

**UNIVERSITY OF LETHBRIDGE**  
**FACULTY OF HEALTH SCIENCES**  
**HEALTH SCIENCES 3560/HISTORY 3560**  
**HISTORY OF NURSING: WOMEN AND THE CARE OF THE SICK**  
Course Outline – Spring 2021

Instructor: Erin Spinney, BA, MA, PhD  
Preferred Contact Method: Email  
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Online Office Hours: Thursday 14:00-15:00 or by appointment

**COURSE DESCRIPTION:**

Welcome! This course examines the development of Canadian nursing from its religious roots in seventeenth-century Quebec to the modern hospital movement of the twentieth century. It emphasizes ways in which politics, gender, race, and religion helped to shape nursing into a predominantly hospital-based profession comprised of white women and looks at the efforts of men and minority women to earn a place in nursing in Canada and elsewhere.

**Health Sciences Elective:** 3 credits, 3<sup>rd</sup> year level

**Delivery:** Online

**COURSE OUTCOMES:**

Through this course the student will be able to:

1. Identify the early influences on nursing as a social response to human suffering.
2. Identify the major historical themes, ideas, people and events which have contributed to the development of nursing practice and education in Canada.
3. Critically examine factors that influenced the development of nursing into its current form.
4. Discuss the history of issues and conflicts that persist in contemporary nursing practice.

**REQUIRED COURSE TEXT:**

Bates, C.; Dodd, D & Rousseau, N. (2005). *On all Frontiers: Four Centuries of Canadian Nursing*. Ottawa: University of Ottawa Press; Canadian Museum of Civilization. *Note: This text is available from the bookstore, or directly from the University of Ottawa Press (<http://www.press.uottawa.ca/on-all-frontiers>) as either a text or PDF.*

Additional readings are available online (via Moodle). This course uses online discussions and quizzes as the primary vehicles for engaging with the material. As such, you will require regular and reliable access to the internet. In addition to a required textbook, course materials, quizzes, and resources are posted within Moodle.

**COURSE FORMAT:**

This is designed to be a completely online course, accessible through Moodle. You do not need to go onto the University of Lethbridge campus at any point in order to participate. You will need regular and reliable access to the internet. You should also have access to a university-quality library to do research for course assignments, but otherwise you can take this course from anywhere in the world. This online course is paced. **Required readings will be provided online within Moodle.**

Learning is an active process, and you will get the most out of your learning experience if you participate in dialogue with other students. In online learning, the instructor assists students to critically engage with the material and topic and facilitates dialogue between students.

## COMMUNICATION:

The best way to communicate with me is by email ([erin.spinney@uleth.ca](mailto:erin.spinney@uleth.ca)). I will try to return emails within 24 hours. My online office hours are on Thursdays from 14:00-15:00. During these set “office hours” I will be online and will respond to emails. If you have specific questions about general aspects of the course, chances are that others will have the same questions, so please post these questions on the “General Questions Forum” located on Moodle. I will also be available to meet by Zoom during my office hours. However, you must make an appointment to meet with me via Zoom in advance. I prefer that you first address your questions via email, and we can decide together if a Zoom meeting is required for further clarification of your question/s.

If you are having difficulties with any of the assignments, please contact me before the assignment due date. If there is a valid reason why you cannot complete an assignment before it is due, I would be happy to discuss this with you before the assignment due date.

## ZOOM STATEMENT (For Office Hours):

### *Guidelines for using Zoom:*

The following statements are guidelines for using Zoom and are intended to enhance your learning experience. To make this a good experience, we rely on you.

When attending web-based sessions:

- Wear a headset/earbuds so that you can hear clearly and be heard clearly. This will also cut out echo effects, or audio feedback problems
- Ensure that you are in a quiet location and won't be disturbed.
- Connect your device to a “wired” network connection for faster speeds and better results.
- If using wireless, be aware of issues such as wireless interference (microwaves) or crowded public hot spots that may reduce your connection speed.
- If people freeze up, please just wait a moment for the connection to resume. Typically, these are intermittent problems and will fix themselves.

Please review the PowerPoint slide deck for Zoom. If you encounter difficulties, please contact the IT Solutions Centre at [help@uleth.ca](mailto:help@uleth.ca)

### *Recording of Zoom sessions/classes:*

Please be aware that sessions/classes may be recorded. If classes are recorded, the instructor will let students know that the session/class is being recorded by saying: “this class will be recorded today.” Students uncomfortable with the recording can choose to turn off their video and microphone.

The instructor will be available after the lecture or via email to answer any questions students who were not comfortable asking questions during the recording. Recordings will be available for students to review at a time that is convenient to them.

