Foundations of Nursing Practice

N1200w

Fall 2016
Course Professor:
Eileen Denomy RN, BScN, MScN, DipAdEd

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FOUNDATIONS OF NURSING PRACTICE  
N1200

Calendar Description:  
This course provides an introduction to the theoretical, philosophical 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, the nurse-client relationship, professional communication, and interprofessional collaboration.

Expanded Course Description:  
This course focuses on nursing students’ beginning understanding of health, health promotion, social determinants of health, and healthy public policy. Students will reflect on how individual values, beliefs, perceptions, and experiences impact relationships with self, clients, and colleagues.

The development of the nursing profession, contributions of nurse theorists, and roles of nurses and locations of nursing practice will be explored. The provision of person-centred collaborative care, caring through relational practice, development of therapeutic relationships, therapeutic communication, and strengths-based nursing care will be carefully examined.

The concepts of ways of knowing in nursing, clinical judgment, critical thinking, and self-reflection will be utilized to help students understand the application of knowing in nursing.

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 understand how health promotion and caring are foundational to professional nursing practice.
3. To realize the importance of self-awareness, self-reflection, and accountability to professional nursing practice.
4. To understand the role of the nurse within an interprofessional collaborative team.
5. To understand the relationship of context, the social determinants of health, and social justice to health, health promotion, and caring.
6. To develop effective and caring interprofessional communication skills.
7. To understand dynamics within interpersonal relationships such as power and conflicts, as well as assertiveness communication skills.
8. To understand the relevance of nursing professional competencies, interprofessional competencies, and ethical standards as they apply to nursing 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
- Interprofessional collaborative practice
- Health care system

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

Environment
- Social determinants of health
- Patient safety
- 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)
- Ethical practice (#75, 76, 80, 86)
- Service to public (#87, 88, 90, 93)
- Self-regulatory (#95-100)
Interprofessional Competencies Addressed in the course:

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

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

The nursing literature supports the view that an individual needs to come to know the self through reflection and introspection before being open to knowing and relating to others. This course will assist you in developing self-awareness. Included in each learning activity is a section called “In Reflection”. You are asked to reflect on the class topic to enhance your comprehension of material covered in class.

The development of therapeutic communication techniques is essential to relate to clients, families, and colleagues. Many beginning nursing students believe that they already possess these attributes. However, there is a significant difference between conversing with family and friends and engaging in conversation that is therapeutic to the client.

The knowledge gained in this course is important in all aspects of nursing practice and will help prepare you for professional practice encounters with clients. You will examine various techniques nurses use in practice to guide their thinking and acting. This course will assist you in developing your professional self by exploring the evolution of nursing practice to current nurses’ roles within an interprofessional health care team.

How this Course will contribute to your development as an Interprofessional Team Member

You will begin to develop skill and comfort when interacting with clients, families, and colleagues. The knowledge, skills, and attitudes that you acquire in this course will provide you with a greater understanding of your role as a nurse working with other team members. You will realize the importance of client and family involvement with members of the health care team. As well, you will recognize that when team members work together there is a combined benefit for their clients.

How We Will Work Together

The creation of a caring community within the classroom setting, which will also positively affect your interactions outside of the classroom, is extremely important. Professors 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, to assist you in self-reflection, and to develop skill in knowing others. You are encouraged to bring electronic devices to class that will facilitate access to resources for group work completed in class.
Required Resources and Texts


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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</table>
| 1    | Course Introduction  
14    | Concepts of Health and Wellness  
Self-awareness | |
| 2    | Values, Beliefs, Culture & Cultural Sensitivity  
21    | Self-concept, Self-esteem, Body image, Gender & Sexuality | |
| 3    | Nursing Values and Ethics  
28    | Spirituality | |
| 4    | Evolution of Health Promotion  
5      | Social Determinants of Health | |
| 5    | Thanksgiving Day – NO CLASS  
12    | Environmental and Occupational Health | |
| 6    | What is Nursing? Patterns of Knowing  
19    | Canadian Nursing History | Scholarly Paper [25%] due 0900 Friday, Oct 21 |
| 7    | Therapeutic Relationships I: Elements of a Helping Relationship  
19    | Mid-Term Exam | Mid-term Exam [35%] Weeks 1-6 inclusive |
| 8    | Therapeutic Relationships II: Core Dimensions of Helping  
31    | Therapeutic Communication | |
| 9    | Thinking and Acting Like a Nurse I: critical thinking, nursing process and Clinical Judgement Model, nursing care plans, concept maps  
9      | Thinking and Acting Like a Nurse II: strengths-based nursing care, relational inquiry in nursing practice, and the five Cs supporting relational inquiry | |
| 10   | Thinking and Acting Like a Nurse III: reflection, narrative, interprofessional practice, patient safety  
16    | Theoretical Foundations of Nursing Practice | |
| 11   | Nursing Theories: Application to Professional Practice  
23    | Power and Caring: power within the team, conflict management, assertiveness | |
| 12   | Healthy Work Environments: leadership and interprofessional teams  
30    | Healthy Public Policy | |
| 13   | Canadian Health Care System  
7      | Roles of Nurses in Global Health Challenges | Final Exam [40%] December Exam Period (10th-21st) |
Opportunities to Demonstrate Learning


