



# Foundations of Nursing Practice

## Nursing 1201A

Course Professor:

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## Foundations of Nursing Practice N1201

### **A: Calendar Description**

This course provides an introduction to the philosophical, theoretical and ethical tenets of the nursing profession. Students are introduced to the history, image and framework of nursing practice, self-regulation, nursing organizations, self-awareness and emotional intelligence, interprofessional collaboration, the nurse-client relationship, and professional communication.

*Prerequisite(s):* Enrolment is limited to students in the Western the Compressed Time Frame BScN Program.

*Extra Information:* 3 lecture hours

*Course weight:* 0.50

### **B: Expanded description**

This course focuses on nursing students' beginning understanding of Registered Nursing practice. Professional standards, professional guidelines, nursing organizations and laws governing nursing practice will be carefully explored. The development of the nursing profession will be discussed using a critical lens and societal images of nursing will be critiqued and reflected upon. Approaches to client care, including, therapeutic communication, clinical judgment, critical thinking, strengths-based care, culturally sensitive care, family-centered care, evidence-based practice and interprofessional collaborative practice will be examined. Students will engage in self reflection related to how nursing theories, philosophies, ways of knowing, values and beliefs will inform their personal nursing practice. Finally, students will examine the health care system and the impacts of social determinants of health on achieving health equity, exploring the role of nursing in leadership and advocacy for health public policy.

### **Course Goals**

1. Compare how professional standards, professional guidelines, professional competencies, and legislation contribute to the legal and regulatory framework required for Registered Nursing practice.
2. Critically examine historic and current societal perspectives of nursing practice that have impacted health and social outcomes in North America
3. Describe how nursing philosophies, theories, and approaches to nursing care are used in nursing practice.
4. Engage in critical reflection and develop self-awareness related to nursing values, beliefs, histories, current issues, theories, and philosophies and how these will inform their nursing practice.
5. Explain how healthcare is structured in Canada and the implications for this as a practicing nurse.
6. Compare the role of the nurse with other health care professionals and non-professional roles in the interprofessional team.
7. Practice approaches to client, intra-, and interprofessional communication to support effective therapeutic relationships and intra- and interprofessional collaborative practice.

8. Use evidence-based nursing research to describe how social determinants of health impact health outcomes across the lifespan.
9. Examine current challenges in achieving health equity in Canada and how nursing leadership and advocacy may support social justice issues.

***National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2019)  
Addressed in the Course***

*Clinician – 1.23*

*Professional – 2.1, 2.3, 2.4, 2.5, 2.6, 2.7 & 2.9*

*Communicator – 3.3, 3.4 & 3.5*

*Collaborator – 4.3, 4.4 & 4.5*

*Leader – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10*

*Advocate – 7.3, 7.4, 7.6, 7.7, 7.8, 7.10, 7.11, 7.13 & 7.14*

*Educator – 8.3*

*Scholar – 9.1, 9.3, 9.7 & 9.8*

**C: Course Communication & Course Process**

Within the Forums, you will find an **Activities and Assessment Q & A** thread where you can address your questions about the course syllabus, assignments, activities, etc. I encourage you to post questions related to course logistics in this discussion forum, rather than email me, as it is likely other course participants have the same question. Personal inquiries, such as an emergency that may affect your coursework, should be sent to the course instructors via the **OWL Messages** tool.

The Forums section also contains a **Course Content Q & A** thread where you can feel free to **respectfully** ask questions about the challenging elements of course content. The Course Content Q & A thread is an **anonymous** discussion forum. The aim of this forum is to provide a **safe place** for you to critically reflect and gain a broader understanding of the course content as you develop professionally into your role as a Registered Nurse.

When communicating with me via email, I will try my best to respond within 48-hours during weekdays; during weekends, please expect a response the following week. **Please use the Messages section of OWL for all email communications. If emergent, select the button “Send a copy of this message to recipients’ email address(es)” Please DO NOT email my uwo account directly, as I do not want to miss any of your important course messages.**

This course will be conducted in-person see Owl site for date and time.

This course will follow a weekly schedule, with Fridays being the course lecture and Sundays being the day that assignments are due.

The *Forums* tab on the course site is where you will share presentation assignments and ask course-related questions. Additional assignment information, external to the syllabus, can be found in the *Resources* tabs of the OWL site. Coursework will be submitted in the *Assignments* tab. **Please familiarize yourself with this course’s Owl site.**

## D: Course Readings and Materials

There is no required text for this course. Your required readings are cited and/or hyperlinked within weekly course content. In the event that you do not see the files for required readings, use the citation information listed to retrieve the reading through UWO library databases. All course readings are accessible to UWO students through databases such as Scopus or CINAHL.

