-to-face seminars. They are designed to help you with your assignments and learning.

Assignments:

Assignment	Weighting	Due
Discussion Forum: Feedback and a portion of your grade will be given every week	40%	Ongoing
Personal Philosophy: Explore and clearly articulate your own philosophy of nursing	30%	Week 6
Presentation: Examine and analyze a practice problem/experience from the point of view of your personal philosophy of nursing	30%	Week 9
100%		

Below is a description of the assignments for this course.

A) Discussion Forum: Discussion Forum (40% for the term)

Participating in asynchronous discussions is a required and a substantial part of this online course. Regular and in-depth participation is required to pass this course and to maximize the benefit of the online learning environment. Each week you will:

1. Read all materials, complete assigned activities for the week.
2. Reflect on these materials, and then post your own, original answers to the discussion question—(by Wednesday of the posting week). These original posts should be **≤350 words**¹ in length (excluding references). Post *in the designated subject thread* (which will be clearly indicated) and *in text format* (not as an attachment) to make sure discussions are easy to follow. You will be evaluated according to a rubric (included in this syllabus) based on the depth of your discussion, your engagement with others and with the readings. You must engage in the forums within the designated time period. **Discussion threads are closed on Saturday evenings at 2100.**
3. Respond to the original posts of two peers, on different topics. This iterative dialogue is the online equivalent of a small group discussion. Responses should be **≤200words**², and *affirm, challenge* and *extend* the original poster's thinking. This includes finding and attaching one evidence-based "**asset**"³ to your response, along with a critical, scholarly, and reflective rationale for its inclusion in your feedback. The rationale outlines:
 - a. the main message of the asset
 - b. the reason(s) the asset was selected for inclusion
 - c. the contribution of the asset in extending the discussion
4. Dialogue is richer if everyone is engaged. Therefore, if you see that two different people have already responded to one post, please choose another post to respond to. Abide by netiquette rules of engagement (below).
5. Please respond thoughtfully and succinctly to those who have responded to your original post; this ends the response cycle.

¹ *If you are wondering how long 350 words is in a post, Section A above contains exactly 350 words.

² If you are wondering how long 200 words is in a response, bullets 1-3 above contain 209 words.

³ What's an "asset"?

An asset can be a piece of peer reviewed literature, professional literature, relevant media, or grey literature that offers insight or understanding, and an additional perspective on the original post of a colleague. Your assets can be included with your response as an attachment, persistent link, or web URL.

6. I will give you feedback and part of your grade weekly, based on the rubric. There are 11 posting weeks in the course, and I will provide you a grade based on the 10 highest marks.

Netiquette Rules for the Discussion Forums - Etiquette of the Internet

- **Confidentiality:** Know that what is said in class stays in class.
- **Respect:** Respect others' opinions. We often learn when we hear an opinion that differs from our own. Respond to postings with which you disagree in an objective, respectful manner. Do not make personal or insulting remarks.
- **Participate:** Engage fully in threaded discussions.
- **Boundaries:** Respect the boundaries of your colleagues. Avoid sharing (or encouraging the sharing of) personal things.
- **Share:** Avoid monopolizing any discussions.
- **Focus:** Keep the discussion postings within the scope of the course material. Avoid irrelevant tangents.
- **Chill:** Don't take offense where it's not intended. That said, be mindful that body language, tone of voice, and personality do not translate in written text (and this is what emoticons are for 😊).
- **Subjects:** Post messages (also called threads) in the appropriate discussion thread. Responses in the wrong place will be required to be moved to the correct one.
- **Tune in:** Familiarize yourself with any message board rules that the instructor has posted.
- **Lingo:** Avoid language and abbreviations that are specific to nursing and health sciences, for the benefit of those not in those disciplines.

B) Exploration of your Personal Philosophy of Nursing: Due February 18th, end of day (before 2359)

This assignment is designed to provide opportunity for exploration of your own personal philosophy of nursing. (Assessment criteria for this assignment: See Page 8 for more detail)

1. Reflect upon experiences that have influenced the development of your philosophy of nursing.
2. Which established philosophical perspective/s in the scholarly literature inform/influence your philosophical perspective?
3. How does your philosophy influence how you think about nursing knowledge, and knowledge development in nursing?
4. How does your philosophy manifest in your nursing relationships and behaviours?
5. Reflect upon the philosophy of the organization you work for. Does your philosophy align (or not align) well with that organization? What are the implications of this?

C) Assignment 3: Presentation

The purpose of this assignment is to give you an opportunity to critically reflect on and philosophically analyze a particular practice experience or problem that you have had, in order to illustrate the connection between nursing philosophy and practice. Drawing on course discussions, readings, and your personal and professional experiences, this is an opportunity to reflect upon—and perhaps think differently about an experience or problem that you have had in your nursing practice, and to consider the philosophical/theoretical aspects of the experience. How might the experience be interpreted/reinterpreted from the point of view of your nursing philosophy? How might you respond to similar situations/problems in the future given your new knowledge? How might these new insights inform how you take on the role of an evidence-informed practice leader?