Due: Week 6 – Friday, October 21st, 2016 at 0900 hours

The purposes of this assignment are for you to

- apply three of the social determinants of health to a current event (within past 4 - 5 years) in order to appreciate its relevance to health. Explain the role of the determinants of health and how each determinant is relevant to this current event.
- critique the sources of information.

Process

- Choose the event in Canada from an electronic or hard copy of a daily or weekly newspaper or news magazine (e.g., Globe and Mail, Maclean’s, Legion Magazine, Time, Newsweek).
- Explain the importance of three social determinants of health to this event and explain how each of these determinants is important in affecting the health of the people in the event.
- Research the nursing academic literature regarding the relevance of the determinant and/or media event. Utilize the literature with a minimum of four professional nursing sources, within the past 5 years, to inform and support your written reflections.
- Discuss the implications for nursing practice.
- Critique the conclusions reached by the journalist in the source. Identify potential information that may be missing from the report.
- Draw conclusions as to the legitimacy of the source and its information.
- Include a copy of the current media event as an Appendix to this assignment.
- Prior to final paper submission, students will submit their papers to TurnitIn©. TurnitIn encourages and promotes academic integrity by highlighting the importance of academic citation and is accessible through the course site on OWL. TurnitIn checks for originality and potential plagiarism and then provides formative feedback so that students can make any adjustments to their papers prior to final submission.

Criteria for Evaluation

- Scholarly writing and use of APA (6th edition) formatting, referencing, and order of documents
- Word count 1250 - 1500 words, typed, double-spaced pages (excluding title page, reference list, and Appendix); Times New Roman 12 point black font
- Due October 21st, 2016 at 0900 hours as an electronic copy submitted online via OWL
- Weighting 25%
- See the marking rubric for this assignment for further guidance
2. The Mid-term exam

**October 26\textsuperscript{th}, 2016**
- Will cover material from weeks 1 to 6 inclusive
- Multiple choice questions
- Weighing 35%

3. Final Exam: The final exam is worth 40% and will all be multiple choice.

**December 2016 final exam period set by the registrar (December 10\textsuperscript{th} – 21\textsuperscript{st})**
- Cumulative – this exam will test all course material
- Multiple choice questions
- Weighting 40%

*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>1. Scholarly paper on the determinants of health using a current media story</td>
<td>1,2,5</td>
<td>25%</td>
<td>October 21\textsuperscript{st}, 2016 at 0900</td>
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<tr>
<td>2. Mid-term Exam</td>
<td>1,2,3,5</td>
<td>35%</td>
<td>October 26\textsuperscript{th}, 2019 at 0830</td>
</tr>
<tr>
<td>3. Final Exam (multiple choice)</td>
<td>All</td>
<td>40%</td>
<td>December Exam Period</td>
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**PLEASE NOTE:**
Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available on Sakai in the Undergraduate Student Information [https://owl.uwo.ca](https://owl.uwo.ca).

**Policies**
All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.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 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 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). [http://www.westerncalendar.uwo.ca/2013/print_pg113.html#](http://www.westerncalendar.uwo.ca/2013/print_pg113.html#)

**Assignments and Exams**
Please refer to the following site specific link 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 [owl.uwo.ca](http://owl.uwo.ca).

**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/](http://www.uwo.ca/uwocom/mentalhealth/)

**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](http://owl.uwo.ca).

**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](http://www.sdc.uwo.ca/learning).