

Nursing Education and Health Studies

COURSE OUTLINE –SPRING 2023

NP1410 (3): Practical Nursing Theory II – 3 (3-1-0) 60 Hours in 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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OFFICE HOURS:	Office hours vary; consult your individual course instructor to arrange for an appointment.		

CALENDAR DESCRIPTION:

Exploration of evidence-informed practice, scope of practice for practical nurses, and critical thinking. Focus is on incorporating the nursing process and nursing values into care for an individual with chronic illness.

Note: Available only to Practical Nursing Students

PREREQUISITE(S): NP1205, NP1250, NP1280, NP1500

COREQUISITE(s): NP1400, NP1600, NP1450, NP1480

REQUIRED TEXTBOOKS:

Lewis, S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Barry, M. A., Lok, J., Tyerman, J., & Goldsworthy, S. (2019). Medical-Surgical nursing in Canada: assessment and management of clinical problems (4th Canadian ed.). Toronto, ON: Elsevier.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M.J., Astle, B. J., & Duggleby, W. (2019). Canadian fundamentals of nursing (6th ed.). Toronto, ON: Elsevier Canada.

REQUIRED ONLINE RESOURCES:

- Canadian Council for Practical Nurse Regulators [CCPNR] (2013). *Becoming a Licensed Practical Nurse in Canada: Requisite skills and abilities*. Retrieved from https://www.clpna.com/wp-content/uploads/2013/02/doc_CCPNR_CLPNA_Requisite_Skills_Abilities.pdf
- Canadian Council for Practical Nurse Regulators [CCPNR] (2013). *Code of ethics for Licensed Practical Nurses in Canada*. Retrieved from https://www.clpna.com/wp-content/uploads/2013/02/doc_CCPNR_CLPNA_Code_of_Ethics.pdf
- Canadian Council for Practical Nurse Regulators [CCPNR] (2019). *Entry-level competencies for licensed practical nurses*. Author. Retrieved from https://www.clpna.com/wp-content/uploads/2019/08/doc_CCPNR_Entry-Level_Competerencies_LPNs_2019E.pdf
- College of Licensed Practical Nurses of Alberta [CLPNA] (2020). *Competency profile for licensed practical nurses* (5th ed.). Author. Retrieved from https://www.clpna.com/wp-content/uploads/2020/01/doc_Competerency_Profile_for_LPNs_5th_Ed_2020.pdf

7th ed APA guidelines

https://guides.library.ualberta.ca/ld.php?content_id=35043857

DELIVERY MODE(S): In-person Lecture and seminar

LEARNING OUTCOMES:

Upon successful completion of NP1410 learners will be able to:

1. Identify the Entry-Level Competencies for Licensed Practical Nurses (2019).
2. Identify the Standards of Practice for Licensed Practical Nurses in Canada (2013).
3. Discuss eHealth resources and technological tools used in Canadian healthcare.
4. Apply concepts of pathophysiology and pharmacology to individuals with chronic illness.
5. Discuss caring in a nurse-client relationship.
6. Plan nursing care for clients with various chronic illnesses.
7. Demonstrate critical thinking in application of the nursing process to individuals with chronic illness.
8. Explore principles of evidence-informed practice.

CLPNA COMPETENCIES:

A-Nursing Knowledge

B-Nursing Process

C-Professionalism and Leadership

TRANSFERABILITY:

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities**. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

**** 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**

EVALUATIONS:

Assignment	Weight	Date	Related Course Learning Outcome
Nursing Care Plan	25%	Week 6	3, 4, 5, 6, 8
Midterm Exam	20%	Week 8	1, 2, 3, 4, 7, 8
Clinical Judgement Exam	20%	Week 11	4, 6, 7, 8
Final Exam	35%	In Exam Week	1, 2, 3, 5, 4, 7, 8

1. Nursing Care Plan

The purpose of this assignment is to plan nursing care for an individual client with a chronic illness. Students will select a case-study client with a chronic illness and formulate a plan of care to optimize wellness based on the nursing process. Students will submit a written care plan including:

- Assessments that they would do (5 marks)
- Nursing Diagnosis(es) (5 marks)
- Planning strategies with the client (3 marks)
- Interventions that they would expect (5 marks)
- Evaluation strategies for the planned care (5 marks)

Use APA 7th edition formatting. Include a title page. Maximum of ten (10) pages double spaced. (2 marks)

2. Midterm Exam

The midterm exam includes all content covered up to and including Week 7. Question format includes a variety of styles including, but not limited to, multiple choice, short answer, long answer, matching, and select all that apply.

Sample exam question:

In which step of the nursing process does the nurse determine whether the patient's condition has improved and whether the patient has met expected outcomes?

- A. Assessment
- B. Planning
- C. Implementation
- D. Evaluation

3. Clinical Judgement Exam

The purpose of this assignment is for students to demonstrate critical thinking through the application of the nursing process. This Exam is an in-class, open-book exam. Students will have 1.2 hours to complete. Students will receive a case study about a client living with a chronic illness. The students will have to assess, diagnose, plan, implement, and evaluate their care plan.

Areas you will be asked to address specifically are:

1. What assessments would be necessary to complete for the scenario?
2. What **3 key** nursing diagnoses would be probably with rationale?
 - a. What would the **priority** nursing diagnosis be? (the most important one of the above 3 diagnoses)
 - b. Provide your rationale for choosing that priority
3. What is the expected outcomes/goals for the client, related to the priority nursing diagnosis
4. What are the **5 most important** nursing interventions required to address the problem identified as the priority nursing diagnosis? Provide rationale for these interventions.
5. How would you evaluate the expected outcome related to the priority nursing diagnosis?

GRADE	<i>Excellent (A)</i>	<i>Very Good (B)</i>	<i>Good (C)</i>	<i>Marginal (D)</i>	<i>Fail (F)</i>
ASSESSMENTS	Key assessment areas are identified and are completed, clearly stated and concise. Comprehensive assessment data is relevant to the scenario.	Key assessment areas identified but not clearly stated, concise or comprehensive.	Assessment areas are incomplete. Relevance and relationship to scenario not clearly evident.	Assessment is superficial and incomplete in relation to the scenario.	Identified assessments inadequate, irrelevant and/or ambiguous.
KEY NURSING DIAGNOSIS	Nursing diagnoses are pertinent, realistic and clearly identified. Written in problem/related to etiology format.	Nursing diagnosis identified are realistic but not clearly written in problem/related to etiology format.	Nursing diagnoses identified but are not concise or explicit.	Identification of probable nursing diagnosis is unclear, ambiguous or irrelevant.	Nursing diagnoses identified are not nursing diagnosis.
PRIORITY NURSING DIAGNOSES AND RATIONALE	Priority nursing diagnoses with rationale provided. Rationale demonstrates comprehensive insight, clarity,	Priority nursing diagnosis with rationale demonstrates very good depth, clarity and insight.	Priority nursing diagnoses are identified but rationale lacks some depth, clarity and insight.	Priority nursing diagnoses are identified but rationale does not support relevance to scenario	Unable to clearly identify the priority nursing diagnosis or provide rationale.

depth and understanding of nursing practice.