### *Recommended*

American Psychological Association. (2018). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed., revised). American Psychological Associations

## E: Weekly Schedule

<b>Week (Lecture Date)</b>	<b>Topic of Focus</b>	<b>Important Dates</b>
Week 1 (September 8 <sup>th</sup> )	What is a Registered Nurse in Ontario?	
Week 2 (September 15 <sup>th</sup> )	Power, Privilege, and Intersectionality: Exploring Personal and Professional Identities	PEP Module – Anti-Oppression
Week 3 (September 22 <sup>nd</sup> )	Historical and Current Social Perspectives of Nursing	
Week 4 (September 29 <sup>th</sup> )	<b>NO LECTURE CONTENT</b>	Research Assignment Part A
Week 5 (October 6 <sup>th</sup> )	Legislation and Standards in Nursing	
Week 6 (October 13 <sup>th</sup> )	Nursing Ethics & Code of Conduct	
Week 7 (October 20 <sup>th</sup> )	Values, Beliefs, and Approaches to Practice in Nursing	PEP Module – Reflection Guest Lecture – Western Libraries
Week 8 (October 27 <sup>th</sup> )	Philosophies and Theories that Guide Nursing Practice	
<b>READING WEEK</b>		
Week 9 (November 10 <sup>th</sup> )	The Nurse Client Relationship	Research Assignment Part B
Week 10 (November 17 <sup>th</sup> )	Interprofessional Collaborative Practice	PEP Module – Conflicts
Week 11 (November 24 <sup>th</sup> )	Canadian Social Determinants of Health	
Week 12 (December 1 <sup>st</sup> )	Leadership & Advocacy in Nursing Practice	
Week 13 (December 8 <sup>th</sup> )	<b>NO LECTURE CONTENT</b>	Nursing Philosophy Assignment

## F: Methods of Evaluation

Assignment	Percentage of Course Grade	Due Date
1. PEP Modules <ul style="list-style-type: none"> <li>• <b>Module</b> – Anti-Oppressive Practices</li> <li>• <b>Module</b> – Reflective Practice</li> <li>• <b>Module</b> – Successfully Navigating Conflicts</li> </ul>	30% (10% Each – Completion Grade)	<b>Anti-Oppression Due:</b> Sept. 17 <sup>th</sup> at 11:55 pm <b>Reflection Due:</b> Oct. 22 <sup>nd</sup> at 11:55 pm <b>Conflicts Due:</b> Nov. 19 <sup>th</sup> at 11:55 pm
2. Evidence-Based Research Assignment <ul style="list-style-type: none"> <li>• <b>Part A:</b> APA &amp; Writing Quiz</li> <li>• <b>Part B:</b> Annotated Bibliography &amp; Resource List</li> </ul>	40% (Part A – 10% Part B – 30%)	<b>Part A Due:</b> Oct. 1 <sup>st</sup> at 11:55 pm <b>Part B Due:</b> Nov. 12 <sup>th</sup> at 11:55 pm
3. Nursing Philosophy Statement	30%	<b>Due:</b> <b>WEDNESDAY</b> Dec. 6 <sup>th</sup> at 11:55 pm

### 1. Preceptor Education (PEP) Modules

There are **THREE** separate Preceptor Education Modules, each worth 10%, for a total of 30% of the course mark. To complete each module, go to <https://preceptor.ca/index.html> and click “Getting Started.” Select the module title that aligns with the modules that you have been asked to complete in this course.

Module	Due Date
Anti-oppressive Practices	Sept. 17 <sup>th</sup> at 11:55 pm
Reflective Practice	Oct. 22 <sup>nd</sup> at 11:55 pm
Successfully Navigating Conflicts	Nov. 19 <sup>th</sup> at 11:55 pm

The purpose of completing each of these modules is to support your professional development in becoming a Registered Nurse. Each module should take about 30 – 45 minutes to complete.

This assignment includes 2 parts:

- 1) Module Completion – You will submit a copy of the course certificate in Owl *Assignments* and receive 5% of your course grade upon completion (This can be a PDF or Screenshot).
- 2) One-Page Reflection–You will submit a **one-page double-spaced, Times New Roman, size 12 font, non-scholarly (you can write in first-person) micro reflection** answering the question: “How has the content in this module changed the way I will approach my personal nursing practice in the future?” ***For this portion of the grade, you will receive either 2.5% (does not fully meet criteria) or 5% (meets criteria) if submitted.***

The PEP modules are a completion grade. Please exercise professional accountability and engage in a meaningful reflective process when completing this content. You are not being graded on the quality of your academic writing in this assignment, you are being asked to engage in reflective practice. The rubric for the one-page reflection and further instructions for PEP Modules will be

posted in the *Resources* section of OWL. The one-page written reflections for each module can be submitted in *Owl Assignments*.

