N4400 Applied Concepts for Professional Practice

Calendar Description:
This course will assist students to integrate multiple sources of knowledge gained in the program to engage in deep exploration of health/illness issues. (3 hours/week)

Expanded Course Description:
This course will provide an opportunity for the student to synthesize the theoretical, philosophical and ethical dimensions of the profession and nursing practice they have explored throughout their program of study. Students will demonstrate thinking and acting like a nurse incorporating relational inquiry into their practice. Various teaching-learning approaches will be used, which may include case study, self-directed learning, group and individual written assignments and tests. Through the various assignments, students will demonstrate an integrated and advanced application of nursing clients with complex health issues.

Essential elements for the success of each class are preparation and regular and active participation. Engagement with peers, guests, and course instructors, materials and activities to help develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives.

Course Goals:

1. Demonstrate advanced application of the concepts of the metaparadigm of nursing.
3. Utilize a strengths-based approach and relevant evidence in cases involving individuals and families across the lifespan.
4. Demonstrate an integrated approach in the development of nursing care for clients experiencing complex health challenges.
5. Demonstrate ability to communicate effectively within a variety of contexts.
6. Describe an advanced understanding of the role of the nurse within an interprofessional collaborative team and the importance of the therapeutic nurse-client relationship.
7. Incorporate scholarship and critical reflection into course learning activities.
8. Articulate the relevance of professional, interprofessional and nursing informatics competencies, ethical standards and professional accountability in nursing.
Major Concepts in the Course:

**Persons:** Clients, Ways of knowing, Time/transitions, Context/culture, Growth and development, Diversity  
**Health and Healthcare:** Health, health promotion/disease prevention, primary health care, safety interprofessional collaborative practice, health system  
**Nursing:** Strengths-based nursing care, client-centered care, communication, holistic care, patterns of knowing, professionalism, ethical practice, assessment, clinical judgment, critical reflection, evidence-informed practice  
**Environment:** Social determinants of health, physical determinants of health, adverse events, political influences

**National Nursing Competencies Addressed in the Course: 1-100**

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

**Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:**
- Information and knowledge management  
- Professional and regulatory accountability  
- Information and communication technologies

**Canadian Association of Schools of Nursing (CASN) Mental Health and Addiction Entry-to-Practice Competencies addressed in the course:** Domains 1-5

**Canadian Association of Schools of Nursing (CASN) Public Health Nursing competencies addressed in the course:**
- Health Promotion  
- Collaborate and advocate

**Canadian Association of Schools of Nursing (CASN) Palliative Care competencies addressed in the course:** Competencies 1-9

**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 refine your ability to apply critical ‘thinking like a nurse’, thus enabling you to ‘act
like a nurse’ in the companion professional practice course.

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

The knowledge, skills, and attitudes you develop in this course will refine 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/ for a complete list of options about how to obtain help.

**Required Resources and Texts**


**Recommended Resources and Texts**


# Weekly Schedule

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Concepts</th>
<th>Assignment</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Sept 11)</td>
<td>Course Concepts: An Overview</td>
<td>Communication, collaboration, critical judgement, safety</td>
<td>PEP Module</td>
<td></td>
</tr>
<tr>
<td>2 (Sept 18)</td>
<td>The Lived Experience of Long Term Care</td>
<td>Autonomy, quality of life, dignity, leadership, advocacy, time/transitions, health care policy, interprofessional collaboration</td>
<td>LTC Case Study (10%)</td>
<td></td>
</tr>
<tr>
<td>3 (Sept 25)</td>
<td>Palliative Care – Nursing Concepts within Palliative Care</td>
<td>Personal meaning, health care system, client-centred care, determinants of health, strengths-based nursing</td>
<td>Online Discussion: Debriefing Pass/Fail</td>
<td>All course goals are present in classes throughout the course</td>
</tr>
<tr>
<td>4 (Oct 2)</td>
<td>Palliative Care Pain and Symptom Management in the Palliative Client &amp; The Experience of Dying.</td>
<td>Context/culture, assessment, caring ethical practice, evidence-informed practice, interprofessional collaboration, hope, loss, grief, advocacy, political influences</td>
<td>Guest Speaker</td>
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<tr>
<td>5 (Oct 9)</td>
<td>Fall Break October 8-12 Happy Thanksgiving</td>
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<tr>
<td>6 (Oct 16)</td>
<td>Nursing Care for Families Living with Pediatric Chronic Health Conditions – Asthma</td>
<td>Family centred care, clients, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced-informed practice</td>
<td>Therapeutic Nursing Intervention Research Assignment (10%)</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Learning Objectives</td>
<td>Assessment</td>
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<tr>
<td>7</td>
<td>Infectious Diseases and Primary Care Nursing</td>
<td>Family centred care, clients, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced-informed practice</td>
<td>Multiple Choice Questions (5%)</td>
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</tr>
<tr>
<td>8</td>
<td>Illness and Health Promotion: Diabetic Ketoacidosis in Children</td>
<td>Homeostasis, health promotion/disease prevention, assessment, clinical judgement, adverse events</td>
<td>Collaborative Quiz (10%)</td>
<td></td>
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<tr>
<td>9</td>
<td>Experiencing Concussion</td>
<td>Health promotion, clinical judgment, advocacy</td>
<td>SOAP note (5%)</td>
<td></td>
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<tr>
<td>10</td>
<td>Clinical Judgment: Metabolic Syndrome</td>
<td>Homeostasis, health promotion/disease prevention, assessment, clinical judgement, physical determinants of health, teaching &amp; learning, adverse events</td>
<td>SBAR (5%)</td>
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</tr>
<tr>
<td>11</td>
<td>Homeostasis: Assessment and management of Sepsis</td>
<td>Homeostasis, infection control, communication, healing, clinical judgment</td>
<td>Collaborative Quiz (10%)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Communication: Thinking Like a Nurse: Discharge Planning and Transfer of Care to Community.</td>
<td>Communication, adverse events, safety, clinical judgement</td>
<td>Transfer of Care note (5%)</td>
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</tr>
<tr>
<td>13</td>
<td>Review of Concepts</td>
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</tbody>
</table>

