



Foundations of Nursing Practice

N1200w

Fall 2019

Course Professors:

Lynne Hughes Marsh, RN (EC), MScN

Jessica Timbrell, RN, MN

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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, the health care system and healthy public policy. Students will reflect on how individual values, beliefs, perceptions, and experiences affects relationships with self, clients, and colleagues.

The development of the nursing profession, contributions of nurse theorists, 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 describe the evolution of professional nursing practice, including the legislative framework of practice.
2. To develop an understanding of how health and health care are structured in Canada, and the implications for the profession of nursing.
3. To realize the importance of self-awareness, self-reflection, and accountability to professional nursing practice.
4. To understand strengths-based nursing as a philosophy and values-driven approach to relational nursing practice.
5. To begin to develop critical thinking and reflective practice competencies for nursing practice.
6. To understand the role of the nurse within an interprofessional collaborative team.
7. To understand the relevance of nursing professional competencies, interprofessional competencies, and ethical standards as they apply to nursing practice.

8. To develop effective and caring interprofessional communication skills.

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
- Indigenous health

Nursing

- Caring
- Client centred care
- Holistic care
- Strengths-based care
- Critical social theory
- Collaboration
- Advocacy
- Evidence informed practice
- Clinical judgement
- Critical reflection
- Professionalism

Environment

- 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 in order to relate to clients, families, and colleagues. Many beginning nursing students believe that they already possess these attributes. However, there are significant differences between conversations with family and friends, and engaging in conversation that is therapeutic for the client.

The knowledge gained in this course is important for 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 actions. 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 is extremely important, as it also extends to your interactions outside of the classroom. 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

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

Gottlieb, L. N. (2013). *Strengths-Based nursing care. Health and healing for person and family*. New York: Springer Publishing Company.

Astle, B. J., & Duggleby, W. (Eds.) (2019). *Canadian fundamentals of nursing*. (6th ed.). Toronto, ON: Elsevier Canada.

Weekly Schedule

| | | |
|---------------|---|---|
| Week 1 | | Group Charter [P/F] due Sept. 13 @ 2359 |
| Sept 9 | Course Introduction: What is Nursing? | |
| 11 | Canadian Nursing History | |
| Week 2 | | |
| Sept 16 | Becoming a Nurse I: Essential Nurse Qualities | |
| 18 | Becoming a Nurse II: Values, Beliefs & Attitudes | |
| Week 3 | | PEP module: Reflective Practice [5%] Due Sept 23 @ 0830 |
| Sept 23 | Becoming a Nurse III: Patterns of Knowing | |
| 25 | Becoming a Nurse IV: Profession of Nursing Values & Ethics | APA quiz-online, open- book [10%] opens Sept. 27 @ 0800-closes Sept. 30 @ 0800 |
| Week 4 | | |
| Sept 30 | Becoming a Nurse V: Strengths-based care: What does it look like? | |
| Oct 2 | Becoming a Nurse VI: Developing a Personal Philosophy of Nursing | |
| Week 5 | | |
| Oct 7 | Knowing more about the profession | |
| Oct 9 | Ensuring patient safety | |
| Week 6 | | Reflective Paper [15%] due Oct 14 @ 0830 |
| Oct 14 | Communication I | |
| 16 | Communication II | |
| Week 7 | | |
| Oct 21 | Communication III | |
| 23 | Communication IV | |
| Week 8 | | In class group assignment SBN [10%] due Oct 28 |
| Oct 28 | Thinking and Acting Like a Nurse I: Using SBN | |
| Oct 30 | Thinking and Acting Like a Nurse II: Critical thinking | |

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| Week 9 | Fall Reading Week: November 4 – 10, 2019 | |
| Week 10 Nov 11 13 | Thinking and Acting Like a Nurse III: Tools used to make clinical decisions Thinking and Acting Like a Nurse IV: Nursing care planning | |
| Week 11 Nov 18 20 | Nursing Theory and Research Nursing Research: Application to Professional Practice | In class group assignment: Discharge Planning [10%] due Nov 18 In class group assignment: Western Nursing Research [10%] due Nov 20 |
| Week 12 Nov 25 27 | Canadian Health Care System Healthy Public Policy | |
| Week 13 Dec 2 4 | Healthy Work Environments Leadership and Interprofessional Teams | PEP module: Conflict Resolution [5%] due Dec 2 @ 0830 IPE module: Nuts ‘n’ Bolts of IPC [5%] due Dec 4 @0830 |
| | | Final Exam [30%] December Exam Period (Dec 8-19) |

Opportunities to Demonstrate Learning

Group Charter:

- students will be randomized into working groups for the duration of the term
- a group charter (template posted on OWL) is to be completed and submitted by Friday, September 13th @ 2359.

