FOUNDATIONS OF PROFESSIONAL NURSING I
N1060/NRS7065

Calendar Description:

This course provides an introduction to the philosophical, theoretical and ethical tenets of the nursing profession. The historical development of the profession, image of nursing, roles of nurses in the inter-professional team, and the framework for Registered Nursing practice in Ontario are explored. (3 hours/week)

Expanded Course Description:

This course focuses on nursing students' beginning understanding of theoretical, philosophical, and ethical foundations of the nursing profession and nursing practice. The development of the profession, roles of nurses, locations of nursing practice, the provision of person-centered collaborative care, and essential elements of nursing practice will be examined. In addition, you will be introduced to strengths-based nursing care and ways of knowing in nursing and.

Various teaching-learning approaches will be used in this course, which may include online discussions, self-directed learning, guests, group presentations, and written assignments. Through the various assignments, students will begin to reflect on their understanding of the history of the profession and the importance of caring in nursing practice, and the role of nurses in global health issues.

Essential elements for the success of each class are preparation and regular and active participation. The engagement with peers, guests, and course instructors, materials and activities to develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives. Course activities and assignments will assist students to develop the beginning capacity for use of reflective thinking, critical-analytical reasoning, scholarly writing, and collaborative-consultative communication.

Course Goals:

1. To understand the influence of the four foundational program concepts: ways of knowing, culture/context, time/transitions, and personal meaning upon professional nursing practice.

2. To develop an understanding of how health and health care are structured in Canada, and the implications to the profession of nursing.

3. To describe the evolution of professional nursing practice.

4. To understand the relevance of professional, inter-professional and nursing informatics competencies as they apply to nursing.

5. To understand the professionalism of nursing, including professional organization, nursing associations, unions, and regulatory bodies.
6. To develop an awareness of self and professional nursing roles in the context of interprofessional collaborative practice.

7. To begin developing an awareness of nurses as leaders in a global context.

8. To introduce the philosophy of strengths-based nursing care, ethical standards and the theoretical foundations of the profession of nursing.

Major Concepts in the Course:

Persons
- Clients
- Diversity
- Personal meaning
- Ways of knowing
- Time/transitions
- Context/culture

Health and Health Care
- Health
- Health promotion
- Primary health care
- Inter-professional collaborative practice
- Health care system
- Indigenous health

Nursing
- Caring
- Client centered care
- Holistic care
- Strengths-based care
- Critical social theory
- Collaboration
- Advocacy
- Evidence informed practice
- Professionalism

Environment
- Social determinants of health
- Globalization
- Political influences

National Entry-level Nursing Competencies Addressed in the Course:
- Professional responsibility and accountability (#1-3,8 & 10)
- Knowledge-based practice (#24, 27, 29, 31-35)
- Competent application of knowledge (#45, 46)
Inter-professional Competencies Addressed in the course:

- Inter-professional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

Nursing Informatics Competencies (CASN, 2012) addressed in the course:

- Uses relevant information and knowledge to support the delivery of evidence-informed patient care: indicators 1, 7

Nursing Safety Competencies (CPSI, 2009) addressed in the course:

- Domain 1: contribute to a culture of patient safety
- Domain 3: communicate effectively for patient safety
- Domain 5: optimize human and environmental factors

Mental Health and Addiction Competencies (CNO, 2015, 2017) addressed in the course:

- Domain 5: Self-regulation, competency 6, indicator 6.2 Identifies one’s own morals, values, attitudes, beliefs, and experiences related to mental health conditions and/or addiction and the effect these may have on care

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 assist you in developing your professional self through looking at the evolution of nursing to nurses’ current roles within an inter-professional health care team.

How this Course will contribute to your development as an Inter-professional Team Member

The knowledge, skills, and attitudes you develop in this course will provide you with a better understanding of 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 https://uwo.ca/health/mental_wellbeing/ or to Counselling & Accessibility Services at Fanshawe College https://mindyourmind.ca/about/media/icopeu for a complete list of options about how to obtain help.

**Course correspondence**

To maintain the confidentiality of correspondence between students and course professor (and Teaching Assistants), all electronic correspondence must take place within the course site on Fanshawe Online (FOL – for the Fanshawe site students) or OWL (for the Western site students). DO NOT send emails through any other email system. **You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).**

**Required Resources and Texts**


# Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sept 11</td>
<td>Course Introduction. What is nursing? What have I got myself into?</td>
<td>Assignment 1 Group Charter [5%] – due Monday Sept 17 at 8 am</td>
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<tr>
<td>2 Sept 18</td>
<td>Patterns of Knowing in Nursing</td>
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<tr>
<td>3 Sept 25</td>
<td>Canadian Nursing History</td>
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<tr>
<td>4 Oct 2</td>
<td>Understanding Canada’s Health Care System</td>
<td>Assignment 2 (a) [5%] Presentation case study identification – due Monday Oct 1 at 8 am. APA test [10%]</td>
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<tr>
<td>5 Oct 9</td>
<td>Reading Week – No class</td>
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<tr>
<td>6 Oct 16</td>
<td>Approaches to Health, Illness &amp; Wellness. Contemplative Practice</td>
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<tr>
<td>7 Oct 23</td>
<td>Role of Nurses in our Global Society</td>
<td>Mid-term test [20%]</td>
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<tr>
<td>8 Oct 30</td>
<td>Group Presentations</td>
<td>Assignment 2(b) Group Presentation [10%]</td>
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<tr>
<td>9 Nov 6</td>
<td>Group Presentations (continued)</td>
<td>Assignment 2(b) Group Presentation [10%] (continued)</td>
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<tr>
<td>10 Nov 13</td>
<td>Relationships with Others – Teamwork</td>
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<tr>
<td>11 Nov 20</td>
<td>Knowing more about the Profession</td>
<td>Assignment 3 [20%] Self-care paper due Monday Nov 19 at 8 am</td>
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<tr>
<td>12 Nov 27</td>
<td>Nursing Theory</td>
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<tr>
<td>13 Dec 4</td>
<td>Pulling it all together</td>
<td>Final Exam December Exam Period [30%]</td>
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All course goals are presented in classes throughout the course.
Opportunities to Demonstrate Learning

