



# **Advanced Concepts for Professional Practice N4400 Fall 2019**

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*The Western-Fanshawe Collaborative and Compressed Time Frame BScN Program, N4400 Advanced Concepts for Professional Practice*

## **N4400 Advanced 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.
2. Demonstrate advanced clinical judgment based on Tanner's (2006) Clinical Judgment Model.
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. Demonstrate an understanding 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

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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 and application 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.

### **Required Resources and Texts**

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

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

### **Recommended Resources and Texts**

Chow, J., Ateah, C. A., Scott, S. D., Ricci, S. S., & Kyle, T. (2013). *Canadian maternity and pediatric nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

Halter, M.J., Pollard, C. L., Ray, S. L., & Haase, M. (Eds.). (2014). *Varcarolis’s Canadian psychiatric mental health nursing: A clinical approach*. (1st Canadian ed.). Toronto, ON: Elsevier.

Paul, P., Day, R. A., & Williams, B. (Eds.) (2016). *Brunner & Suddarth’s textbook of Canadian medical-surgical nursing* (3rd ed.). Philadelphia, PA: Lippincott, Williams & Wilkins.

### Weekly Schedule

<b>Wk</b>	<b>Topic</b>	<b>Concepts</b>	<b>Assignment</b>	<b>Course Goals</b>
1 (Sept 10)	Course Concepts: An Overview	Communication, collaboration, critical judgement, safety	PEP Module	All course goals are present in classes throughout the course
2 (Sept 17)	Nursing Care for Families Living with Pediatric Chronic Health Conditions: Asthma & Cystic Fibrosis	Family centred care, clients, growth and development, social determinants of health, illness, health promotion/disease prevention, evidenced- informed practice	NCLEX Style Questions (5%)	
3 (Sept 24)	Illness, Health & Health Promotion: Infectious Diseases	Client centred care, social determinants of health, health promotion/disease prevention, inter- professional practice, assessment, advocacy, strengths-based nursing	Collaborative Quiz (10%)	
4 (Oct 1)	Experiencing Concussion	Health promotion, clinical judgment, advocacy		
5 (Oct 8)	Illness & Health Promotion: Diabetic Ketoacidosis in Children	Homeostasis, health promotion/disease prevention, assessment, clinical judgement, adverse events	SBAR (5%)	
6 (Oct 15)	Homeostasis: Assessment & Management of Sepsis	Homeostasis, infection control, communication, healing, clinical judgment	Collaborative Quiz (10%)	

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7 (Oct 22)	Clinical Judgment: Metabolic Syndrome	Homeostasis, health promotion/disease prevention, assessment, clinical judgment, physical determinants of health, teaching & learning, adverse events	FDAR/SOAP (5%)	
8 (Oct 29)	The Lived Experience of Long Term Care	Autonomy, quality of life, dignity, leadership, advocacy, time/ transitions, health care policy, interprofessional collaboration	LTC Case Study (10%)	
9 (Nov 12)	Palliative Care – Part 1: Nursing Concepts within Palliative Care	Personal meaning, health care system, client-centred care, determinants of health, strengths-based nursing		
10 (Nov 19)	Palliative Care – Part 2: Pain & Symptom Management in the Palliative Client & The Experience of Dying	Context/culture, assessment, caring, ethical practice, evidence-informed practice, interprofessional collaboration, hope, loss, grief, advocacy, political influences	Ethical Issue Short Answer (10%)	
11 (Nov 26)	Clinical Judgment - Thinking Like a Nurse	Communication, adverse events, safety, clinical judgment, assessment	Transfer of Care Note (5%)	
12 (Dec 3)	Review			

## Opportunities to Demonstrate Learning

### **Assignment #1: PEP Module – Pass/Fail**

**Due: September 10<sup>th</sup> at 2355hr via assignment link**

Students will complete the “Giving and Receiving Feedback” module found in the Preceptor Education Program at [www.preceptor.ca](http://www.preceptor.ca). This module will help to prepare students to understand their role in working with colleagues in a learning environment, in the classroom and clinical setting.

