



**NURS 111 Discipline of Nursing & Nursing Knowledge**  
**Winter 2019**

**COURSE OUTLINE**

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/nurs.html#nurs111>

Ω Please note: This outline will not be kept indefinitely. Students are recommended to keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

- (a) **Instructor**      Click or tap here to enter text.
- (b) **Office hours**    Click or tap here to enter text.
- (c) **Location**        Click or tap here to enter text.
- (d) **Phone**            Click or tap here to enter text.    **Alternative:**    Click or tap here to enter text.
- (e) **E-mail**            Click or tap here to enter text.
- (f) **Website**          Click or tap here to enter text.

**2. Intended Learning Outcomes**

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

- a) Differentiate between the profession and discipline of nursing.
- b) Define and describe the metaparadigm of nursing.
- c) Explain the historical and contemporary role of scholarship and inquiry for the discipline of nursing.
- d) Recognize key principles of Indigenous ways of knowing, in order to build a foundational approach of caring for Indigenous peoples.
- e) Access, review, and appraise literature for evidence-informed practice at a beginning level.
- f) Describe the historical development of nursing theory.

**3. Required Materials**

Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Astle, B. J., & Duggleby, W. *Canadian Fundamentals of Nursing* (6<sup>th</sup> ed.). Milton, ON: Elsevier Canada.

## 4. Course Content and Schedule

### Tentative Schedule N111 Winter 2019

Week 1 Jan 7, 2019	<b>Module 1: Introduction to Information &amp; Knowledge Management in Nursing</b> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Profession versus discipline <ul style="list-style-type: none"> <li>○ In preparation, read: Watson (2017)</li> </ul> </li> <li>• What is knowledge and information?</li> <li>• Definition of terms</li> </ul>
Week 2 Jan 14, 2019	<b>Module 2: Thinking like a nurse</b> <ul style="list-style-type: none"> <li>• Thinking Like a Nurse (nursing process) <ul style="list-style-type: none"> <li>○ In preparation, read: Fundamentals text pp. 174-183</li> <li>○ In preparation, read: Tanner (2006)</li> </ul> </li> <li>• Introduction to Boyer's Model of Scholarship <ul style="list-style-type: none"> <li>○ In preparation, read: AACN (2017)</li> </ul> </li> <li>• Quiz #1 in class</li> </ul>
Week 3 Jan 21, 2019	<b>Module 3: Locating existing information</b> (scholarship of discovery) <ul style="list-style-type: none"> <li>• Developing and mapping a search strategy <ul style="list-style-type: none"> <li>○ In preparation, read: APA (2009) pp. 9-11</li> <li>○ In preparation, read: Renfro (2017)</li> <li>○ In preparation, watch PubMed Literature Search: A Basic Strategy <a href="https://www.youtube.com/watch?v=ULC7ICoRkH8">https://www.youtube.com/watch?v=ULC7ICoRkH8</a></li> </ul> </li> <li>• What is "grey" literature (versus peer reviewed) <ul style="list-style-type: none"> <li>○ In preparation, read: Giustini, (2012).</li> </ul> </li> <li>• Library session</li> <li>• Begin Assignment 1 Part A in class</li> </ul>
Week 4 Jan 28, 2019	<b>Module 4: Knowledge translation</b> (scholarship of integration) <ul style="list-style-type: none"> <li>• Evidence Informed Practice <ul style="list-style-type: none"> <li>○ In preparation, read: CNA (2010)</li> <li>○ In preparation, read: Fundamental text pp. 75-76</li> <li>○ In preparation, read: RNAO Best Practice Guidelines</li> </ul> </li> <li>• How to read and think critically about research <ul style="list-style-type: none"> <li>○ In preparation, read: Fundamentals text pp. 77-83</li> <li>○ In preparation, read: Profetto-McGrath et al (2003)</li> </ul> </li> </ul>
Week 5 Feb 4, 2019	<ul style="list-style-type: none"> <li>• Indigenous knowledge <ul style="list-style-type: none"> <li>○ In preparation, read: Fundamentals text pp. 133-151</li> </ul> </li> <li>• Assignment 1 Part A Due to Hand in</li> <li>• Begin Assignment 1 Part B in class</li> </ul>
Week 6 Feb 11, 2019	<b>Module 5: Research ethics</b> <ul style="list-style-type: none"> <li>○ In preparation, read: Camosun document</li> <li>○ In preparation, read: Fouka &amp; Mantzorou (2011).</li> <li>• Peer Review of Assignment 1 Part B in class</li> <li>• Quiz #2 in class</li> </ul>
Week 7 Feb 18, 2019	Reading Week
Week 8	<b>Module 6: Intro to Informatics, Communication &amp; Technology</b>