Assignment # 1: Preceptor Education Program Module – Reflective Practice [5%]

Due: Monday, September 23, 2019 @ 0830

Students are to complete the module found at www.preceptor.ca. Answer the Reflection question at the end of the module and submit this response and the Certificate of Completion to the course site.

Assignment #2: APA quiz [10%]

Online quiz opens September 27, 2019 @ 0800-closes Sept. 30, 2019 @ 0800

Students will complete the quiz on OWL under the “tests and quizzes” tab (open book) sometime between the open and close dates. No submissions accepted past the close date. Grades will be assigned individually.

Assignment # 3: Reflective Paper [15%]

Due: Monday, October 14, 2019 @ 0830

Purpose of paper:

- Reflect on your personal journey of development as a nurse
- Develop your own personal philosophy of self as a nurse

Process:

- Utilize grey literature from the profession to connect your reflection to professional values and beliefs
- Scholarly nursing literature may be included, but is not required
- Describe how your perspectives about nursing practice may have been changed or been reinforced since the beginning of the program
- This is a reflective paper, therefore it must be written in the first person
- This assignment must be submitted in electronic, MS Word format
- An honor pledge must be signed as part of the process of submitting this assignment through Turnitin.
- The file extension for an uploaded assignment must include surname, initial, course number and assignment number e.g. ClarkJ_N1200_3.

Maximum: 1500 words, following APA 6th edition (Rev) format

Assignment # 4: In class group assignment [10%] Strengths-based nursing practice

In class Monday, October 28, 2019 by 1130

In groups as assigned, students will submit a summary (using the template provided). Groups will identify two examples each, of strengths-based and deficit-based language and/or behaviour from the video example. The effects of the nurse's behaviour on the client and client's family must be described for each. One recommendation for a change in the nurse's approach must be provided.

Assignment # 5: In class group assignment [10%] Discharge planning

In class Monday, November 18, 2019 by 1130

In groups as assigned, students will develop a discharge plan (using the template provided), providing rationale for each component of the plan.

Assignment # 6: In class group assignment [10%] Research to practice

In class Wednesday, November 20, 2019 by 1130

In groups as assigned, and using the following link <http://www.uwo.ca/fhs/nursing/people/faculty/supervisors.html>) select a researcher from the Arthur Labatt Family School of Nursing whose research piques your interest/curiosity. Find a recent, related research publication by this researcher and describe how this research links to nursing theory and nursing practice.

Assignment # 7: Preceptor Education Module – Dealing with Conflict [5%]

Due: Monday, December 2, 2019 @ 0830

Students are to complete the module found at www.preceptor.ca. Answer the Reflection question at the end of the module and submit this response and the Certificate of Completion to the course site.

Assignment # 8: IPE module – Nuts ‘n’ Bolts of IPC [5%]

Due: Wednesday, December 4, 2019 @ 0830

Students are to complete the module found on OWL. Answer the Reflection questions posted on the course site in the Nuts ‘n’ Bolts folder in the Weekly classes tab. Submit the reflection with your surname and initial as the file name.

Final Exam: The final exam is worth 30% and will be multiple-choice format.

December 2019 final exam period set by the registrar

- Cumulative – this exam will test all course material
- Multiple choice questions
- Weighting 30%

Summary of Opportunities to Demonstrate Learning

| OPPORTUNITIES TO DEMONSTRATE LEARNING | COURSE GOAL(S) ADDRESSED | VALUE | DUE DATE |
|---|---------------------------------|--------------|---|
| 1. Preceptor Education Module – Reflective Practice | 1, 2 | 5% | September 23, 2019 by 0830 |
| 2. APA Online Quiz | NA | 10% | Open 0800 September 27 to 0800 September 30, 2019 |
| 3. Reflective Paper | 2, 3, 4 | 15% | October 14, 2019 by 0830 |
| 4. In-class group assignment – Strengths based nursing practice | 1, 6, 8 | 10% | October 28, 2019 by 1130 |
| 5. In-class group assignment – Discharge planning | 1, 6, 8 | 10% | November 18, 2019 by 1130 |
| 6. In-class group assignment – Western Nursing Research | 1-8 | 10% | November 20, 2019 by 1130 |
| 7. Preceptor Education Module – Dealing with Conflict | 4, 6-8 | 5% | December 2, 2019 by 0830 |
| 8. IPE Module: Nuts ‘n’ Bolts | 6-8 | 5% | December 4, 2019 by 0830 |

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| 9. Final Exam | 1-8 | 30% | December 2019 Exam Period (Dec 8-19) |
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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 OWL in the Undergraduate Student Information (<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#

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.

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://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.

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.