BSN Program

NURS 3225 Professional Growth – Nursing Inquiry
Section 1 and 2

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Compassion~Fairness~Honesty~Respect~Responsibility

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Material adapted from course syllabi, Swanson_Liversidge_LeCavalier_Stunder_Rosentreter, 200830
COURSE OUTLINE

In this course, various modes of nursing inquiry are addressed. Historical, philosophical and scientific modes of inquiry are investigated and the relationships between practice, theory and knowledge are discussed. This course provides the opportunity to increase understanding of theory, research, knowledge and reasoning and an appreciation for the role that theory has in clinical nursing practice.

PROCESS

Nursing 3225 is a weekly 4-hour classroom nursing course on Langara College site. It is delivered in a face to face class format. Classes consist of a variety of experiential methods including but not limited to short discussions, presentations, individual work, and small and large group work. Guest speakers may be invited to some classes.

CLASS OR CLINICAL PRACTICE CANCELLATION

The nursing department makes every effort to replace a nurse educator when he or she is unable to attend a class or clinical practice. If a nurse educator needs to cancel a class, for whatever the reason, information regarding the class cancellation will be posted Register’s Office (B-Building). Please refer to the Langara website for class cancellations due to weather.

LEARNING OUTCOMES

Students have the opportunity to:
- To discover the processes and meanings of knowledge development within nursing,
- Explore the historical, theoretical and philosophical foundations of inquiry,
- And analyze the process of inquiry along with the ways it is linked to theory, research and knowledge development.

OVERVIEW OF CONCEPTS

The organization of this course is around the philosophical foundations of the curriculum and reflects the following concepts:

- inquiry
- concepts
- knowledge
- reflection
- personal meaning – ontology, epistemology
- ways of knowing – aboriginal, empirical, aesthetic, personal, ethical, gendered, sociopolitical, and emancipatory
- recognition of legitimate knowledge
- paradigm, discipline, philosophical and historical influences
- world views
- ways of inquiring
- theorizing
- praxis
- nursing theories
- informatics/digital age of knowledge
- emancipatory knowledge
- moral reasoning

**REQUIRED TEXTS**


*The required text is referred to consistently in class time. Please bring the required text to all classes. Access to the internet will also be useful but is not mandatory.

**RESOURCES**

Resources include required texts from previous terms and also:
- The Writing Centre, located on the second floor of the Langara College Library.
- Various websites, audio visual aids and readings.

**EVALUATION**

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In order to receive a minimum of 65% or a C+ grade in Nursing 3225, students must complete and submit all classroom assignments. A failing grade will be given if a student does not complete all of the course requirements.

According to Nursing Department policy, 65% or a C+ or S grade is the minimum grade requirement for successful completion of all nursing courses. The grading scale for the Nursing Department is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>A-</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>B+</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>B</td>
<td>75 – 79%</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 74%</td>
</tr>
<tr>
<td>C+</td>
<td>65 – 69%</td>
</tr>
<tr>
<td>C</td>
<td>60 – 64%</td>
</tr>
<tr>
<td>C-</td>
<td>55 – 59%</td>
</tr>
<tr>
<td>D</td>
<td>50 – 54%</td>
</tr>
<tr>
<td>F</td>
<td>49% or below</td>
</tr>
</tbody>
</table>

There is a late penalty of 5% (of the total mark for the assignment) per day including weekends and holidays. If the submission of an assignment is on the due date and after the specified time, it is considered one day late. A request for extension must be discussed with the appropriate nurse educator at least one week in advance of the due date, or the request will not receive consideration. Subject to the nurse educator’s agreement to grant an extension, the amended due date and time will be documented, either by letter or email, and forwarded to the student during regular business hours, within three (3) days of the agreement.

Anticipate a 1-2 week turn around response period from your nurse educator in order to adequately reflect and provide you with feedback to encourage movement in your understanding of the course’s concepts and/or scholarly writing.

**ASSIGNMENTS**

Evaluation of the Learning Outcomes of Nursing 3225 will include:

<table>
<thead>
<tr>
<th>Class Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 Concept Map</td>
<td>30%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Assignment #2 Critical Thinking</td>
<td>30%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Assignment #3 Critique of Theory</td>
<td>25%</td>
<td>Week 9/10</td>
</tr>
<tr>
<td>Assignment #4 Aesthetic Criticism</td>
<td>15%</td>
<td>Week 12/13</td>
</tr>
</tbody>
</table>

These assignments have been designed with student input, to assist students to explore the key concepts and issues experientially to increase their depth of critical thinking as a professional nurse. The learner will work individually (assignments 1 and 2) and in groups (assignments 3 and 4). The grade is divided 60% on independent work and 40% on group work. In group work each learner will receive the same mark and all learners must be present for facilitation of the material in class.
PROFESSIONAL RESPONSIBILITIES

Langara College requires all members of the College community (students and nurse educators) to conduct themselves in a manner that promotes learning and working environment characterized by encouragement, free inquiry, integrity, mutual respect, professionalism, recognition of achievement, and social responsibility. The College community respects diversity, is civil, and provides for individual safety” (http://www.langara.bc.ca/about-langara/policies/student.html, ¶1).

