**UNIVERSITY OF LETHBRIDGE**

**FACULTY OF HEALTH SCIENCES**

**HEALTH SCIENCES 3560/HISTORY 3560**

**HISTORY OF NURSING: WOMEN AND THE CARE OF THE SICK**

Course Outline – Summer 2021

Instructor: Erin Spinney, BA, MA, PhD

Office Hours: By appointment

E-mail: erin.spinney@uleth.ca

Class: Online (Asynchronous)

**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, 3rd year level

**Delivery:** Online(asynchronous)

**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*](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**.

This course is asynchronous with no set lecture time. However, the course content is paced.

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.

**This is a compressed course with a full semester’s worth of work in three weeks.** Page counts for readings are included in the unit descriptions below to help you budget your time throughout the course.

**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 office hours are by appointment using Zoom. 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.

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

*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.

**ASSIGNMENTS:**

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Total Value*** | ***Due*** |
| Unit Quizzes | 40% | Sundays 11:59pm  Units 9-11 Due July 23 11:59pm |
| Discussion Forums | 35% | Sundays 11:59pm  Units 9-11 Due July 23 11:59pm |
| Reflection paper part 1 | 5% | July 12 |
| Reflection paper part 2 | 20% | July 21 |
| Total | 100% |  |

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

**Online Quizzes** (40%)

Unit 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 calendar week to complete each unit 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. Quizzes for four units are open simultaneously, except for Units 9-11 when three units are open simultaneously, please see the calendar in Moodle for details.

**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 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 *one* 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 (e.g. lack of spaces between paragraphs)). If you answer all three questions, only one will be graded.
2. **Post** your original thoughts to your chosen question in around 300-400 words. Please post your response to the 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. Please use parenthetical citations for your forum posts. 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 *one* peers’ original response, on *any* topic question, to affirm and extend their thinking. These interactions should ideally open up another way of thinking and advance a discussion or take it to a different direction, just as a new idea would if we were sitting around a table talking in person. This forum is intended to foster scholarly discourse and the respectful exchange of ideas. All communications and online interactions should be of constructive and collegial nature. This does not mean you cannot disagree with your peers, but please respond to postings with which you disagree in an objective, respectful manner. Do not make insulting remarks or attack another student. 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 own learning.

Discussions will be locked at the end of the posting calendar week at midnight. Our course week starts on Monday and ends on Sunday night at midnight. The instructor will provide ongoing ratings on each posting. Participants can only see their own ratings. This method of marking may result in you seeing partial grades in the Moodle gradebook as only one of your posts may have been graded at the time you are looking. Please allow for sufficient marking time before contacting the instructor about discussion post ratings.

**Due dates**: Due to the compressed nature of the summer semester, the discussion forums for units will run simultaneously (Units 1-4, Units 5-8, and Units 9-11) with four units ending each Sunday night at 11:59pm (except Units 9-11 which end on Friday July 23rd at 11:59 due to the end of the course). This schedule has been added to the calendar on Moodle and should make the due dates for the discussion forum for each unit clear. You should try to post your response posts to the questions as early as you can in the so that you allow your peers an opportunity to respond to your post before the forum closes.

**Grading:** If students demonstrate that they have read the text and/or the relevant primary source material(s) and the instructor’s introductory comments, have answered the basic question, and are respectful of their peers, their post will be considered satisfactory (in terms of a letter grade, this would be the equivalent of a “C”). If they have worked harder and pushed the question beyond the basics, showing more effort and therefore more insight, and have clearly identified the author’s argument, their post will be considered good (equivalent of a “B”). For student responses that go even beyond this in terms of effort, insight, and consideration of the responses of other students, posts will be considered outstanding (equivalent of an “A”). These posts may also relate the readings to personal experiences with nursing or contemporary issues in health care in Canada. Outstanding forum posts should also be free of grammatical or spelling errors and be expressed in a clear and succinct manner, with a logical flow of ideas, arguments and conclusions. If I have deemed a forum response not satisfactory (letter grade equivalent to a “D”) I will contact the student individually to let them know why and make suggestions on how to improve their responses in the future. Late posts will not receive a grade. This information has also been formatted into a rubric available on Moodle.

**Note:** The content of all forums is private and not for public consumption. This information is private and not for public knowledge.

**Reflection Paper part 1** (5%)

This assignment will form the basis of your main reflective paper. In this assignment you are asked to write one or two paragraphs (100-200 words total) on what nursing history means to you before you start the course. This assignment should be completed before you start reading and reflecting on the course content. As this is a personal reflection you do not need to cite any readings or refer to any literature. You will be graded solely on the mechanics of your paragraph(s) (formatting, spelling, grammar, double-spacing). Please include a title page. There is no rubric for this assignment.