Zoom keeps the recordings on their servers as well and have access to them should they choose.

Protection of Privacy – Any personal information you may share during this class/session is collected under the authority of Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* (“Act”) and will be protected under Part 2 of the Act. If you have any inquiries regarding the collection of your personal information, please direct those inquiries to: FOIP Coordinator, University of Lethbridge, 4401 University Drive West, Lethbridge, AB T1K 3M4, telephone (403) 332-4620, email [foip@uleth.ca](mailto:foip@uleth.ca).

## ASSIGNMENTS:

<b>Assignment</b>	<b>Total Value</b>	<b>Due</b>
Weekly Quizzes	40%	Weekly
Discussion Forums	35%	Weekly
Paper Proposal	5%	February 10
History of Nursing Topic Paper	20%	Last day of classes
Total	100%	

All assignments should be completed and/or submitted within Moodle.

### **Online Quizzes** (40%)

Weekly quizzes will provide participants with opportunities to reflect on the content of the required readings in a structured manner, with focus on key events, ideas and people from the readings. Participants will have one week to complete each quiz, which must be completed prior to entering the discussion forum. Quizzes must be completed once they are started. Each quiz is open book. Quizzes are to be completed individually. At the end of the course, students' lowest quiz mark will be dropped in the calculation of the final course grade.

### **Discussion Forums** (35%)

Through the discussion forums, participants will have the opportunity to extend their understanding of historical events that shaped the nursing profession. You are welcome to bring additional sources into the discussion forums to support your argument. However, all the information you will need to succeed in the course will be provided on a weekly basis through the assigned readings.

Please note there is a 30-minute lockout period for all discussion postings. During this time, you may review and edit your post for grammar and spelling. Once the 30-minute lockout period has ended, you will no longer be able to edit your post and your peers will be able to view and respond to your ideas.

**Prior to participating in the discussion**, you are required to:

1. Study the module for that week and complete any assigned readings, videos, inventories and polls; and,
2. Complete the quiz.

Discussion forum posting should occur as follows, and in this order:

1. **Choose** which *two* of the *three* posted discussion questions you would like to answer. Prepare your response, citing the literature. (Some students create their response in Word, so in the event Moodle "eats" their response, they still have a copy. Bear in mind that anything copied and pasted from Word will require editing within Moodle to avoid awkward formatting.) If you answer all three questions, only two will be graded.
2. **Post** your original thoughts to *each* of your two chosen questions in around 300 words. Please post your responses to discussion questions *in the designated subject thread* (which will be clearly indicated) and *in text format* (not as an attachment) to make sure online discussions are easy to follow and navigate. Responses in the wrong place will be required to be moved to the correct one. Please ensure your posting is properly formatted, especially if you are copying and pasting from Word. You will be evaluated on the depth of your discussion and engagement with and reflection on the required readings and activities. You must engage in the discussion forums within the designated time period. Late discussion posts will not be marked unless arrangements have been made in advance with the instructor.
3. **Respond** to *two* peers' original responses, on *two different* questions, to affirm and extend their thinking. For more on how both your original posts and your response posts will be graded please see the Discussion Forum Rubric posted on Moodle.
4. **Respond** to those who have responded to your original posting to stimulate discussion and further your learning.

The instructor or teaching assistant will provide ongoing ratings on each posting. Participants can only see their own ratings. Weekly discussions will be locked at the end of the posting week at midnight. Our course week starts on Monday and ends on Sunday night at midnight. Please allow for sufficient marking time before contacting the instructor about discussion post ratings. The instructor and teaching assistant strive to have ratings returned to students within a week of the forum's closing.

### **Term Paper Proposal** (5%)

This assignment will contain the specific research question you will seek to answer/argue in your term paper and a list of sources (seven secondary and one primary) in proper reference list format. The purpose of this assignment is to receive early feedback and assistance on your term paper. An example will be posted to Moodle. You must include a title page and page numbers.

### **History of Nursing Term Paper** (20%)

In this paper you will research a specific historical theme, event, idea or person related to the history of nursing. You will be required to locate one primary source that is relevant to your topic. You will need to make an argument in your paper and use historical evidence (from the primary and secondary sources) to prove your argument. Finally, you will reflect on the topic and articulate the implications for the present state of the nursing profession.

In this paper you will:

- Research a particular historical event, person, theme, place or idea in the history of nursing. This will require you to focus on a particular time period;
- Construct an argument about your topic and prove your argument using historical evidence;
- Locate and analyze a primary source that is relevant to the topic. Consider the primary source's message or meaning in the context of the *past*;
- Consider your topic using other scholarly literature (at least seven sources) and discuss how and why these perspectives might differ from that of the primary source; and,
- Describe how this historical insight is useful for the nursing profession and/or the public it serves.