Every practicing nurse in British Columbia, from the beginning student to the expert nurse, is required to assume full responsibility for knowing and adhering to the professional standards of practice. These standards serve primarily to ensure an acceptable level of professionalism (CRNBC, 2008). One of the College of Registered Nurses of British Columbia (CRNBC, 2008) standards of practice is Professional Responsibility and Accountability. Students are expected to have a working knowledge and adhere to the policies of Langara College and those outlined in the Langara College Nursing Department Student Handbook. In particular, the following policies will be reviewed during Week 1 of the semester.

1. ATTENDANCE AND PARTICIPATION
2. SAFE PRACTICE APPRAISAL (SPA)
3. CLASS CONDUCT
4. PROFESSIONALISM & ACADEMIC HONESTY
5. ASSIGNMENTS AND EXAMS
6. EXAM SECURITY
7. WEB NETIQUETTE

Students are also required to use appropriate language and APA style for all assignments. Questions relative to the methods of evaluation should be directed to the nurse educator teaching the course section in which students are registered.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CONCEPTS &amp; CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JANUARY 10</td>
<td>ORIENT/13 Course Introduction/Orientation</td>
<td>Review textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Syllabus/Textbook</td>
<td>Read Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>17 / 20</td>
<td>Inquiry, concepts, knowledge, ways of inquiring, praxis</td>
<td>Chapter 1, 2, 7 Handouts</td>
</tr>
<tr>
<td>3</td>
<td>24 / 27</td>
<td>Concept Map Assignment #1</td>
<td>Concept Map</td>
</tr>
<tr>
<td>4</td>
<td>31 / 3</td>
<td>Emancipatory knowledge, moral reasoning, paradigm,</td>
<td>Chapter 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>philosophical influences, historical influences</td>
<td></td>
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<tr>
<td>5</td>
<td>FEBRUARY 7</td>
<td>10 Personal meaning development, ethical way of knowing,</td>
<td>Chapter 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>aboriginal traditional knowledge</td>
<td>2 - WON Articles</td>
</tr>
<tr>
<td>6</td>
<td>14 / 17</td>
<td>SB SPRING BREAK 17 / 18 Paradigm influence, world views,</td>
<td>Chapter 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>aesthetic, empiric way of knowing, reflection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>21 / 24</td>
<td>Critical Thinking Assignment #2</td>
<td>Review material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% Individual</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 / 3</td>
<td>Empiric way of knowing, reflection</td>
<td>Chapter 8, 9</td>
</tr>
<tr>
<td>9</td>
<td>MARCH 7</td>
<td>THEORETICAL CRITIQUE ASSIGNMENT #3</td>
<td>Theoretical Critique</td>
</tr>
<tr>
<td></td>
<td>10 / 10</td>
<td>25% Group Theoretical Group/Student Facilitation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>14 / 17</td>
<td>Theoretical Critique Assignment #3</td>
<td>Theoretical Critique</td>
</tr>
<tr>
<td>11</td>
<td>21 / 24</td>
<td>Interdisciplinary roles, health world views, informatics/digital age</td>
<td>Handouts</td>
</tr>
<tr>
<td>12</td>
<td>28 / 31</td>
<td>AESTHETIC CRITIQUE ASSIGNMENT #4</td>
<td>Aesthetic Critique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15% Group Aesthetic Group/Student Facilitation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>APRIL 4</td>
<td>AESTHETIC CRITIQUE ASSIGNMENT #4</td>
<td>Aesthetic Critique</td>
</tr>
<tr>
<td></td>
<td>7 / 10</td>
<td>Course Consolidation/Transition to CPE</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1

Assignment #1 – Concept Map

This learning activity provides the individual learner with the opportunity to visually create a conceptual framework by identifying words or groups of words that represent ideas by using conceptual mapping techniques. The learner will have practice in identifying concepts that are integral to a piece of writing and the supporting concepts with links in the narrative through creating relationships on the visual map. The learner will develop their critical thinking skills through the art of analyzing and evaluating concepts, thoughts and flow of ideas. The assignment is designed to help the student identify and create conceptual meaning.

Grading Breakdown- 30% Individual Grade

1. Comprehensiveness of Conceptual Framework _____10%
   - All concepts are linked
   - Map shows a direct relationship with flow of ideas
   - Validates theoretical relationships and strengths
2. Visual Clarity of Integrated Concepts ____5%
   - Concepts are grouped according to thoughts
   - Ability to differentiate similar concepts
   - Clear development of the concepts
3. Relevance and Application to the Journal Article _____10%
   - Only concepts from the article
   - Clear understanding of the article should be visible
4. Use of creative colours, images and spatial arrangement ____5%
   - The design leaves a strong impression
   - The design evokes a sense of meaningful interpretation
   - The design places elements of the concepts into a pattern to form a whole that symbolizes meaning beyond the individual concepts

Assignment #2 – Critical Thinking Assignment

The in class assignment will facilitate the individual learners ability to consolidate the knowledge gained on the ways of knowing and all concepts that have been explored in the previous classes. Learners will choose one way of knowing from the previous discussions that is relevant in their own development as a professional nurse. They will come prepared to answer questions that will develop their thought processes on the chosen topic.