**Opportunities to Demonstrate Learning**

**PEP Module: Feedback – Pass/Fail**

**Due: September 16th at 2355hr**

Students will complete the “Giving and Receiving Feedback” module found in the Preceptor Education Program at www.preceptor.ca. This module will prepare students to understand their role in working with colleagues in a learning environment.

*The Western-Fanshawe Collaborative and Western Compressed Time Frame BScN Programs N4400 Applied Concepts for Professional Practice, 2018*
LTC Case Study
Due: September 18th at 1215hr (in class)
Following an examination of key concepts related to transitioning to long-term care, students will work in groups of six to discuss and work through a case study together. Answers must be completed electronically, and will be uploaded by the group leader to the assignment tab by the end of class with all participating student’s last names clearly identified in the name of the document.

Ethical Issues in Palliative Care – Pass/Fail
Online Debriefing – September 25th at 1130hr -October 1st 2355hr
Nurses providing palliative care may encounter issues that require critical reflection and ethical nursing knowledge in caring for persons and their families at end-of-life. As well, nurses will need to attend to their own responses, such as moral distress and dilemmas, and successes with end-of life decision-making.

Online discussions take place in the Forums tab. Each student will responsible for posting the minimum of two posts. Adhere to group charter guidelines for professionalism when posting on on-line forums.

Therapeutic Nursing Intervention Research Assignment
Due: October 22nd at 0800hr
The purpose of this assignment is to explore potential nursing interventions and what current nursing literature says about their use in different pediatric chronic health conditions. Choose one pediatric chronic health condition from the list discussed in class. Complete a literature search to find two scholarly articles on a nursing intervention that have been researched along with your chosen chronic health condition (i.e. the use of therapeutic touch in children undergoing cancer treatment). Review both articles and fill out the given chart below. Discuss the main points of the article, the strengths, limitations, and implications for future nursing practice. Include one paragraph on how you completed your literature review and one paragraph summarizing the results of your literature search (i.e. what the research says about the use of your nursing intervention for the pediatric chronic health condition you chose). Must not exceed two double-spaced pages (chart may be single-spaced).

Search Strategy
The databases CINAHL, Scopus, Medline, and PsychInfo were appraised for this literature review. Search terms included ‘paediatrics’, ‘pediatrics’, ‘oncology’, ‘cancer’, ‘nursing’ and ‘nursing interventions. The search was limited to scholarly, peer-reviewed articles published from 1990 to present. The date restriction ensures recency of literature reviewed. The initial search revealed 35 articles and once their abstracts were reviewed for relevancy, seven articles were chosen as the basis for this literature search.
**Article Title and Author**


**Key Points**

- Surveyed 88 pediatric oncology nurses on interventions they felt were most effective at helping children cope with cancer treatments

**Strengths**

- Patient and nurse centered

**Limitations**

- Only looked at nurses in one geographical area (results may not be generalizable to larger population)

**Implications for Practice**

Conclusions

- Discuss the results of the literature review

Examples of nursing interventions:

- Active listening/communication
- Falls prevention
- Pain control
- Therapeutic touch
- Repositioning
- Promoting self-care
- Therapeutic relationship

**Tip:** “nursing” “intervention” “nursing interventions” “nurse-led” “nurse-centered” all could indicate nursing interventions in the literature search

Please refer to the marking rubric to see a breakdown of the marks for this assignment. Papers must be submitted electronically to the assignment tab by 8am on Monday June 11th, 2018 by the group leader with all participating student’s last names clearly identified in the name of the document. As this is a research assignment you will need to include a title page and all appropriate APA formatting.

