

BScN COLLABORATIVE PROGRAM
Northwestern Polytechnic,
University of Alberta,
Keyano College,
Red Deer Polytechnic,
BScN HONOURS PROGRAM
BScN AFTER DEGREE PROGRAM
BScN BILINGUAL PROGRAM
RPN TO BScN PROGRAM

**NS 1240 Course Outline
(A3/B3/C3)
Foundations in Nursing 1 – 3 (3-0-0) 45 hours 15 weeks
Winter 2023
January 4th – April 12th, 2023**

| Instructor(s): | |
|--|---|
| Teresa Evans Office: HEC341 Phone: (780) 539-2805 Email: tevens@nwpolytech.ca | Office Hours: Thursdays 1000-1200 In person or Via Zoom https://nwpolytech.zoom.us/j/2771000661 |

Note: Students are expected to familiarize themselves with this course outline, the NWP Nursing Student Handbook, and the MyClass Site.

STUDENT SCHEDULE:

| | | | |
|----|------------|-----------|---------|
| A3 | Wednesdays | 0830-1120 | HEC 201 |
| B3 | Mondays | 1430-1720 | HEC 201 |
| C3 | Fridays | 1430-1720 | HEC 206 |

Northwestern Polytechnic respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honored to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

NS1240 FOUNDATIONS OF NURSING I

CALENDAR DESCRIPTION:

NS1240 Foundations of Nursing 1

★3 (fi 6) (first term, 3-0-0). The course explores the meanings of health and healing. It highlights the diversity of beliefs, values, and perceptions of health. The course introduces the Canadian Health Care System, conceptual frameworks of health promotion, determinants of health, disease and injury prevention, and primary health care. The focus is on the nurse/client relationship in a relational practice context.

Prerequisites: NS1500 and NS1205

Co-requisites: MI1330 and NS1250

Notes: Available only to Nursing students

Delivery Modes(s): Lecture

COURSE HOURS:

Lecture: 3 hours/week

Seminar: 0

Lab:0

LEARNING OUTCOMES:

Upon completion of this course, the student must be able to:

1. Examine the meanings and breadth of health, healing and illness
2. Explore theoretical and foundational concepts that inform nursing practice when working with clients across the lifespan.
3. Distinguish diversity of beliefs, values, and perceptions of health (culture)
4. Explore the Canadian healthcare system, health promotion, illness and injury prevention and primary health care
5. Appreciate relational practice across the lifespan in varying health care contexts

TRANSFERABILITY:

Please note that a grade less than C+ is not accepted for transfer to the U of A for NURS124. A minimum grade of C+ is required to receive credit in NS1240.

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

As per the NWP Course Calendar a grade of C+ is the minimum passing grade for the following courses: NS1500, NS1205, NS1160, NS1240, NS1250, MI1330, NS2200, NS2160. A grade of C- is the minimum passing grade for all other Nursing courses in the program. For promotion from year to year in the program and for graduation, students must have successfully completed all the required Nursing and non-Nursing courses of the previous year.

REQUIRED TEXTBOOKS:

Giddens, J. F. (2021). *Concepts for nursing practice* (3rd ed.).

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M.J., Astle, B. J., & Duggleby, W. (2018). *Canadian fundamentals of nursing* (6th ed.).

(Note: Foundations textbooks will be used as references throughout the program. Please retain your copies, as they will be required resources in future courses).

REQUIRED RESOURCES:

Canadian Nurses Association. (2017). *Code of ethics for registered nurses*. [Link](#)

College of Registered Nurses of Alberta (2010). *Ethical decision-making for registered nurses in Alberta: Guidelines and recommendations*. [Link](#)

College of Registered Nurses of Alberta. (2020). *Professional Boundaries: Guidelines for the Nurse-Client Relationship*. [Link](#).

College of Registered Nurses of Alberta. (2013). *Practice standards for regulated members with The Canadian Nurses Association code of ethics for registered nurses*. [Link](#)

College of Registered Nurses of Alberta. (2019). *Entry-Level Competencies for the Practice of Registered Nurses*. [Link](#)

COURSE EVALUATION:

| ASSIGNMENT/COURSE COMPONENT | DATES | WEIGHTING |
|-----------------------------|---------------------|-----------|
| Midterm Exam | February 27-March 3 | 30% |
| Scholarly Paper | March 17 | 35% |
| Final Exam | TBA | 35% |

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered.

Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

ASSIGNMENT DESCRIPTIONS:

Scholarly Paper: Due Date: March 17

Students will write a scholarly paper discussing health considerations and health promotion/educational strategies that a nurse would implement for one population (pregnancy, infant, small child, school aged child, teenager, young adult, middle aged adult, older adult) as outlined in the Potter & Perry textbook. The student will discuss common health issues impacting this population and identify a health promotion strategy to promote health and prevent disease/injury. Discussion should be how to target this specific population and teaching/education strategies the nurse could use to highlight the health promotion strategy (i.e. how would the nurse educate a small child vs. an older adult). Students will use statistics to describe the population and the health issue they are referring to in the paper.

A. Writing Process:

- a. Using peer reviewed articles students will write a four-page paper discussing health concerns / health promotion strategy related to their specific population. The title page and reference page are not included in the page limit. Peer reviewed articles should be within the last five years. Minimum of 6 peer reviewed articles to be included.

B. Writing requirements:

- **APA 7th** edition throughout the document
- **Title Page:** Note: Please use your name.
- **Abstract and Author’s note: None required for this assignment**
- **Introduction**
 - Background related to the topic to provide a context for the reader
 - Statement of aim/purpose of paper and how paper will unfold
 - Thesis statement
- **Body of Paper**
 - The main body of your paper should include discussion related to the population you have chosen, health concerns you are addressing and health promotion strategies you would implement. General statements are supported with specific details **from scholarly sources** that further your point. Paragraphs are crafted to support and **extend your own ideas**.
 - Use professional literature to explore and support your ideas.
- **Conclusion**
 - Bring together what you have discussed as it relates to your thesis statement.
 - Summarize key points and provide a concluding statement
- **References**
 - Complete list of references for each source cited in your paper in APA style.

| Paper Sections | Percentage of Mark |
|-----------------------|---------------------------|
| Introduction | 15% |
| Body | 40% |
| Conclusion | 15% |
| APA | 30% |

3) Midterm Exam: Week of February 27th – March 3rd

Multiple choice exam assessing concepts in the first part of the course. The midterm exam will be completed within a scheduled class time on campus.

4) Final Exam: During Final Exam Week – TBA

Multiple choice exam focusing on and assessing concepts from the remaining weeks of the course. Date, time, and location of the final examination is scheduled by the Office of the Registrar in accordance with Northwestern Polytechnic Calendar.

Deferred final examinations may be granted when an examination has been missed or interrupted because of illness, or a conflict with religious beliefs. In the case of illness (physical, mental or emotional), medical documentation will normally be required. See the current NWP calendar for further information.

GRADING CRITERIA:

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
|----------------|--------------------|-----------------------|--|
| A ⁺ | 4.0 | 90 – 100 | EXCELLENT |
| A | 4.0 | 85 – 89 | |
| A ⁻ | 3.7 | 80 – 84 | FIRST CLASS STANDING |
| B ⁺ | 3.3 | 77 – 79 | |
| B | 3.0 | 73 – 76 | GOOD |
| B ⁻ | 2.7 | 70 – 72 | |
| C ⁺ | 2.3 | 67 – 69 | MINIMAL PASS |
| C | 2.0 | 63 – 66 | CREDIT NOT GRANTED FOR PROGRESSION IN BScN PROGRAM |
| C ⁻ | 1.7 | 60 – 62 | |
| D ⁺ | 1.3 | 55 – 59 | |
| D | 1.0 | 50-54 | |
| F | 0.0 | 0-49 | FAIL |
| WF | 0.0 | 0 | Fail - Withdrawal after Deadline |

The assignments are marked as raw scores according to the percentage weight assigned to each. The marks on course assignments will contribute to the overall letter grade according to the percentage that each assignment is weighted in the course. At the end of the course, all assignment scores are totaled for a term summary mark in the course based on the grading scale below. FINAL COURSE GRADE is based on the cumulative total of student’s weighted assignment marks.

POLICY STATEMENTS:

The course outline acts as an agreement between the student and instructor of this class regarding the details of the course.

Policy about course outlines can be found under the Course Requirements, Evaluation Procedures and Grading on page 38-39 in the [NWP Academic Calendar 2022-2023](#).