A minimum of two references from nursing literature are required along with the required text. Sources should be no older than 5 years, unless the source is
considered a “classic” article. Articles will be reviewed in class by the nurse educator prior to the exploration of the topic.

Grading Breakdown – 30% Individual Grade (divided into 5 questions)
- Clarity of thought in professional practice
- Identification of self knowledge, feelings and actions
- Depth of critical thinking in relationship to personal Professional Growth (action statements for developing personal practice)

Assignment #3 – Critique of Nursing Theory and Facilitation of a Critical Reflection of Theory/Theorist according to Chinn & Kramer

This assignment is designed to enhance the learners’ knowledge about Nursing Theory and to participate in the discovery of a critical reflection about the theory and theorist. The reflective method will follow Chinn and Kramer’s guide. This group assignment is designed to be accomplished in groups of 2-3. Collaboratively decide on the nursing theorist you would like to study from the list in the required text. You will then facilitate a discussion of the theory/theorist and lead/facilitate the class through an academic critical reflection of theory according to Chinn & Kramer (2011). Each group will have 10 minutes to provide an overview of the theory/theorist and then 20 minutes to facilitate the discussion. The time lines are only guidelines and can be changed according to the discussion of the group upon facilitation of the topic. Refer to Box 8-2 which includes the Guide for the Critical Reflection of Theory according to Chinn and Kramer (2008) in the required text which elaborates on the following grading breakdown.

Grading Breakdown - 25% Groups of 2-3

Presentation
1. Overview of theory and theorist
2. A consolidated one page written concrete summary of the theory including references used is to be handed in on the day of the presentation. ___2%

Facilitation of the critique
1. How clear is this theory? ____2%
   - Semantic clarity/consistency
   - Structural clarity/consistency
2. How simple is this theory____3%
   - The number of elements within each category
   - The number of relationships between and among numerous concepts
3. How general is this theory? ____2%
   - Breadth of scope and purpose
   - To whom does this theory apply
   - When does this theory apply
   - Does the purpose apply to specific specialties of nursing

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4. How accessible is this theory? ____3%
   - Are the concepts abstract or concrete
   - Are the indicators used in practice
   - Are the concepts clinically relevant
   - Are there any subconcepts

5. How important is this theory? ____10%
   - Does the theory have clinical significance or practical value
   - What are the basic assumptions
   - Do you like this theory and why

6. Ability to facilitate discussion and engage the class ____3%
   - Create questions that the class can engage in answering for your theory

Assignment #4 - Aesthetic Critique

This assignment is designed to deepen the learners’ appreciation of aesthetic knowing and examine the images of the professional nurse through a variety of media. The completion of the assignment will be shared in a facilitative method in class designed to enhance the learner’s ability to express thoughts through discovery. In the assignment consider the group process of your team with each member contributing to each section of the grade. The purpose of this assignment is to develop methods of critiques for developing aesthetic knowing and knowledge in nursing. Begin this learning assignment by collaboratively selecting a piece of art work that depicts the profession of nursing.

Learners are encouraged to be creative in their selection of an art piece which may include but is not limited to: photography, drama, song, media, oil paintings and sculpture. Refer to the required text Chapter 6 Aesthetic Knowledge Development to elaborate on the grading breakdown and review the essential elements of an aesthetic critique.

Grading Breakdown – 15% Groups of 2-3

1. Historical integration ____5%
   - History of the art form
   - Personal artistic history of the artist
   - Review the evidence of change and continuity in the artist’s history and interpret the meaning
   - Examine the art form in the context of nursing professionalism

2. Comparative description of the art form _____3%
   - Compares the artist’s work with known forms of the art
   - Examine comparisons of art work that substantiates the significance of the piece with regard to the profession of nursing

3. Consideration of plausible interpretation of meaning _____2%
   - Explores the various meanings and how they contribute to the aesthetic understanding of the discipline of nursing
4. Translation of future possibility 5%
   - Explore the directions that the artist might want the art taken
   - Where/how should the art piece be made available to the public?
   - How does the art piece contribute to the future development of the nursing profession?
   - Can other disciplines relate or use the art piece to develop understanding in their profession?
   - How will you use the art piece in your practice of nursing?
   - Are boundaries set by the cost of the art form?
   - Would the art piece enhance the ambiance of a healing space?
   - Does the art piece reflect nursing today in 2011 or another time period?
   - Develop 3 exploratory questions that relate to the art piece to increase your understanding of the aesthetics of nursing.