Assignment #1: Group Charter (5%)
Due @ 0800 Monday, September 17, 2018

In groups as assigned by the professor, students will use the template provided to create a group charter that will guide the conduct of all members throughout the term. Completed charters must be submitted electronically to the correct assignment dropbox on FOL/OWL. The assignment must be submitted by one group member only, and it must include the group number, name and last name of each group member listed alphabetically, and assignment number. Use a word file. e.g. Group1_ClarkKindreeLeeRowanTangZeebring_1

APA Test (10%) October 3, 2018 (in-class)

Mid-term Test (20%) October 24, 2018 (in-class)
- Using a variety of question formats, the test will examine concepts explored in weeks 1-6 of the term.

Assignment #2: The goal of this assignment is to achieve insight regarding the application of patterns of knowing in nursing practice. Student groups will be created at the beginning of the term by the course professor. Each group will choose a case study to present to the class to demonstrate the application of patterns of knowing in nursing practice (Total 15%)
(a) Presentation case study identification due @ 0800 Monday, October 1, 2018
(b) Group Presentations will take place on October 31 OR Nov 7, 2018 in class

#2(a) Case Study Identification (5%)
- Create/find case studies to help your group demonstrate/present to your classmates the application of Patterns of Knowing (POK) and a Strengths Based Care (SBC) approach to nursing practice.
- Choose four (4) case studies/situations, then briefly summarize and provide a reference for them using APA 6th ed. as necessary if you do not create them. Submit the 4 summaries (maximum 2 pages double-spaced, one side of the page only, times new roman #12 font), through OWL/FOL to your course professor. 1 case study will be assigned by your professor to use for your group presentation. The document with the 4 summaries must not exceed 500 words. A title page using APA format must be included.
- The assignment must be submitted by one group member only to the correct assignment dropbox on FOL/OWL. The title page must include the group number, name and last name of each group member listed alphabetically, and the assignment number. Use a word file. e.g. Group1_ClarkKindreeLeeRowanTangZeebring_2a

#2(b) Group Presentation (10%)
- Using aesthetic means, describe how each POK and SBC applies to the case study
- Present the case study and aesthetic work in class
- A randomly assigned group using a standard marking rubric will mark each group’s work
• Students who do not participate in peer evaluation as assigned during the class presentation will have 5% deducted from the group mark – this will only affect the individuals who do not complete the peer evaluation in class, not their entire group.

**Assignment #3: Self-Care Paper (20%)**
**Due @ 0800 Monday, November 19, 2018**

**Self-Care Paper (20%)**
• Through the theoretical lens of strengths-based care and the theory discussed about contemplative practice, students will discuss their understanding and application of self-care practices to promote their individual mental health and holistic health during their first semester in nursing school.
• Students will be asked to explore strategies, develop an individual self-care contract (maximum 250 words) and must commit to choosing at least 3 strategies to practice self-care during their first semester in nursing school (and possibly beyond!). In the paper, students must address and describe their success and/or challenges engaging in self-care while integrating strengths-based care and contemplative practice theory to their lives.
• The paper must include a title page, it must not exceed 500 words, and must be formatted using the APA (6th ed.) style. It must be double spaced and use Times New Roman, 12-point font. You must include at least one scholarly nursing reference. This assignment must be submitted using a word file in the correct dropbox on FOL/OWL.

**Final Examination (30%)**
**In the Examination Period**

This examination will provide an opportunity for students to demonstrate their understanding of course concepts and beginning application to their role as a student nurse and development of a professional way of being. Course concepts from the entire course will be included.

**Summary of Opportunities to Demonstrate Learning**

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Charter</td>
<td>2, 4, 5, 6, 7</td>
<td>5%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Test - APA</td>
<td></td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Mid-term test</td>
<td>1-4, 8</td>
<td>20%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Patters of Knowing &amp; SBC [Case study identification 5%] [Group presentation 10%]</td>
<td>1-4, 6</td>
<td>15%</td>
<td>Case study identification Week 4 Group presentations Weeks 8 &amp; 9</td>
</tr>
<tr>
<td>Self-Care Paper</td>
<td>4, 8</td>
<td>20%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1-8</td>
<td>30%</td>
<td>Exam Period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
PLEASE NOTE: Do not make travel plans until the Mid-Year exam schedule is finalized. Exam Period: December 10-21, 2018 inclusive.

You may arrange for a test take-up if you submit a written/e-mail request to a course professor within 14 days of the posting of the test/exam results. A take-up session will be arranged with the date and time posted on the course site by the course professor.

Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on Sakai in the Undergraduate Student Information (https://owl.uwo.ca), and for Fanshawe students Online in the Collaborative Program virtual homeroom at www.fanshawonline.ca

Students must check the FOL/OWL course site at least weekly to ensure they are up to date with course related information. Correspondence with the course professor MUST take place within the FOL/OWL course mail system, and NOT through personal or other email accounts.

Policies
All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshawonline.ca Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

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 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

Assignments and Exams
Please refer to the following site specific links for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Undergraduate
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 https://uwo.ca/health/mental_wellbeing/
- Fanshawe College Counseling Services http://www.fanshawec.ca/counselling/
- iCopeU https://mindyourmind.ca/about/media/icopeu

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.uwo.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