Feb 25, 2019	<ul style="list-style-type: none"> <li>○ In preparation, read: CNA nursing informatics</li> <li>○ In preparation, read: Fundamentals text pp. 254-270</li> <li>• Intro to clinical decision making tools <ul style="list-style-type: none"> <li>○ In preparation, read one of the articles listed on p. 19 of course pack</li> </ul> </li> <li>• Intro to health information systems in Canada (CIHI) <ul style="list-style-type: none"> <li>○ In preparation, read one of the articles listed on p. 20 of course pack</li> </ul> </li> <li>• Electronic health records <ul style="list-style-type: none"> <li>○ In preparation, read : Fundamentals text pp. 236-238</li> <li>○ In preparation, read Campbell &amp; Rankin (2017)</li> </ul> </li> <li>• Mobile devices and social media <ul style="list-style-type: none"> <li>○ In preparation, read: Newton (2012)</li> </ul> </li> <li>• Assignment 1 Part B due to hand in</li> </ul>
Week 9 March 4, 2019	<p><b>Module 7: Generating new disciplinary knowledge</b> (scholarship of discovery)</p> <ul style="list-style-type: none"> <li>• metaparadigm</li> <li>• nursing theory historical perspective <ul style="list-style-type: none"> <li>○ In preparation, read : Fundamentals text pp. 63-73</li> <li>○ In preparation, read : Parker (2001)</li> </ul> </li> </ul>
Week 10 March 11, 2019	<ul style="list-style-type: none"> <li>• nursing theory continued</li> <li>• Quiz #3 in class</li> </ul>
Week 11 March 18, 2019	<p><b>Module 8: Knowledge dissemination &amp; implementation</b></p> <ul style="list-style-type: none"> <li>• Overview of Knowledge translation <ul style="list-style-type: none"> <li>○ In preparation, define the terms listed on p. 25 of course pack</li> <li>○ In preparation, read: CIHR (2017)</li> <li>○ In preparation, read: Price &amp; Pierce (2016)</li> </ul> </li> <li>• Knowledge brokers <ul style="list-style-type: none"> <li>○ In preparation, read: Catallo (2015)</li> </ul> </li> </ul>
Week 12 March 25, 2019	<ul style="list-style-type: none"> <li>• Strategies for knowledge implementation in policy and practice <ul style="list-style-type: none"> <li>○ In preparation, read: RNAO (2012)</li> </ul> </li> <li>• Student presentations (note: timing may change based on individual class needs)</li> </ul>
Week 13 April 1, 2019	<ul style="list-style-type: none"> <li>• Student presentations (note: timing may change based on individual class needs)</li> </ul>
Week 14 April 8, 2019	<ul style="list-style-type: none"> <li>• Quiz #4 in class</li> <li>• Course Wrap Up <ul style="list-style-type: none"> <li>• In preparation, re-read: Tanner (2006)</li> </ul> </li> </ul>

## 5. Basis of Student Assessment (Weighting)

### 1. Assignments

All written assignments must be typewritten and adhere to APA 6<sup>th</sup> edition writing and referencing format. Please refer to your Course Manual, Camosun College grading policy, and the Department of Nursing Handbook. Note that the grading policy incorporates APA format, spelling, grammar and quality of critical thinking in the assigned grades. Late assignments will be deducted 5% per day, weekend and holiday days included. Assignment and student evaluation information will be provided in the first two weeks of the course. All assignments must be completed to achieve a passing grade. There will be no extensions or rewrites of quizzes/assignments and exams.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

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## 8. College Supports, Services and Policies

### Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services>

### College Policies

Policies are available on the College website at <http://camosun.ca/about/policies>. Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with college policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Grading](#), [Involuntary Health and Safety Leave of Absence](#), [Prior Learning Assessment](#), [Medical/Compassionate Withdrawals](#), [Sexual Violence and Misconduct](#), [Standards for Awarding Credentials](#), [Student Ancillary Fees](#), [Student Appeals](#), and [Student Penalties and Fines](#).

### Student Conduct Policy

The [Student Conduct Policy](#) provides clear expectations of appropriate academic and non-academic student conduct and establishes processes for resolution of conduct issues or the imposition of sanctions for inappropriate conduct. It is the student's responsibility to become familiar with the content of this policy.

## A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4

65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.