Northwestern Polytechnic is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of NWP in this respect. Students are urged to familiarize themselves with the provisions of [Student Rights and Responsibilities](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offense and can result in suspension or expulsion from the College.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with prior written consent of the instructor or as part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

STUDENT RESPONSIBILITIES:

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the NWP Department of Nursing Education & Health Studies Student Handbook [Link](#).

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to [Student Rights and Responsibilities](#)

IMPORTANT DATES:

| | |
|------------------------------|---|
| January 13 | Last day to add or drop courses with full refund |
| February 20 | Family Day – No School |
| February 21-24 | Winter Break – No School |
| March 17th | Health Promotion Paper Due |
| March 29th | Last day to withdraw from courses with a grade of ‘W’ |
| April 7th | Good Friday - No School |
| December 14 – 22 | Final Exams |

Scholarly Paper Grading Guide

| | 0 marks | 2 marks | 3 marks | 4 marks |
|--|--|---|---|--|
| What: Describes chosen population & common health problems or need for health promotion for a particular stage in the life span. Includes statistics to support significance of the topic. | Description is absent. | Description of chosen population and health concerns is vague or lacks relevance | Description of population and common health problem is concise but importance/relevance is not clear. | Concise description that clearly demonstrates relevance and importance. |
| Health Promotion Discussion: Describes approach to educate the target population about the topic and identifies specific ways to apply health promotion strategies when working with that specific population. Includes information as to how to address education. | Description of health education approach is not present. Paragraphs lack support with no extension of your own ideas . | Educational approach is unclear and there is a lack of application to teaching/learning or health promotion concepts. Paragraphs lack support for the inconsistent extension of your own ideas . | Describes approach to educate the target population although could show more specificity. Paragraphs are inconsistently crafted to support the extension of own ideas . | Meaningful insight related to incorporating health promotion theory to specific target population. Paragraphs are consistently crafted to support and extend your own ideas . |
| Use of resources: Research based peer reviewed scholarly articles | Scholarly articles not used. | Scholarly articles are poorly integrated in the discussion. | Scholarly articles are inconsistently integrated in the discussion. | Scholarly articles clearly and consistently integrated in the discussion. |
| Clarity of organization: | Consistent errors in grammar and spelling throughout. Transition of ideas absent. Writing disorganized, difficult to interpret. Thesis statement is absent, introduction to the paper and topic is disorganized. | Inconsistent errors in grammar and spelling throughout. Ideas are not well organized and gaps of knowledge affect flow of ideas. Writing shows some organization. Thesis statement and introduction to the paper and topic lacks some organization. Conclusion inconsistent | Correct grammar and spelling throughout. Ideas are well organized but contain some gaps in flow and transition. Writing shows organization but ideas, thesis statement and introduction are not consistently clear or logical. Conclusion clearly summarizes main ideas of paper. | Correct grammar and spelling throughout. Ideas flow and transition without gaps. Ideas, thesis statement, introduction clearly and logically conveyed. Conclusion clearly and concisely summarizes main points of paper. |

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| | 0 marks | 2 marks | 3 marks | 4 marks |
|---------------------------|--|--|--|--|
| | Conclusion does not summarize the main ideas of paper. | in summarizing main ideas of paper. | | |
| Correct use of APA | Elements of APA missing, ie no title page, or no reference list, or no in-text referencing | Elements of APA present but with significant errors. | Elements of APA present with minor mistakes. | No errors in all elements of APA. Perfect in text referencing, title page, double-spacing, font, margin spacing and reference list. Writing is concise Word count is followed within 10% |

Comments:

Grade:

