Foundational Concepts of Professional Nursing II
N1160/NRS07066

Winter 2019 Course Professors:

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The Western-Fanshawe Collaborative BScN Program N1160/NRS07066Foundational Concepts of Professional Nursing II, 2018-2019
FOUNDATION CONCEPTS OF PROFESSIONAL NURSING II
N1160/NRSG7066

Calendar Description: Building on part I, this course enables students to begin to develop the thinking processes and clinical judgment required for professional nursing practice from a strengths-based perspective. Students will begin to develop their personal philosophy of nursing practice. (3 hours/week).

Expanded Course Description:

This course continues to develop nursing students’ understanding of the theoretical, philosophical, and ethical foundations of the nursing profession and nursing practice. The concepts of clinical judgment and critical reflection will be utilized to help students understand the application of knowing in nursing.

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 reflect on their understanding of patterns of knowing, the nursing metaparadigm (nursing, person, health, environment, and social justice), and what it is to think like a nurse and work within interprofessional teams.

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 develop an understanding of the philosophical pillars: humanism, feminism, phenomenology, and critical social theory.

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

3. To understand the relevance of professional and interprofessional competencies and ethical standards as they apply to nursing.

4. To develop an awareness of self and professional nursing roles, including roles of other health providers and their relationship to nursing.

5. To understand the role of the nurse within an interprofessional collaborative team.

6. To begin developing the capacity to notice, interpret, and respond through integrating emerging knowledge, values, and skills necessary for professional practice.
7. To begin developing the capacity to critically reflect upon judgments made.

8. To begin developing an understanding of information and communication technologies for use in professional practice.

**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
- Technology/informatics
- Interprofessional collaborative practice
- Health care system

**Nursing**
- Caring
- Client centered care
- Holistic care
- Strengths-based care
- Social justice
- Feminism
- Phenomenology
- Critical social theory
- Humanism
- Collaboration
- Clinical judgment
- Critical reflection
- Advocacy
- Evidence informed practice
- Professionalism

**Environment**
- Social determinants of health
- Globalization
- Political influences
National Entry to Practice Competencies for Registered Nurses: Revised 2014 (CNO, 2018) addressed in the course:
- Professional responsibility and accountability (#1-3, 10, 18)
- Knowledge-based practice (#24, 27, 29, 31, 33-35)
- Competent application of knowledge (#37, 40, 45-49)
- Ethical practice (#75, 76, 80, 4, 86)
- Service to public (#87, 88, 90, 93)
- Self-regulatory (#95-100)

Interprofessional Competencies (CIHC, 2010) addressed in the course:
- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

Canadian Association of Schools of Nursing (CASN, 2012) Nursing Informatics Entry-to-Practice Competencies addressed in the course:
- Uses relevant information and knowledge to support the delivery of evidence-informed patient care indicators 1, 6, 7
- Uses ICTs in accordance with professional and regulatory standards and workplace policies indicators 1, 5, 6
- Uses ICTs in the delivery of patient/client care indicator 6

Canadian Association of Schools of Nursing (CASN, 2018) Learning Outcomes for Patient Safety in Undergraduate Nursing Curricula addressed in the course:
- Domain 1: Contribute to a culture of patient safety
- Domain 2: Work in Teams for patient safety
- Domain 3: Communicate effectively for patient safety
- Domain 4: Manage safety risks
- Domain 5: Optimize human and environmental factors
- Domain 6: Recognize, respond to, and disclose adverse events and near misses

Entry-To-Practice Mental Health and Addiction Competencies (CASN, 2015) addressed in the course:
- Domain 1: Professional Responsibility and Accountability
- Domain 2: Knowledge-Based Practice
- Domain 3: Ethical Practice

How this Course will contribute to your development as a Professional Nurse

The knowledge gained from this course will help prepare students for encounters with professional practice situations with clients. Interprofessional collaborative practice continues to be explored building on the foundational concepts introduced in Foundational Concepts of Professional Nursing I. Students will examine various tools nurses use in practice to guide their thinking and acting.
How this Course will contribute to your development as an Interprofessional 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 http://www.uwo.ca/uwocom/mentalhealth/ or to Counselling & Accessibility Services at Fanshawe College - www.fanshawec.ca/success www.icopeu.com 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/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe Online (FOL – Fanshawe site). DO NOT send emails through the regular 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thinking and Acting Like a Nurse: Overview and Introduction</td>
<td>Group Charter due Monday, Jan 14 @ 0800</td>
</tr>
<tr>
<td>2</td>
<td>Thinking Like a Nurse: Strengths-Based Nursing Care</td>
<td>Assignment #1 [total 30%]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. In class group assignment [10%]</td>
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<tr>
<td>3</td>
<td>Thinking Like a Nurse: Critical Thinking</td>
<td>ii. In class group assignment [10%]</td>
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<tr>
<td>4</td>
<td>Thinking like a Nurse: Tools Used to make Clinical Decisions</td>
<td>iii. In class group assignment [10%]</td>
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<tr>
<td>5</td>
<td>Thinking like a Nurse: Nursing Care Planning</td>
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<tr>
<td>6</td>
<td>Case Study: IP Lens</td>
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<tr>
<td>7</td>
<td>Reading Week</td>
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<tr>
<td>8</td>
<td>Developing a Personal Philosophy of Nursing</td>
<td>Assignment #2 [10%]</td>
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<tr>
<td></td>
<td></td>
<td>In class group assignment</td>
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<tr>
<td>9</td>
<td>Acting like a Nurse: Reflection</td>
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<tr>
<td>10</td>
<td>Acting Like a Nurse: Developing a Professional Social Media Presence</td>
<td>Assignment #3 [10%]</td>
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<td></td>
<td>In class individual assignment</td>
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<tr>
<td>11</td>
<td>Acting Like a Nurse: Ensuring Patient Safety, Advocacy and Leadership</td>
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<tr>
<td></td>
<td>in Nursing Practice.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Assignment #4 [20%]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Presentations</td>
</tr>
<tr>
<td>13</td>
<td>Philosophy of Practice &amp; Concept Review</td>
<td>Assignment #4 [20%]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Presentations</td>
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<td></td>
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<td>Final Exam: In exam period [30%]</td>
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Opportunities to Demonstrate Learning