## 2. Evidence-Based Research Assignment

There are **TWO** separate components of the Evidence-Based Research Assignments, Part A is worth 10% and Part B is worth 30% for a 40% of the course mark.

The purpose of the evidence-based research assignment is multifaceted. You will be developing your entry-to-practice skills as a scholar and communicator by developing your skills in evidence-based research. Moreover, you will be developing your scholarly writing skills, as you synthesize a resource list to guide your nursing practice.

### **Evidence-Based Research Assignment Part A: APA & Writing Quiz (10% of Course Mark)**

The College of Nurses of Ontario *Entry to Practice Competencies* (2022) suggests that skills in evidence-informed communication are the foundation of therapeutic nurse-client relationships.

The purpose of this assignment is for you to:

- Apply evidence-informed communication using APA to cite resources correctly
- Demonstrate professional academic writing when referencing scholarly sources

The *APA and Writing Quiz* will be an open-book quiz and accessible from Monday, September 25<sup>th</sup> to Sunday, October 1<sup>st</sup> at 11:55 pm. This is a low-stakes assignment to support your understating of implementing APA in your scholarly writing and the appropriate use of paraphrasing. Further information about the quiz will be communicated during weekly course *Announcements*. This assessment can be found in in *Owl Tests & Quizzes*.

### **Evidence-Based Research Assignment Part B: Annotated Bibliography & Resource List (30% of Course Mark)**

The College of Nurses of Ontario *Entry to Practice Competencies* (2022) describes nursing scholarship as utilizing “best evidence to make informed decisions” that guide your nursing practice (pp. 8). As Registered Nurses, you have professional expectations to continually develop your research skills across the course of your nursing career and support research activities in your nursing practice.

The purpose if this assignment is for you to:

- Practice your research and scholarly writing skills by developing annotations
- Demonstrate identification of best evidence to guide your nursing practice using a lens of epistemic justice
- Identify continuous professional development opportunities to support your life-long learning

In this assignment, you will develop two annotations, create a reference list related to a specific nursing topic and identify two professional development opportunities related to your selected

topic area. The rubric and further instructions for the Evidence-Based Research Assignment Part B will be posted in the *Resources* section of OWL.

### 3. Nursing Philosophy Statement (30% of Course Mark)

A Nursing Philosophy Statement is a statement of your personal nursing philosophy, including, your values, beliefs, perspectives, and practices you intend to approach client care and nursing practice with.

The purpose of this assignment is for you to:

- Synthesize course content and the impacts of this information on your professional nursing practice
- Reflect on your personal journey of development as a nurse throughout this term
- Develop your own personal philosophy of self as a nurse

This is a scholarly paper. Please use 12-point Times New Roman font, size 12 font, double-space and format your work according to APA 7<sup>th</sup> edition (revised). Max 5-pages. Minimum 8 references in the reflection element of this assignment. You will submit:

- A max 2-page **Personal Nursing Philosophy Statement** that includes the following:
  - A definition of what nursing means to you
  - Personal values and skills that you plan to apply to your nursing practice (you may consider using a personal story to facilitate this section)
  - How you plan to address broad societal issues of health inequity in your personal nursing practice (This can be general, or you can choose to focus on a specific issue that you are passionate about.)
  - What qualities make a great nurse and how you will engage in continued professional development on your journey to becoming that person. (i.e., What kind of nurse do you want to be and how will you get there?)
- A max 3-page **reflection on the process of developing your personal nursing philosophy**. This is an explanation of how what you have learned across the course has impacted the development of your personal nursing philosophy. You will use a reflective framework to guide your critical reflective practice. In the reflection section, consider exploring the questions:
  - Why did I want to become a nurse? Why is nursing important to me?
  - How has your perspective of nursing changed or transformed over the course?
  - What are my personal values and beliefs about nursing and how do these align or not align with professional organizations, historical, and societal perspectives of nursing?
  - What have you learned about yourself as a nurse over the course? How has exposure to course content formed your professional development as a Registered Nurse?

Please see full details with respect to expectations in the *Resources* section of Owl. Submit in *OWL Assignments*.