### **Assignment #2: Multiple Choice Questions**

**Due: September 17<sup>th</sup> at 2355hr**

Following class students will work independently and submit two critical thinking multiple-choice NCLEX style questions on Pediatric Chronic Conditions. Each question should have 3 distractors, and the answer clearly identified. Each question is worth 2.5%. This assignment will be uploaded through the assignments tab on the course site. Late submissions will receive a grade of zero.

### **Assignment #3: Infectious Diseases Collaborative Quiz**

**Due: Week 3. Part 1 – in class. Part 2 – 2355h on day of class**

Following class discussion on infectious diseases, students will work independently and complete a multiple-choice quiz in class (Part 1), which will be handed in prior to leaving class. After class on the OWL course site students will complete the quiz again (Part 2) in a collaborative fashion with fellow classmates and/or using readings to promote further learning and retention. Students will have until 2355h that day to complete the second quiz and the combined total of the two quizzes will form the students mark for this evaluation. The individual test is worth 7.5% and the collaborative quiz is worth 2.5%.

### **Assignment #4: DKA – SBAR Note**

**Due: In class, week 5 by 1300**

Using the Situation, Background, Assessment and Recommendation (SBAR) format, students will work in their assigned group and prepare a report based on a case study explored in class. The SBAR Note is to be submitted to the designated assignment link on the course site by the end of class, with all student’s names clearly identified in the name of the document.

### **Assignment #5: Sepsis Collaborative Quiz**

**Due: Week 6. Part 1 – in class. Part 2 – 2355h on day of class**

Following class discussion on sepsis, students will work independently and complete a multiple-choice quiz in class (Part 1), which will be handed in prior to leaving class. After class on the OWL course site students will complete the quiz again (Part 2) in a collaborative fashion with fellow classmates and/or using readings to promote further learning and retention. Students will have until 2355h that day to complete the second quiz and the combined total of the two quizzes will form the students mark for this evaluation. The individual test is worth 7.5% and the collaborative quiz is worth 2.5%.

**Assignment #6: SOAP/FDAR Note****Due: In class, week 7 by 1300**

Based on the case study explored in class, students will complete a SOAP/FDAR note in assigned groups. Notes will be uploaded to the assignment tab on the course site by the end of class. Student names are to be clearly identified in the name of the document.

**Assignment #7: LTC Case Study****Due: In class, week 8 by 1300**

Following an examination of key concepts related to transitioning to long-term care, students will work in assigned groups to discuss and work through a case study together. Answers must be completed electronically, and will be uploaded by one group member to the assignment link by the end of class, with all student's names clearly identified in the name of the document.

**Assignment #8: Ethical Issues in Palliative Care – Short Answer****Due: In class, week 10 by 1300**

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. Additionally, nurses will need to attend to their own responses, such as moral distress, dilemmas, and successes with end-of-life decision-making. In assigned groups, students will prepare a written reflection to one "ethical issues within palliative care" question posted in class. The reflection is to be submitted by one group member to the designated assignment link on the course site by the end of class, with all student's names clearly identified in the name of the document.

**Assignment #9: Transfer of Care****Due: In class, week 11 by 1300**

Based on the case study explored in class, students work in assigned groups and will complete a transfer of care report for a client being transferred from an acute care setting. Assignments will be submitted to the designated assignment link on the course site by the end of class, with all student's 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

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOALS ADDRESSED	VALUE	DUE DATE
PEP Module: Peer Feedback	1-8	P/F	Week 1
NCLEX Multiple Choice Questions	1-8	5%	Week 2
Infectious Diseases Collaborative Quiz	1-8	7.5+2.5%	Week 3
DKA SBAR Note	1-8	5%	Week 5
Sepsis Collaborative Quiz	1-8	7.5+2.5%	Week 6
SOAP/FDAR Note	1-8	5%	Week 7
LTC Case Study	1-8	10%	Week 8
Ethical Issues Short Answer	1-8	10%	Week 10
Transfer of Care Report	1-8	5%	Week 11
Final Examination	1-6	40%	Exam Period
<b>TOTAL</b>		<b>100%</b>	

#### 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 Summer 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  
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or paragraph taken directly from another author without acknowledging that the work belongs to them. 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.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Fanshawe site students:

<http://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a203.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.

MentaHealth@Western [http://uwo.ca/health/mental\\_wellbeing](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](http://www.sdc.uwo.ca/learning)