Assessment criteria for this assignment:

1. Your philosophic foundations are clearly articulated, as are the experiences and learnings (from the literature) that informed the development of your philosophic perspective. (15%)
2. The practice experience or problem you wish to explore and reframe is thoroughly presented and reflected upon in a way that helps others relate to the situation. (15%)

3. The experience or problem is re-explored and re-imagined from the perspective of your philosophic foundations, and the possibilities of at least one alternative approach to a similar situation or problem in the future are discussed. The potential implications of the alternative approach are also explored. (25%)
4. The linkages between your philosophy and your growth as an evidence-informed practice leader are made clear and explicit. (25%)
5. There are strategies used throughout to engage your colleagues in the discussion. (10%)
6. Thoughts are organized and professionally communicated in a creative and interesting way. Within maximum time limit of 20 minutes. (10%)

Late Assignments:

Marks will be reduced by 5% per day late (weekends and holidays included). An extension will be considered for legitimate reasons at the discretion of the instructor. You are responsible for approaching the instructor at least 48 hours prior to the due date in order for your request to be considered. Documentation from a third party may be required.

Because the online discussion forums are the primary vehicle for learning in this course, late submissions will not be possible for the discussion forums. To keep the class moving along at the same pace, discussion forums will be locked at the end of each posting period. Similarly, the face-to-face seminars cannot be rescheduled.

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 Accommodated Learning Centre to set up an appointment at 403.329.2766 <http://www.uleth.ca/ross/counselling/index.html>. 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.

Plagiarism Statement:

Please be clear on what plagiarism is, and how to avoid it. Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own. For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people's work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that the student has represented another person's words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive.

Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand, to a grade of "F" in the course).

Please also note that the U of L 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. Best advice: avoid plagiarism to begin with, do your own work, and cite extensively!

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.

Overall Grades:

The determination of final grades for courses in the School of Graduate Studies is as follows:

Letter Grade	Comments	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	Excellent	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	Good	3.0	83 - 86
B-	Satisfactory	2.7	80 - 82
<i>NB: Any course with a grade of less than B- cannot be considered for credit in the School of Graduate Studies.</i>			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67 - 69
D		1.00	63 - 66
F		0.00	Less than 63

Grading Guide for Discussion Posts: Nursing 5120 Spring 2017

	1 Below minimum pass	2 Meets minimum expectations	3 Very Good	4 Exemplary
Reflection and Critical Thought	Minimal reflective effort. Thinking is superficial. Posts are incomplete. Minimal drawing in of evidence.	Lacking in quality or depth. Leaves little time for responses (posts within 24 hours of discussion closing). Statements are not well supported by evidence, or evidence isn't appropriately cited. Little critical appraisal of evidence. Demonstrates a beginning level of critical thinking.	Reflective work is evident; posts are timely and well thought out. Often draws in (and cites) additional relevant evidence. Demonstrates skill in critical appraisal of evidence used in reflections. Developing a balanced and scholarly approach. Demonstrates critical thinking throughout.	Deep reflection on course readings and materials is evident. Submissions are timely and go well beyond minimal requirements. Thoughtfully draws upon additional (cited) evidence to deepen the discussion. Demonstrates a high level of skill in the critical appraisal of evidence used. Is scholarly and balanced in approach at all times. Demonstrates a very high level of critical thinking.
Expression of ideas	Unclear expression. Multiple errors in spelling, grammar or citation. Theory to practice links are weak and not supported. Expression of ideas is superficial and not well linked to what has been read, or experienced.	Critical thinking lacks sophistication and depth. A few (1 or 2) errors noted in grammar, citation or spelling. Theory to practice links are mentioned, but not clearly supported with examples from practice. Expression of ideas is logical and reasonable but not well linked to what has been read. Does not stay within 10% of maximum word count.	Critical thinking is evident. Expression is logical and clear. No errors (maybe 1 very minor error) in grammar, citation or spelling. Connects theory to practice, with at least one example from practice. Expression of ideas demonstrates deep, reflection on assigned readings, but exceeds word count by >10%	Expression is clear, succinct, and substantive. Written very well, no errors in grammar, spelling, or citation. Compelling and logical theory-to-practice links with clear examples from practice. Demonstrates evidence of having read widely beyond assigned readings to broaden thinking, and remains within word limits.
Contribution to class learning	Minimal contribution to the learning process of student colleagues. Minimal effort reflected in feedback to peers. Feedback is not provided in a professional tone. Minimal efforts to affirm, challenge or extend the thinking of peers. No learning asset is shared.	Satisfactory contribution to the learning process of peers. Meets the minimal requirements for feedback in a straightforward and conventional manner. Takes a professional tone. Makes some effort to affirm, challenge or extend the thinking of others. A learning asset shared, but is of marginal relevance.	Feedback is professional and respectful. Feedback demonstrates sound thought and reasoning. Often incorporates additional references for support. Prompt, insightful and substantive in feedback/ Is skilled in affirming, challenging or extending the thinking of others. A learning asset is shared, and it is relevant.	Feedback is professional, respectful, constructive, prompt, insightful and substantive. Frequently incorporates literature to deepen or reframe the discussion. Considerable engagement with the ideas, opinions and viewpoints of others. Demonstrates a high level of reflection on the postings of others, and is highly skilled in affirming, challenging and extending the thinking of others. A learning asset is shared, is extremely relevant and reflection on its potential relevance is incorporated in the feedback.