In the study of history, a primary source is a document, an artifact, or other source of information that was created at the time being studied. Examples of primary sources you may wish to use can be found at the Galt Museum & Archives, or find a local archive by searching the listing of Canadian Nursing Archival Resources (<http://cahn-achn.ca/resources/>) or the Canadian Nursing History Collection (<http://www.historymuseum.ca/cmhc/exhibitions/tresors/nursing/nchis01e.shtml>). More information on this assignment will be posted on Moodle.

Students may wish to consider writing a paper about the local history of nursing in Lethbridge. These papers may be eligible for the History Department's local history essay prize. Please see <http://www.uleth.ca/artsci/history/historicity-essay-award> for more information.

Please submit your final paper in Word on or before the last day of class. I use the track changes function in Word to grade. Alternative formats such as Pages cannot be opened by the instructor.

Marks for late papers 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. Since this is the last assignment of the semester, it is advisable to avoid the need for extensions, to enable timely marking and grade submission.

## GENERAL GUIDELINES FOR ASSIGNMENTS:

All assignments submitted for evaluation are to be your original work created *specifically* for this class. Using the work of others without appropriate recognition (citation), or using your own work originally developed for another class, constitutes the academic offence of plagiarism. (Please refer to the current University of Lethbridge Calendar for current academic regulations and student discipline policies.) Please use an appropriate referencing format specific to your discipline or of your choosing and use it consistently.

Please familiarize yourself with the marking criteria, important dates and course schedule for due dates of each assignment.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing papers.

## GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002 (updated June, 2018).

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.00	95 - 100	C+	2.30	71 - 74.99
A	4.00	91 - 94.99	C	2.00	67 - 70.99
A-	3.70	87 - 90.99	C-	1.70	63 - 66.99
B+	3.30	83 - 86.99	D+	1.30	59 - 62.99
B	3.00	79 - 82.99	D	1.00	55 - 58.99
B-	2.70	75 - 78.99	F	0.00	0 - 54.99

## 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.

## 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 at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. 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](http://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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

**COURSE SCHEDULE:**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Reading</b>	<b>Online Activities</b>
Week 1	Jan. 11-17	Introduction to Nursing History	Ogren (1994) Smith (2015) Keeling (2013) Text Introduction	Weekly quiz Discussion forum
Week 2	Jan. 18-24	Nursing Before Florence Nightingale	Spinney (2018) Helmstadter and Godden (2011) Instructions (1808)	Weekly quiz Discussion forum
Week 3	Jan. 25-31	Who was Florence Nightingale?	Nightingale (1960) Pitts (2018) Gander (2016) Beck (2010) Nelson (2003) Godden and Helmstadter (2004)	Weekly quiz Discussion forum
Week 4	Feb. 1-7	Nursing as Every Woman's Work	McNeill (1910) Messer (1914) McPherson (1991)	Weekly quiz Discussion forum
Week 5	Feb. 8-21	Nursing in the Home: Informal Beginnings	Cottage Nurses (1893) Rogers (1901) Bates: Chapter 1, 3	Weekly quiz Discussion forum Term paper proposal due
Week 6	Feb. 22-28	Nursing in the Hospital: Rise of the Modern Hospital	Bates: Chapter 4, 5 Godden (2008)	Weekly quiz Discussion forum
Week 7	March 1-7	Nursing in the Hospital: the Impacts of Technology	Hamilton (1942) Hewa (1990) Bates: Chapter 6	Weekly quiz Discussion forum
Week 8	March 8-14	Public Health Nursing, Outpost and Outreach Nursing	Bates: Chapter 7, 9 McCloud (1902) Forshaw (1921)	Weekly quiz Discussion forum
Week 9	March 15-21	Nurses and Physicians	Holmes (1907) Stein (1968) Manley (1995) Brown (1996)	Weekly quiz Discussion forum
Week 10	March 22-28	Wars and their Impact on the Nursing Profession	Bates: Chapter 10, 11 Toman (2013)	Weekly quiz Discussion forum
Week 11	March 29-April 4	History of Nursing Education	Bates: Chapter 12 Bramadat (1989) Baumgart (1990) Flynn (2009)	Weekly quiz Discussion forum
Week 12	April 5-11	Professionalization of Nursing	Schwartz (1904) Meakins (1948) Bates: Chapter 13, 14	Weekly quiz Discussion forum Term paper due