**Infectious Diseases/Primary Care – Multiple Choice Questions**

**Due: October 23rd 2355hr**

Following class students will work independently and submit two critical thinking well-structured multiple-choice questions from the readings that week. Each question should have 4-5 response options (and the answer clearly marked). Each question is worth 2.5% and is marked on an all or none basis (i.e. 0 or 100%). This assignment will be uploaded through the assignments tab on the course website. If the submission is missing any component, has spelling or grammatical errors, or is late it is worth 0%.

**DKA Collaborative Quiz**

**Due: October 30th at 2355hr (in class)**

Following class discussion on diabetic ketoacidosis, students will work independently and
complete a multiple-choice quiz in class (this quiz is to be handed in prior to leaving class). After class on the OWL course site students will have an opportunity to complete the quiz again in a collaborative fashion with fellow classmates and/or using readings to promote further learning. Students will have until 11:55pm that day to complete this second quiz and the combined total of the two quizzes will be the students mark for this assignment.

**Assignment #6: SOAP Note**  
**Due: November 6th 1215hr (in class)**  
Based on the case study explored in class, students will complete a SOAP note in assigned groups. Notes will be uploaded to the assignment tab by the group leader on the course site by the end of class with all participating student’s last names clearly identified in the name of the document.

**Metabolic Syndrome – SBAR Note**  
**Due: November 13th 1215hr (in class)**  
Using the Situation, Background, Assessment and Recommendation (SBAR) format, in groups, students will prepare a report based on the case study explored in class. Reports will be uploaded to the assignment tab by the group leader on the course site by 1300h on the day of class with all participating student’s last names clearly identified in the name of the document.

**Sepsis Collaborative Quiz**  
**Due: November 20th at 2355hr (in class)**  
Students will prepare for class by reading and studying preassigned readings. Students will come prepared to have a brief discussion related to assigned readings and will have the opportunity to ask any questions they may have. During class students will work independently and complete a multiple choice quiz (the independent quiz is closed book). After the break students will have an opportunity to complete the quiz again in a collaborative fashion with fellow classmates and/or using readings to promote further learning. The individual test is worth 7.5% and the collaborative quiz is worth 2.5%.

**Discharge Planning and Transfer of Care Back to Community**  
**Due: November 27th 1215hr (in class)**  
Based on the case study explored in class, students will complete a transfer of care report from an acute care setting back to the community. You will work in your assigned groups. Reports will be uploaded to the assignment tab by the group leader on the course site by 1300h on the day of class with all participating student’s last names clearly identified in the name of the document.

**Final Examination**  
**TBA**  
This examination will provide an opportunity for students to demonstrate their understanding of course concepts and application to their role as a senior student nursing student and refinement of a professional way of being.
## Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOALS ADDRESSED</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP Module: Peer Feedback</td>
<td>1-8</td>
<td>P/F</td>
<td>Week 1</td>
</tr>
<tr>
<td>LTC Case Study</td>
<td>1-8</td>
<td>10%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Ethical Issues Online Debriefing</td>
<td>1-8</td>
<td>P/F</td>
<td>Week 3</td>
</tr>
<tr>
<td>Intervention Research Assignment</td>
<td>1-8</td>
<td>10%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Multiple Choice Questions</td>
<td>1-8</td>
<td>5%</td>
<td>Week 7</td>
</tr>
<tr>
<td>DKA Collaborative Quiz</td>
<td>1-8</td>
<td>10%</td>
<td>Week 8</td>
</tr>
<tr>
<td>SOAP Note</td>
<td>1-8</td>
<td>5%</td>
<td>Week 9</td>
</tr>
<tr>
<td>Metabolic Syndrome and SBAR note</td>
<td>1-8</td>
<td>5%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Sepsis Collaborative Quiz</td>
<td>1-8</td>
<td>10%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Transfer of Care Report</td>
<td>6-8</td>
<td>5%</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1-8</td>
<td>40%</td>
<td>Exam Period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
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### Assignments and Exams

All policies related to assignments are in the Undergraduate BScN Programs Manual at owl.uwo.ca on the Undergraduate Student Information site. Please refer to the Undergraduate Programs Manual for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Marks will be deducted from late assignments according to the policy in the Programs Manual.

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

**Do not book personal/travel plans until the FINAL exam schedule is posted for the Fall Term.** Students who fail to appear for the final examination at the time set need to obtain permission to write the missed exam. Permission may be granted only on the basis of compassionate or medical grounds with appropriate supporting documents.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### 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, including journals, 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 cannot 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.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf
Fanshawe site students:

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
Fanshawe College Counselling http://www.fanshawec.ca/student-life/student-services/counselling-services

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, https://www.fanshawec.ca/student-life/campus-services/campus-security-services/stay-safe-fanshawe

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