Personal Philosophy Paper Evaluation: Nursing 5120 Spring 2017

	Minimal Pass	Satisfactory	Good	Excellent
<p>Organization of paper /10 Marks</p>	<ul style="list-style-type: none"> -Poor organization of the paper makes it difficult to decipher -Logical connections between subsections and main issue not evident -No adherence to page limit 	<ul style="list-style-type: none"> -Organization of the discussion is awkward at times but can be discerned -Logical connections between subsections and main idea are at times unclear -Within 10% of page limit 	<ul style="list-style-type: none"> -Organization of the paper is good, although could be simplified or clarified -Logical connection between subsections and main issue clear -Within page limit 	<ul style="list-style-type: none"> -Organization of paper is exceptional in both clarity and simplicity -Each section of the paper builds on the previous to support the main thesis -All sections of paper tie together seamlessly -Within page limit
<p>Support for arguments /30 Marks</p>	<ul style="list-style-type: none"> -Reflection present but lacks depth -Incorporates a barely adequate range of references of inconsistent quality -Supportive evidence or original expression is seriously lacking 	<ul style="list-style-type: none"> -Reflection present and relates to past experience; some connection to course learning is evident -Incorporates an adequate range and quality of scholarly resources -Supportive evidence and original expression present but scholarly presentation is awkward 	<ul style="list-style-type: none"> -Reflection present and clearly relates to an analysis of practice in light of new learning -Incorporates a good range of quality scholarly resources -Supportive evidence and original ideas work together to create a strong argument 	<ul style="list-style-type: none"> -Reflection is deep, and consists of an analysis of practice informed by a thoughtful synthesis of learning -Incorporates an exceptionally broad range of high quality scholarly references -Exceptional and thoughtful integration of supportive evidence and excellent expression of original ideas
<p>Depth of analysis /40 Marks</p>	<ul style="list-style-type: none"> -Summary of the literature predominates with a superficial level of analysis -Explanation of key points and conclusions not well supported -Illustrative examples for key points not always appropriate 	<ul style="list-style-type: none"> -Adequate analysis and examination of topic, but no attempt to reflect on alternative explanations -Adequate explanation of key points and conclusions -Adequate use of illustrative examples for key points 	<ul style="list-style-type: none"> -Thorough analysis and examination of the topic; there is reflection on alternative explanations -Key points and conclusions are strong and well-articulated -Strong illustrative examples illuminate key points 	<ul style="list-style-type: none"> -Thorough, multi-faceted and reflective analysis with insightful critical evaluation -Key points and conclusions exemplify synthesis and integration of learning -Exceptional illustrative examples make the key points come alive
<p>Expression of ideas /20 Marks</p>	<ul style="list-style-type: none"> -Frequent grammatical errors including colloquial expressions, incomplete sentences, passive writing style, lack of attention to tense; poor sentence structure, anthropomorphic terms and spelling errors -Unnecessary wordiness and awkward expression -Citations and references incomplete or with major errors -Paper does not flow -Inappropriate use of or reliance on quotes 	<ul style="list-style-type: none"> -Occasional grammatical errors including colloquial expressions, incomplete sentences, passive writing style, lack of attention to tense; poor sentence structure, anthropomorphic terms and spelling errors -Generally clear, logical expression of ideas -Some awkwardness and inconsistent or overly wordy expression present - A few errors in citations and references -Quotes not well linked to flow of text 	<ul style="list-style-type: none"> -Minor grammatical and sentence structure errors present but they do not greatly hinder the flow of the writing -Clear, logical and meaningful expression of ideas; words are generally well chosen -One or two errors in citations and references; quotes are used with good effect 	<ul style="list-style-type: none"> -Grammar, spelling are excellent; clear and compelling use of active voice; use of APA demonstrates excellence -Development of ideas, arguments and conclusions represents creativity and exceptional depth -No errors in citations and references; both direct and indirect quotations used in significant ways