## **G: Inclusivity**

We are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all who deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). **This course requires you to engage in critical reflection as you embark on your career as health professionals; at times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.**

As your instructors, we are committed to supporting you in navigating this course content. We are not perfect and may falter but will do our best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out to me.

## **H: Policies – Nursing Student Information SharePoint Site**

The School of Nursing's policies and undergraduate Program Manual are available on the [Nursing Undergraduate Information SharePoint site](#). Students, staff, and faculty are required to read and be familiar with its contents. Please refer to this for information on penalties for late assignments, re-grading of assignments, and the protocol for missed quizzes found on [owl.uwo.ca](http://owl.uwo.ca).

## **I: Netiquette**

Netiquette is about establishing a code of behavioural etiquette for communicating online in this course.

### ***General Guidelines***

- Be respectful of other's opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.



- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgements.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: “Would I say this out loud in class?” If not, don’t write it.
- Students found guilty of Zoom-bombing a class or of other serious online offences may be subject to disciplinary measures under the Code of Student Contact.

For further information, see Western University’s Code of Online Conduct:

<https://www.edu.uwo.ca/CSW/images/LearnOWLimg/Online-Code-of-Conduct.pdf>

### **J: Academic Integrity Policy/Plagiarism**

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledged by using quotation marks, where appropriate, and proper APA 7<sup>th</sup> Ed. referencing.

While use of AI-based content creating platforms (e.g., ChatGPT) can be useful to assist in information collection and problem-solving of complex scenarios, outputs generated from these platforms need to attribute in terms of direct citation/quote and referencing as per writing style (e.g., APA 7<sup>th</sup>), if used in assignments or course participation. In other words, AI-generated content, while interesting and potentially informative to assist in the refinement of ideas and insights, should not be used verbatim or suggested to be original content generated by student(s) for assignments in this course. If outputs from AI-based content creating platforms are used verbatim, they must be attributed and cited accordingly.

Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. ***You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to them. 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 26 *Undergraduate BScN Programs Manual 2013 - 2014* Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Scholastic offences are serious, and students should read the policy as to what constitutes a Scholastic Offence at the following site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **K: Review of Graded Assignments**

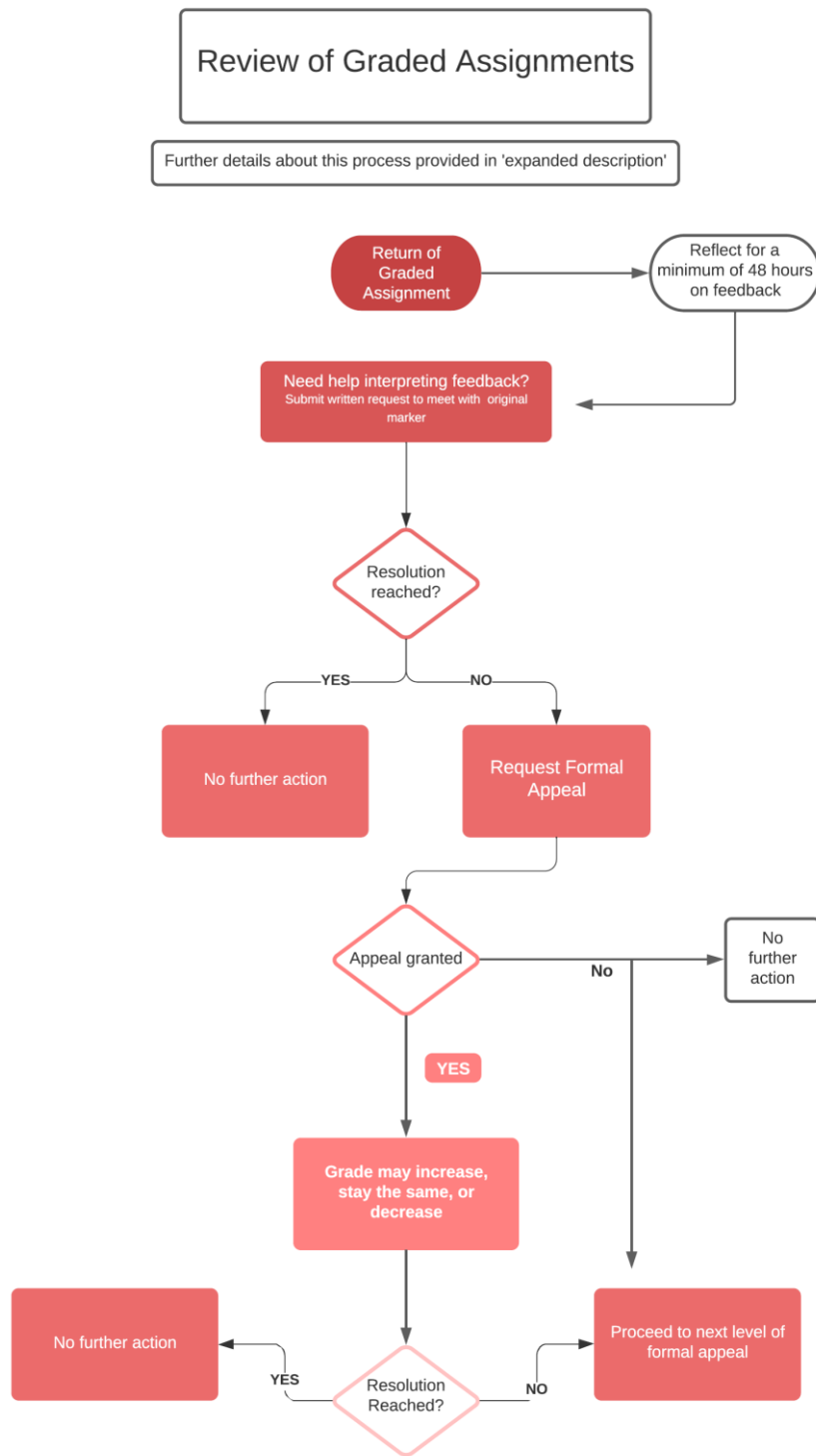
After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support. **Western Site:** <http://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals.