Questions that you may want to use as prompts to get you started:

* Does knowing nursing history help us understand nursing now?
  + If so, how?
* Nursing history is important to me because?
* As a nurse, I use nursing history to [fill in the blank]?
* I decided to take this course because?

Please submit your reflection paper part 1 in Word no later than July 12 at 11:59pm. I use the track changes function in Word to grade. Alternative formats such as Pages cannot be opened by the instructor.

**Reflection Paper part 2** (20%)

For the second part of your reflection paper, copy and paste your paragraph(s) from reflection part 1 into a new Word document. Then in the next two to three pages reflect upon how your views have changed or not changed. If your views have not changed in principle but have become strengthened, explain why. In this section, please refer to the course readings to illustrate how your views have changed or not changed. Please include a title page and page numbers. In total your reflection paper (combining parts one and two) should not be more than 900 words. Neither your reference list nor your title page is included in this word count.

For more information on grading please see the rubric that is available in Moodle. You will not be graded on your views, but rather how well you use course material to back up the thoughts/arguments in your reflection.

Please submit your final reflection in Word on or before July 21st at 11:59. I use the track changes function in Word to grade. Alternative formats such as Pages cannot be opened by the instructor.

**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).

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| --- | --- | --- | --- | --- | --- |
| **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](http://www.uleth.ca/lib/copyright/index.asp?t1=faqs&t2=basics)),
* guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](http://www.uleth.ca/lib/copyright/documents/CopyrightPermissionsFlowchart.pdf)),
* 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](http://www.uleth.ca/lib/copyright/documents/UofL%20copying%20guidelines%20poster-8x14-final.pdf)), and
* a [permissions look-up tool](http://www.uleth.ca/lib/copyright/index.asp?t1=permissions&t2=journals) 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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Week*** | ***Dates*** | ***Topic*** | ***Reading*** | ***Online Activities*** |
| Unit 1 | July 5-11 | Introduction to Nursing History | Ogren (1994) (6 pages) Smith (2015) (5 pages) Text Introduction (10 pages) | Unit quiz  Discussion forum |
| Unit 2 | July 5-11 | Nursing Before Florence Nightingale | Spinney (2018) (15 pages)  Instructions (1808) (2 pages) | Unit quiz  Discussion forum |
| Unit 3 | July 5-11 | Who was Florence Nightingale? | Nightingale (1960)  Pitts (2018) (3 pages)  Nelson (2003) (5 pages)  Godden and Helmstadter (2004) (18 pages) | Unit quiz  Discussion forum |
| Unit 4 | July 5-11 | Nursing as Every Woman’s Work | McNeill (1910) (2 pages)  Messer (1914) (3 pages)  McPherson (1991) (25 pages) | Unit quiz  Discussion forum |
| Unit 5 | July 12-18 | Nursing in the Home: Informal Beginnings | Rogers (1901) (4 pages)  Bates: Chapter 1 (17 pages)  Bates: Chapter 3 (16 pages) | Unit quiz  Discussion forum |
| Unit 6 | July 12-18 | Nursing in the Hospital: Rise of the Modern Hospital | Bates: Chapter 4 (16 pages)  Bates: Chapter 5 (16 pages) | Unit quiz  Discussion forum |
| Unit 7 | July 12-18 | Nursing in the Hospital: the Impacts of Technology | Hamilton (1942) (7 pages)  Hewa (1990) (5 pages)  Bates: Chapter 6 (16 pages) | Unit quiz  Discussion forum |
| Unit 8 | July 12-18 | Public Health Nursing, Outpost and Outreach Nursing | Bates: Chapter 7 (18 pages)  Bates: Chapter 9 (14 pages)  McCloud (1902) (5 pages) | Unit quiz  Discussion forum |
| Unit 9 | July 19-23 | Nurses and Physicians | Holmes (1907) (2 pages)  Stein (1968) (5 pages)  Brown (1996) (5 pages) | Unit quiz  Discussion forum |
| Unit 10 | July 19-23 | Wars and their Impact on the Nursing Profession | Bates: Chapter 10 (16 pages)  Bates: Chapter 11 (14 pages) | Unit quiz  Discussion forum |
| Unit 11 | July 19-23 | History of Nursing Education | Bates: Chapter 12 (14 pages)  Flynn (2009) (19 pages) | Unit quiz  Discussion forum |