Applied Concepts for Professional Practice
N4400

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David Reid – 002
N4400 Applied Concepts for Professional Practice

Calendar Description:
This course will assist students to integrate multiple sources of knowledge gained in the program to engage in in-depth exploration of health/illness issues. (3 hours/week)

Expanded Course Description:
This course will provide an opportunity for the student to synthesize the theoretical, philosophical and ethical dimensions of the profession and nursing practice they have explored throughout their program of study. Students will demonstrate thinking and acting like a nurse incorporating relational inquiry into their practice. Various teaching-learning approaches will be used, which may include case study, self-directed learning, group and individual written assignments and tests. Through the various assignments, students will demonstrate an integrated and advanced application of nursing clients with complex health issues.

Essential elements for the success of each class are preparation and regular and active participation. Engagement with peers, guests, and course instructors, materials and activities to help develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives.

Course Goals:

1. Demonstrate advanced application of the concepts of the metaparadigm of nursing.


3. Utilize a strengths-based approach and relevant evidence in cases involving individuals and families across the lifespan.

4. Demonstrate an integrated approach in the development of nursing care for clients experiencing complex health challenges.

5. Demonstrate ability to provide constructive feedback.

6. Describe an advanced understanding of the role of the nurse within an interprofessional collaborative team and the importance of the therapeutic nurse-client relationship.

7. Incorporate scholarship and critical reflection into course learning activities.

8. Articulate the relevance of professional, interprofessional and nursing informatics competencies, ethical standards and professional accountability in nursing.
Major Concepts in the Course:

**Persons:** Clients, Ways of knowing, Time/transitions, Context/culture, Growth and development, Diversity

**Health and Healthcare:** Health, health promotion/disease prevention, primary health care, safety interprofessional collaborative practice, health system

**Nursing:** Strengths-based nursing care, client-centered care, holistic care, patterns of knowing, professionalism, ethical practice, assessment, clinical judgment, critical reflection, evidence-informed practice

**Environment:** Social determinants of health, physical determinants of health, adverse events, political influences

National Nursing Competencies Addressed in the Course: 1-100

Interprofessional Competencies (CIHC, 2010) addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning
- Interprofessional Communication
- Interprofessional Conflict Resolution

Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

- Information and knowledge management
- Professional and regulatory accountability
- Information and communication technologies

Canadian Association of Schools of Nursing (CASN) Mental Health and Addiction Entry-to-Practice Competencies addressed in the course: Domains 1-5

Canadian Association of Schools of Nursing (CASN) Public Health Nursing competencies addressed in the course:

- Health Promotion
- Collaborate and advocate

Canadian Association of Schools of Nursing (CASN) Palliative Care competencies addressed in the course: Competencies 1-9
How this Course will contribute to your development as a Professional Nurse
The knowledge gained from this course is important in all aspects of nursing practice. This course will refine your ability to apply critical ‘thinking like a nurse’, thus enabling you to ‘act like a nurse’ in the companion professional practice course.

How this Course will contribute to your development as an Interprofessional Team Member
The knowledge, skills, and attitudes you develop in this course will refine your role as a nurse in working with other team members. You will also see the importance of the role of the client and their family in working within health teams and seeing how, when team members work together, there is a combined benefit to their clients.

How We Will Work Together
We believe in the creation of a caring community within the classroom setting which will positively affect your interactions outside of the classroom as well. Teachers will serve in the role of facilitator to assist you to reach your goals. Group activities are a common teaching approach to provoke discussion of course concepts and assist you in self-reflection and in developing skill in knowing the other. You are encouraged to bring electronic devices that will facilitate access to resources for group work done in class.