| WEEKLY CONCEPTS: | | | | |
|------------------|--------|---|--|--|
| Dates | | Concept(s) | Learning Outcomes | Readings |
| A3 | Jan 9 | Health Promotion & Population Health | <ol style="list-style-type: none"> Review definitions of health, health promotion, and the levels of prevention. Identify links between the concept and theory and apply to context of nursing and nursing care. Identify the 5 health promotion strategies identified by the Ottawa Charter. Explore historical approaches to health in Canada. Define and describe the concept of population health Identify theoretical links to population health Discuss the application of population health in nursing practice | <p>Write a sentence on how each of the following contributed to health promotion: Lalonde Report, Ottawa Charter, Epp Report (Achieving Health for All), Jakarta Declaration, Bangkok Charter and Toronto Charter</p> <p>Read: Potter & Perry Chapter 1 Giddens concepts of health promotion & population health</p> <p>Watch Video</p> |
| B3 | Jan 11 | | | |
| C3 | Jan 6 | | | |
| | | | | |
| A3 | Jan 18 | Healthcare Organization | <ol style="list-style-type: none"> Discuss the medical, behavioural and socioenvironmental approaches to health. Discuss the evolution of Canada's social safety net and Medicare. Identify and define the principles of the Canada Health Act and significant legislations related to the Canadian Health Care system. Explain the responsibilities of the federal, provincial and territorial governments in delivering healthcare to Canadians. Discuss factors influencing health care reform in the current health care delivery system. Explain the pros and cons of Canada's Health Care system. Identify the components of Primary Health Care and how it applies to improving health. Explain the differences between primary health care and primary care. Identify initiatives related to enhancing quality of the Canadian Health care system. Compare the health of Canadians with other countries Identify and apply principles of primary health care to Canada's health care system and major risk factors facing Canadians | <p>Read: Potter & Perry Chapter 2 Orientation to Canadian Health Care System: Part I and Part II Giddens related to healthcare organizations</p> <p>CNA Position Statement on Primary Healthcare Link</p> |
| B3 | Jan 16 | | | |
| C3 | Jan 13 | | | |
| | | | | |
| A3 | Jan 25 | Development | <ol style="list-style-type: none"> Explain why it is important for nurses to understand growth and development in the context of the care they provide to patients. Identify the different types of development that influences the individual. Identify basic attributes of growth and development Discuss factors influencing growth and development Explain and apply the different theories that encompass the physical and neurocognitive development of individuals throughout the lifespan. Identify and discuss important developmental milestones and how they influence an individual's health. Identify the developmental age periods for the following: Prenatal Period, Infancy Period, Early Childhood Period, Middle Childhood, Adolescence, Young Adult, Middle Age Adulthood, Older Persons Identify and explain the interrelated concepts that influence development in individuals. | <p>Potter & Perry Chapter 21 – Developmental Theories pp. 343-359. Chapter 22 – Conception Through Adolescence pp. 360 – 394 Chapter 23 – Young to Middle Adulthood pp. 397 – 409 Chapter 24 – Older Persons pp. 411 - 429 In Giddens: Concept Chapter - Development</p> |
| B3 | Jan 23 | | | |
| C3 | Jan 20 | | | |
| | | | | |

DEPARTMENT OF NURSING EDUCATION & HEALTH STUDIES

| Dates | | Concept(s) | Learning Outcomes | Readings |
|-----------------------|---------|--|---|---|
| A3 | Feb 1 | Care Coordination & Collaboration | <ol style="list-style-type: none"> Review the concept of care coordination and collaboration. Differentiate community health nursing, public health nursing and home health nursing in terms of coordinating care and the nurses' role Describe elements of a community assessment. Identify leadership and management roles of the nurse. Explain various nursing care delivery models. Identify and explain key concepts of clinical care coordination and delegation. Explore how you gain and use your knowledge. Explore how to integrate your growing professional nursing identity with that of an interprofessional identity. Explore how as a beginning nurse professional you can work with interprofessional teams. Gain an understanding of the frameworks that provide guidance to what nursing professional practice entails | Giddens – Concepts care coordination & collaboration Potter & Perry Chapters 4, 11, & 18 Watch Video: Link |
| B3 | Jan 30 | | | |
| C3 | Jan 27 | | | |
| | | | | |
| A3 | Feb 8 | Clinical Judgement | <ol style="list-style-type: none"> Define and describe clinical judgment. Discuss the attributes of clinical judgment. Analyze the Clinical Judgement Measurement Model. Identify the ways that nurses make judgments. Discuss in context of nursing and health care | Giddens concept on Clinical Judgment Potter & Perry Chapter 12 Watch Video Understanding Clinical Judgement Link |
| B3 | Feb 6 | | | |
| C3 | Feb 3 | | | |
| | | | | |
| A3 | Feb 15 | Patient Education/Ethics | <ol style="list-style-type: none"> Define and describe the concept of patient education Identify links between the concept and theory Know when and how to apply patient education to the context of nursing and health care Discuss what a value is and the role it plays in nursing practice. Define ethics and explain the relationship between ethics and professional nursing practice Explain the CNA's Code of Ethics and the guiding values used in nursing practice Describe some basic ethical theories relevant to healthcare (deontology, utilitarianism, bioethics, feminist ethics, relational ethics). Explain what an ethical dilemma is and when it occurs in practice. Identify the steps to analyze an ethical dilemma Identify examples of ethical issues in nursing practice Analyze a case study re: 'Medical Assistance in Dying' for ethical decision making | Giddens Patient Education Potter & Perry Chapter 20 and pp. 87-100 CNA Code of Ethics for RNs Watch Patient Education Video Link |
| B3 | Feb 13 | | | |
| C3 | Feb 10 | | | |
| | | | | |
| February 20-24 | | READING WEEK (no classes) | | |
| A3 | March 1 | Midterm Exam | | |
| B3 | Feb 27 | | | |
| C3 | March 3 | | | |
| | | | | |
| A3 | March 8 | Caregiving & Family Dynamics | <ol style="list-style-type: none"> Define and describe concepts of caregiving and family dynamics Recognize stressors related to caregiving and how family dynamics influences health Describe interventions and ways to assess family caregivers and family dynamics for positive outcomes Identify risk factors and impact of negative family dynamics | Giddens – Care giving & family dynamics Potter and Perry p. 82, 310, 320; Chapter 19 |
| B3 | March 6 | | | |
| C3 | Feb 17 | | | |
| | | | | |

