

NURSING 1F03
Introduction to Nursing and Health I

Course Description:

This introductory course will familiarize students with ways of knowing in nursing. Students will learn self-directed, person-centered learning within a problem-based learning approach to facilitate their learning throughout the BScN Program.

Virtual, synchronous, three hours (tutorial); one term

Prerequisite(s) registration in Nursing I

Course Ends-in-View:

Professional nursing requires practitioners to be lifelong scholars and to contribute to nursing's growing body of theoretical knowledge. In this course, students develop a questioning attitude towards their own and others' knowledge, attitudes and beliefs about learning, health, and healing. Students develop skills as a communicator, both verbal and written communication. They begin to develop an understanding of their self as a beginning professional nurse and of others (individual, family, community) within the context of the McMaster Model of Nursing Education. Students will access credible evidence to answer learning questions triggered by care scenarios through the use of appropriate technology and resources.

The BScN program is based on three foundational themes. Themes are a logical grouping of prominent or frequently recurring concepts/ideas that provide a framework for building a deeper, more complex understanding of nursing practice which advances throughout the curriculum.

The following themes guide the curriculum:

1. **Personhood & Caring:** This theme focuses on the humanistic aspect of nursing beginning with a focus on the nurse and client as person, their narrative and the professional, therapeutic relationship between nurse and client.
2. **Context, Health & Healing:** This theme focuses on the internal and external influences on health and the nurse's ability to think and act like a nurse in order to provide safe and competent care as a collaborator in the health care team, within a health care system and broader community.
3. **Learning & Knowing:** This theme focuses on critical inquiry, ways of discovery and appropriate use of technology within nursing to facilitate lifelong learning and reflective practice.

The concepts are grouped within the theme that they are most closely linked.

Personhood & Caring	Context, Health & Healing	Learning & Knowing
Communication	Change	Critical Inquiry
Nursing as a Profession	Interprofessional teamwork	Technology
Leadership	Professional Nursing Care	Research
Advocacy	Diversity	

Conceptual learning is a process by which students learn how to systematically organize information into meaningful mental structures; this helps students to become increasingly skilled thinkers. Conceptual teaching and learning complements active collaborative learning (the constructivist paradigm) by fostering critical inquiry and deeper understanding through the connections students make to past learning, their application of concepts in multiple situations/contexts, and their development of an understanding of interrelated ideas.

Level 1 Goals	
Concept	Level 1
Professional Nursing Care	Demonstrate scientific and safe professional nursing care for healthy, stable clients
Diversity	Recognize individual differences and diversity, and how these differences influence health and health behaviours
Change	Understand change theory and apply it to self, peers, and healthy clients
Interprofessional Teamwork	Develop an understanding of the role of the nurse (<i>see Nursing as a Profession</i>) as a Collaborator in the health care team.
Research	Identify appropriate questions and sources of information within the principles of evidence-informed practice
Technology	Use technology effectively in classroom settings or with healthy clients
Critical Inquiry	Develop self-directed, person-based, critical thinking, and reflection skills to facilitate learning throughout the BScN program
Leadership	Actively participate in the functions of a group and demonstrate a variety of group roles
Advocacy	Advocates appropriately for self and peers
Nursing as a Profession	Gain a deeper understanding of self as person and nurse. Understand the scope of nursing practice, use of nursing process
Communication	Demonstrate professional communication skills with peers, tutors, clients, and others

Overview of Approach to Teaching and Learning:

Each of the Level 1 PBL/PBL tutorial groups consists of synchronous virtual large group classes which are further broken down into smaller breakout learning groups. Student learning will occur in a number of configurations which will be determined by the type of learning activity i.e. instructions or discussions relevant to effective individual and group functioning will be discussed in the large group, such as how to engage in self-assessment and peer feedback. On the first day of class students will be randomly allocated to permanent breakout groups. Small group work, self-assessment and peer feedback will occur in the small breakout groups.

At midterm and during the final class, group members will provide verbal feedback to the tutor and assess the effectiveness of group norms and the learning process. This process may begin in the small breakout groups followed by large group sharing of ideas about learning effectiveness in tutorial.

Tutorials

Weekly 3-hour sessions will utilize a person-based focus within the context of a problem-based methodology (PBL/PBL) using a synchronous, virtual platform. Theoretical concepts related to how to function effectively using PBL methodology and nursing practice will be explored and discussed in N1F03. Care scenarios will be used to trigger the learning and promote critical inquiry. Learning enhancements such as technology and Standardized Patients may be utilized as part of the learning process. Specific concept classes will augment student learning in level 1.

In this course, the teaching and learning methodology is problem-based learning (PBL) coupled with a person-centered approach to patient care. Each student has an active role to play in both small and large group learning. Discussion in a PBL course is a dynamic process. Students build upon each other's ideas, challenge various assumptions, and debate the meaning of concepts. Students are required to attend class in order to be involved in these activities. In addition, there is a responsibility to be prepared and to be actively engaged in all tutorial activities.

Student Role and Responsibilities

Each student in the group has a significant role as a participant in individual and group learning activities. Students are required to prepare for class each week, having researched content and related readings prior to class. They are also required to actively participate in class each week. Weekly attendance is mandatory. Students are encouraged to seek and provide thoughtful feedback to one another throughout the course. Please ensure you read this **Course Outline** thoroughly. As a student in a professional program, you have a number of conduct related requirements you are expected to abide by, and it is your responsibility to ensure that you are aware of course expectations.