### **Western Site: Undergraduate Student Academic Appeal**

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading\\_178](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#SubHeading_178)



## **L: Accessibility, Accommodation and Support Services at Western**

*Technical Support:* For OWL support contact the WTS HelpDesk at <https://wts.uwo.ca/helpdesk/index.html>

*New to Online Learning?* Check out the following link for a variety of to support online learning from Western StudentExperience: <https://www.uwo.ca/se/digital/>

*Academic Support and Accommodation Services:* Check out these services that support academic success. I encourage all students to engage in the writing supports available to them at Western. [http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

*Physical Health, Wellness Education and Mental Health:* Connect with Student Health Services at Western here: <https://www.uwo.ca/health/Physical%20Health/index.html>

*Indigenous Student Center* staff and Elders are available to support you personally, academically, and culturally. Reach out at: <https://indigenous.uwo.ca/students/>

For services related to inclusion, equity and diversity visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>

Services related to [Gender-Based Violence and Survivor Support](#)

View Western University's *Anti-Racism Working Group Report* here: <https://president.uwo.ca/anti-racism/>

## **M: Academic Consideration & Late Work Policy**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with your academic advisor, Michelle Wagler ([mwagler@uwo.ca](mailto:mwagler@uwo.ca)), at your earliest opportunity.

Your academic advisor will work with you to determine the need for academic considerations. Whenever possible, students who require academic consideration should provide notification and documentation in advance of due dates, examinations, etc. **Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Please do not feel the need to disclose your personal health information to be to justify your late submission.** Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

For assignments in **this course ONLY**, you may have a **zero penalty 48-hour extension** from the time of the original due date for use at your discretion. For example, if the assignment is due on Sunday, October 22<sup>nd</sup> at 11:55 pm, should you determine you require academic consideration, your new assignment deadline would be Tuesday, October 24<sup>th</sup> at 11:55 pm. **You are not required to email your course instructor in this course for a delayed submission of**

**less than 48-hours.** If you submit your work within 48-hours of the original due date, you will not have any grade deduction. The purpose of this specific course policy is to support students with last-minute unforeseen circumstances (internet issues, sick kids, Roger's outage, etc.) assuming that the majority of the assignment is complete and will be submitted within 48-hours.

If unforeseen circumstances last **beyond 48-hours** and you have not consulted with your academic advisor for consideration, upon submission of the assignment **a late penalty will be applied to the date of ORIGINAL deadline.** For example, if the assignment is due on Sunday, October 22<sup>nd</sup> at 11:55 pm and you submit your work 3-days late without a consideration from your advisor, you will have 15% of your grade deducted from your assignment (This is in accordance with the 5%/day late work policy, up to a maximum of 10 days, after which you will receive a zero).

### **N: Land Acknowledgement**

We are facilitating this course for an institution that is located in what is now known as the City of London. We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada. We accept that as Registered Nurses and employee of a public institution, we have the responsibility to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.