All uploaded assignments must be submitted in MS Word format. A title page that conforms to APA 6th Edition (Rev.) requirements must accompany every assignment. Submit assignments to the correct dropbox online.

Assignment #1: In class assignments - Understanding Client-Centered Nursing Care (30%)

Working in groups, students will complete the following three assignments. The focus will be the case ‘Linda Miller’. Assignments must be uploaded to the correct assignment dropbox online by the end of each class. Each assignment must include the surname and name of each student in the group, organized alphabetically.

Week 2: “Strengths-Based Nursing Care”

Assignment 1i: At the end of class, each group will submit a summary (using the template provided). Groups will identify 2 examples each, of strengths-based and deficit-based language and/or behaviour from the video example. Describe the effects to Linda and her family for each example. Make a recommendation to change one of the nurse behaviours/language identified above. [10%]

Week 4 “Knowing”

Assignment 1ii: At the end of class, each group will submit a summary (using the template provided) of the five areas of knowing as described by Gillespie & Paterson (2009) and related to ‘Linda Miller’. Each area must include two examples. [10%]

Week 5: “Developing a Discharge Plan for Linda Miller”

Assignment 1iii: In class, develop a discharge plan as outlined, providing rationale for each aspect of the process. [10%]

Assignment #2: Synthesizing the concepts of the metaparadigm of nursing (10%)
Due: In class assignment – February 26, 2019 (week 8)

In groups, students will develop a pictorial representation of the metaparadigm concepts. Group work will be submitted in class.

Assignment #3: Creating a professional social media presence (10%)
Due: In class assignment March 12, 2019 (week 10)

In class, each student will prepare an outline that could be used to establish a professional online presence. The format required will be reviewed in class.
Assignment #4: Video Presentation (20%)
Philosophy Due: March 26, 2019 @ 0800 for all students
Presentations to take place on March 26 & April 2nd, 2019 (weeks 12 & 13)

The role of the nurse is varied, and is constantly evolving in response to the needs of clients, families, communities, and populations. As such, it is not always well understood by the public. This assignment is an opportunity for students to collaborate on the creation of a 10 minute video that explores, articulates, and clarifies the role of the nurse for the general public and stakeholders.

Students will use a variety of scholarly and other relevant sources to inform their video presentation, and demonstrate an evidence-informed approach to the content. Groups will submit a reference list, following APA 6th ed. format, itemizing the sources used in the creation of the video.

The individual portion of this assignment is a 3 page personal philosophy of nursing that each group member will develop independently. Using the Denehey (2001) article as a guide, the first two pages of the paper will explore the relationship between your personal values, beliefs, goals, and assumptions about nursing, and those of the profession. What does this mean for your development as a beginning nurse? The third page of the philosophy will describe the ways in which your philosophy differs or is similar to those of your group members based on your group conversations, and what it might mean.

Video reference lists will be submitted by one designated group member under the assignments tab on the day of the presentation. Philosophies will be submitted individually through TurnitIn under the assignments tab on the due date above. Writing will conform to APA 6th ed. guidelines, 12-point font, double spaced, default margins.

Final Examination: In the April exam period (30%)

All course concepts will be included in the final exam which will be a multiple choice and alternative format question design.
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>Understanding Client-Centered Nursing Care: Strengths-Based Nursing Care</td>
<td>1, 2, 4, 6</td>
<td>10%</td>
<td>In class week 2</td>
</tr>
<tr>
<td>Understanding Client-Centered Nursing Care: Knowing</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>10%</td>
<td>In class week 4</td>
</tr>
<tr>
<td>Understanding Client –Centered Nursing Care: Discharge Planning</td>
<td>1, 2, 3, 4, 6, 7, 8</td>
<td>10%</td>
<td>In class week 5</td>
</tr>
<tr>
<td>Synthesizing the concepts of the metaparadigm of nursing</td>
<td>1-8</td>
<td>10%</td>
<td>In class week 8</td>
</tr>
<tr>
<td>Creating a professional social media presence</td>
<td>1-8</td>
<td>10%</td>
<td>In class week 10</td>
</tr>
<tr>
<td>Philosophy and Video Presentations</td>
<td>1 – 8</td>
<td>20%</td>
<td>Philosophy due week 12 Presentations: Week 12 &amp; 13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1-8</td>
<td>30%</td>
<td>In April exam time period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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 in the Undergraduate Student Information (https://owl.uwo.ca), and for Fanshawe students in the Collaborative Program virtual homeroom at www.fanshaweonline.ca

**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.fanshaweonline.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 BScN Programs Manual for Westerns academic guidelines are found at owl.uwo.ca or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2c02.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 https://www.uwo.ca/health/mental_wellbeing/
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