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| Dates | | Concept(s) | Learning Outcomes | Readings |
|--------------------|----------|----------------------------|---|--|
| A3 | March 15 | Sexuality | <ol style="list-style-type: none"> 1. Define and analyze the components of sexual health. 2. Outline the development of sexuality. 3. Differentiate alterations in sexuality. 4. Discuss risk factors for altered sexual well-being. 5. Explain the promotion of healthy sexuality. 6. Differentiate among common assessment procedures and tests used to examine sexuality. 7. Analyze independent interventions nurses can implement for patients with alterations in sexuality. 8. Summarize collaborative therapies used by interprofessional teams for patients with alterations in sexuality. | Giddens – Sexuality concept Potter & Perry Chapter 27 Alberta Health Services. (2018). Sexual orientation, gender identity, & gender expression (SOGIE) Safer Places Toolkit. Link Woytas, J. (2019). Sexuality. In B. J. Astle & W. Duggleby (Eds.), Canadian fundamentals of nursing (6th ed., pp. 476-493). Milton, ON: Elsevier |
| B3 | March 13 | | | |
| C3 | March 10 | | | |
| | | | | |
| A3 | March 22 | Fatigue & Sleep | <ol style="list-style-type: none"> 1. Define and describe the concepts of sleep & fatigue. 2. Recognize the risk factors for fatigue across various populations. 3. Identify how nurses can mitigate the effects of fatigue. 4. Describe the role of interrelated concepts to fatigue 5. Recognize the stages of sleep 6. Identify the ways in which sleep impacts the body and social functioning 7. Discuss the interrelation of sleep/fatigue with other concepts | Giddens – Fatigue & Sleep concepts Potter & Perry – Chapter 41 pp. 1072-1095 Watch TED Talk Link Sleep Stages Video Link |
| B3 | March 19 | | | |
| C3 | March 17 | | | |
| | | | | |
| A3 | March 29 | Immunity | <ol style="list-style-type: none"> 1. Define and describe the concept of immunity. 2. Notice risk factors for altered immune functioning. 3. Recognize when an individual has altered immune functioning. 4. Provide appropriate nursing and collaborative interventions to optimize the immune response and to minimize the complications of an altered immune response. 5. Describe the functions and components of the immune system. 6. Compare and contrast humoral and cell-mediated immunity regarding lymphocytes involved, types of reactions, and effects on antigens. 7. Identify the five types of immunoglobulins. 8. Differentiate among the four types of hypersensitivity reactions in terms of immunological mechanisms and resulting alterations. 9. Identify the clinical manifestations and emergency management of a systemic anaphylactic reaction. 10. Describe the assessment and collaborative care of a patient with chronic allergies. 11. Explain the relationship between the human leukocyte antigen system and certain diseases. 12. Describe the etiological factors, the clinical manifestations, and the treatment modalities of autoimmune diseases. | Giddens – Immunity Watch Crash Course Immunity Link |
| B3 | March 27 | | | |
| C3 | March 24 | | | |
| | | | | |
| A3 | April 5 | Exam Review | | |
| B3 | April 3 | | | |
| C3 | TBD | | | |
| | | | | |
| April 10-14 | | No Classes | | |