Faculty Tutor Role and Responsibilities

The faculty tutor is responsible for facilitating progression and tracking group learning through the course curriculum, as well as coaching students in their learning skills and the PBL process. Students and tutors are required to use the tutorial performance assessment forms specific to the course and found in the **Course Content** section on **Avenue to Learn**. A discussion about expectations for tutorial performance assessment and peer feedback will be led by the tutor at the beginning of the term so that students can begin this important process after the first tutorial.

Required Texts:

Cullum, N., Ciliska, D., Haynes, R. B., & Marks, S. (2008). *Evidence-based nursing: An introduction*. Blackwell.

Dames, S., Luctkar-Flude, M., & Tyerman, J. (2021). *Edelman and Kudzma's Canadian health promotion throughout the life span*. Elsevier.

Engleberg, I. N. & Wynn, D.R. (2017). *Working in Groups* (7th ed.). Pearson.

Potter, P.A, Perry, A.G., Stockert, P.A., Hall, A.M., Astle, B.J., & Duggleby, W. (Eds.). (2019). *Canadian fundamentals of nursing* (6th ed.). Elsevier.

Recommended Books:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Also note:

Each class and care scenario indicated in the Learning Sequence table clearly identifies required readings (citations found in the course manual). All of the information/concepts from those reading and information about tutorial process and nursing found in the course manual are testable and may constitute questions on the **Nursing Concepts Registrar Invigilated Exam**, worth 40% of your overall course grade, written during the examination period at the end of term.

Evaluation Measures

Evaluation Component	Percentage of overall grade	Date Due
Scholarly Application of Research Findings	25%	Week 6
Care Plan Assignment	25%	Week 10
Professional Engagement	10%	Week to week
Nursing Concepts Exam	40%	During exam period

NOTE:

1. To pass the course students must receive an **overall minimum grade** of **C-** as indicated in the McMaster University Undergraduate Calendar.
2. Grades are not official until released from the Office of the Registrar on Mosaic.

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

The instructor reserves the right to modify elements of the course and will notify students appropriately, either in class or on Avenue to Learn (McMaster Undergraduate Course Management Policy, 20184).

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Online Proctoring

This course may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins. Students will be given instructions for proctoring software that will be used for evaluations.

University and BScN Program Policies and Procedures

The University has defined its expectations of students in both the academic and non-academic life of the University community. Policies that govern these practices can be found on the Undergraduate Academic Calendar or on the University website <http://www.mcmaster.ca/policy>. As policies are reviewed and revised on a regular basis, students are responsible for checking the Policies, Procedures and Guidelines section of the University website for the most up-to-date information (adapted from the Undergraduate Calendar, 2018-19).

Students in the BScN program must also refer to program specific policies and procedures, which are found in the Undergraduate Nursing Education Program Handbook. This Handbook is located in A2L in the student resource section of the course. Ensure you are familiar with this document, including the following important policies:

- Attendance Expectations, Policies and Procedures
- Academic Accommodation of Students with Disabilities Policy
- Academic Integrity Policy
- Discrimination, Harassment & Sexual Harassment: Prevention & Response
- Faculty of Health Science Professional Behaviour Code of Conduct for Learners
- Code of Student Rights and Responsibilities
- Student Appeal Procedures
- McMaster University Grading Scale
- BScN Program Viewing Final Exams Policy
- Electronic Communication Policy
- Professional Appearance Policy (for Professional Practice courses)

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (McMaster/Mohawk SAS) or Accessible Learning Services (Conestoga) to make arrangements with a Program Coordinator / Accessibility Advisor. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. Accessible Learning Services can be contacted by email accessibility@conestogac.on.ca or phone at 519-748-5220 ext. 3232. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online. It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Document Sharing Websites

Posting or sharing completed/graded academic work including assignments and projects is considered Academic Dishonesty. This includes posting on document sharing websites.

According to McMaster's **Academic Integrity Policy**, Academic Dishonesty offences include: "failing to take reasonable precautions to protect academic work such as assignments, projects, laboratory reports or examinations from being used by other students" as well as actions that "aid or abet another student's academic dishonesty" (McMaster University, 2020, p. 5). Posting on document sharing websites falls under these definitions of academic dishonesty.

Please carefully review the Academic Integrity Policy to ensure you have a clear understanding of what constitutes academic dishonesty as well as the potential consequences associated with an offence. The policy can be found here: <https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf>

Document sharing and Copyright Law: Some of these websites require you to upload a file to access their resources. Please note that any posting/sharing of School of Nursing course manuals/materials, professors' PowerPoint presentations, videos/recordings of lectures (without written permission from the instructor/University) is in violation of intellectual property rights and copyright law. If you have uploaded documents to such sites without knowing this is a violation, please notify your instructor right away, so the file can be removed.

Fair use: Your professors are champions of your learning and encourage your use of technology to support your development. Students are welcome to share MCQs *you* have developed based on readings, or your own study notes, or your own part of an *officially* collaborative project. Please ask if you have questions about what/where to share.