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

Required Resources and Texts


Recommended Resources and Texts


<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Concepts</th>
<th>Assignment</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Concepts: An Overview</td>
<td>Communication, collaboration, critical judgement, safety</td>
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<tr>
<td>2</td>
<td>The Lived Experience of Long Term Care</td>
<td>Autonomy, quality of life, dignity, leadership, advocacy, time/transitions, health care policy, interprofessional collaboration</td>
<td>#1: Concept map (5%)</td>
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<td>3</td>
<td>Palliative Care – Part 1: Nursing Concepts within Palliative Care</td>
<td>Personal meaning, health care system, client-centred care, determinants of health, strengths-based nursing</td>
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<td>4</td>
<td>Palliative Care – Part 2: Pain and Symptom Management in the Palliative Client</td>
<td>Context/culture, assessment, caring ethical practice, evidence-informed practice, interprofessional collaboration</td>
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<td>5</td>
<td>Palliative Care – Part 3: The Experience of Dying</td>
<td>Hope, loss, grief, advocacy, political influences</td>
<td>#2: Ethical Issues in Palliative Care (10%)</td>
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<td>6</td>
<td>Nursing Care for Families Living with Pediatric Chronic Health Conditions – Asthma</td>
<td>Family centred care, clients, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced-informed practice</td>
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<td>All course goals are present in classes throughout the course</td>
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<td>7</td>
<td>Illness and Health Promotion: Diabetic Ketoacidosis in Children</td>
<td>Homeostasis, health promotion/disease prevention, assessment, clinical judgement, adverse events</td>
<td>#3: Quiz (10%)</td>
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<td>8</td>
<td>Illness and Health: Suicide Risk Assessment</td>
<td>Personal meaning, ways of knowing, interprofessional practice, political influences, assessment, critical reflection, advocacy, strengths-based nursing</td>
<td>#4: Suicide Risk Assessment &amp; SBAR note (5%)</td>
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<td>9</td>
<td>Clinical Judgment: Metabolic Syndrome</td>
<td>Homeostasis, health promotion/disease prevention, assessment</td>
<td>#5: SOAP note (5%)</td>
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<tr>
<td>Assignment #1: LTC – Concept Map</td>
<td>Due: In class, week 2</td>
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<td>Following an examination of key concepts related to transitioning to long-term care, student groups will create a concept map. Maps must be completed electronically, and will be uploaded to the designated assignment dropbox on the course site by the end of class.</td>
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<th>Assignment #2: Ethical Issues in Palliative Care</th>
<th>Due: In class, week 5</th>
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<td>Nurses providing palliative care may encounter issues that require critical reflection and ethical nursing knowledge in caring for persons and their families at end-of-life. As well, nurses will need to attend to their own responses, such as moral distress and dilemmas, and successes with end-of life decision-making. In Groups of 4, students will prepare a written reflection to one “ethical issues within palliative care” question posted in class. The reflection is to be submitted to the designated assignment dropbox on the course site by the end of class, with all participating student’s names (first and last).</td>
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<tr>
<th>Assignment #3: DKA Quiz</th>
<th>Due: In class, week 7</th>
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<tr>
<td>Following class discussion on diabetic ketoacidosis, students will work independently and respond to questions in class. Responses to the questions will be submitted to the course instructor.</td>
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<th>Assignment #4: Suicide Risk Assessment and SBAR Note</th>
<th>Due: In class, week 8</th>
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<td>Using the Situation, Background, Assessment and Recommendation (SBAR) format, in groups, students will prepare a report based on the case study explored in class. Reports will be uploaded to the designated assignment dropbox on the course site by the end of class.</td>
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Assignment #5: Metabolic Syndrome – SOAP note  
**Due: In class, week 9**  
Based on the case study explored in class, students will complete a SOAP note in pairs. Notes will be uploaded to the designated assignment dropbox on the course site by the end of class.

Assignment #6: Sepsis – Transfer of Care Report  
**Due: In class, week 10**  
Based on the case study explored in class, students will complete a transfer of care report individually. Reports will be uploaded to the designated assignment dropbox on the course site by the end of class.

Assignment #7: Concussion Quiz  
**Due: In class, week 11**  
Following class discussion on concussion and the sequelae of this traumatic brain injury, students will independently answer questions in class. Responses to the questions will be handwritten and handed in by the end of class to the course instructor.

Assignment #8: Giving and Receiving Feedback – PEP Module  
**Due: Sunday November 27 at 1600**  
Students will complete the “Giving and Receiving Feedback” module found in the Preceptor Education Program at www.preceptor.ca. This module will prepare students to understand their role in working with colleagues in a learning environment. Students will then compete 5 multiple choice questions online.

Assignment #9: Congestive Heart Failure – Peer Feedback  
**Due: In class, week 12**  
Students will develop a written, comprehensive SBAR note, created over the term, from an actual client scenario encountered during a clinical placement. Each student will review a peer’s note and provide constructive peer feedback based on principles of the PEP module. The student’s mark will be based on the quality of feedback provided to their peer, as outlined in the marking rubric. Feedback will be uploaded to the designated assignment dropbox on the course site by the end of class.

Final Examination (40%)  
This examination will provide an opportunity for students to demonstrate their understanding of course concepts and application to their role as a senior student nursing student and refinement of a professional way of being.
### Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOALS ADDRESSED</th>
<th>VALUE</th>
<th>DUE DATE</th>
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</thead>
<tbody>
<tr>
<td>LTC Concept Map</td>
<td>1-8</td>
<td>5%</td>
<td>Week 2</td>
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<tr>
<td>Ethical Issues Short Answer Reflection</td>
<td>1-8</td>
<td>10%</td>
<td>Week 5</td>
</tr>
<tr>
<td>DKA Quiz</td>
<td>1-8</td>
<td>10%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Suicide Risk Assessment and SBAR note</td>
<td>1-8</td>
<td>5%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Metabolic Syndrome SOAP note</td>
<td>1-8</td>
<td>5%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Sepsis Transfer of Care Report</td>
<td>1-8</td>
<td>5%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Concussion Quiz</td>
<td>1-8</td>
<td>10%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Peer Feedback Module</td>
<td>6-8</td>
<td>5%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>1-8</td>
<td>5%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1-8</td>
<td>40%</td>
<td>Exam Period</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
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**Assignments and Exams**

All policies related to assignments are in the Undergraduate BScN Programs Manual at owl.uwo.ca on the Undergraduate Student Information site. Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Programs Manual.

**PLEASE NOTE:** Attendance is mandatory for all in-class evaluation assignments. There will be no make-up assignments.

**Do not book personal/travel plans until the FINAL exam schedule is posted for the Summer Term.** Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Scholarly Requirements**

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the *Publication Manual of the American Psychological Association* (2010), which includes guidelines for both content and format. In addition, all other writing, including journals, will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

**Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas.
without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual). Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#
Fanshawe site students www.fanshawec.ca/assets/policies/pdf/2g04.pdf

Electronic Devices
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

Attendance
Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

Mental Health
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.
MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/
Fanshawe College Counseling Services http://www.fanshawec.ca/counselling/ and
iCopeU http://icopeu.com/fanshawe/home.html

Student Safety
Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at owl.uw.ca, or Fanshawe, Safe College Campus, 2008 www.fanshawec.ca/assets/policies/pdf/1d05.pdf

Learning Skills Services
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can find out more about this service at www.sdc.uwo.ca/learning