OUTCOMES/GOALS	Outcomes/goals are comprehensive, relevant, specific, achievable, measurable and related to the priority nursing diagnosis	Outcomes/goals are somewhat relevant, specific, achievable, and measurable in relation to the priority nursing diagnosis.	Outcomes/goals are general to the priority nursing diagnosis, but are not measurable or specific.	Outcomes/goals are identified but are not related to the nursing diagnosis.	No outcomes/goals identified.
INTERVENTIONS & RATIONALE	Nursing interventions are clearly stated, specific relevant, comprehensive and supported by relevant and credible evidence.	Nursing interventions are clearly stated but less comprehensive. Evidence to support interventions not clearly related to the scenario.	Most obvious nursing interventions are stated, but are not specific. Evidence to support the interventions lacks relevance or is not applicable.	Some relevant nursing interventions are missing and the evidence provided to support nursing interventions lacks credibility, e.g.: sources are questionable or depth of research is lacking.	Nursing interventions identified are irrelevant. No evidence or sources cited to support the interventions identified.
EVALUATION	Clearly and concisely describes how the outcome/goal achievement will be evaluated.	Identifies how outcomes/goals are evaluated, but lacks clarity or depth.	Evaluation criteria are undeveloped or lack specificity.	Evaluation criteria are irrelevant, incomplete, superficial and/or undeveloped.	No evaluation criteria stated.
APA FORMAT GRAMMAR/ SPELLING/ ORGANIZATION	Exceptionally well written, organized and legible. Relationship between ideas evident. Almost entirely free of errors in grammar, punctuation, and spelling. APA and referencing format requires minimal revisions.	Well written, organized and legible. May contain a few errors in grammar, punctuation and spelling but does not impede understanding. APA and referencing format requires minor revisions.	Legible and adequately organized although relationship between ideas unclear in places. Several errors in grammar, punctuation, and spelling, which may be confusing but does not	Content is present, however, lack of structure and organization is evident. Contains many grammar, punctuation, and spelling errors throughout that impede understanding. APA and referencing format	Disorganized and difficult to read. Errors in grammar, punctuation, and spelling prohibit clear readability. APA is poorly done, or there is evidence of plagiarism. There is no evidence of referencing and/or there is evidence

impede overall understanding. APA and referencing format requires some revisions. is inconsistent and incorrect. of plagiarism in citations.

4. Final Exam

The final exam is cumulative and includes all content covered throughout the course. Question format includes a variety of styles including, but not limited to, multiple choice, short answer, long answer, matching, and select all that apply.

Scheduling of the final exam is set by the Registrar’s Office.

Sample Exam Question:

Which patient history indicates multimorbidity?

- A. Chronic kidney disease requiring an appendectomy
- B. Chronic obstructive pulmonary disease and a urinary tract infection
- C. Diabetes with exacerbation of rheumatoid arthritis
- D. Lung cancer and pneumonia

GRADING CRITERIA: Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		F	0.0	00-59
B	3.0	73-76				
B-	2.7	70-72				

PROGRESSION CRITERIA

Academic Progression Criteria

A grade of C- is the minimum passing grade for all Practical Nursing courses in the program. For promotion from term to term in the program and for graduation, students must have successfully completed all the required Practical Nursing and non-Practical Nursing courses of the previous term.

A student with a GPA of 1.69 or lower must withdraw from the Practical Nursing program.

Readmission to the program is subject to departmental review.

Students who withdraw or fail twice from a required practical nursing course will be withdrawn from the program and ineligible for re-admission.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Purpose and Learning Outcomes	Text Resource
Week 1	Entry-level competencies and standards of practice	<p>The purpose of this unit is to define the CLPNA entry level competencies and standards of practice for LPNs</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Students will discuss how the entry level competencies and standards of practice inform their education and their formation of nursing practice 	OER (open educational resources) posted on Myclass
Week 2	Evidence-Informed Practice	<p>The purpose of this week is to explain the need for evidence-informed practice.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Identify steps of evidence-informed practice • Discuss methods for developing new nursing knowledge. 	Chapter 6 – Potter and Perry
Week 3	Critical Thinking in Nursing	<p>The purpose of this unit is to consider the characteristics of critical thinking in nursing practice.</p> <p>Learning outcomes:</p>	Chapter 12 – Potter and Perry

		<ul style="list-style-type: none"> • Discuss critical thinking competencies in nursing practice • Discuss the nurse's responsibility in making clinical decisions 	
Week 4	The Nursing Process	The purpose of this unit is to identify and discuss the nursing process.	Chapter 13 – Potter and Perry Chapter 14 – Potter and Perry
Week 5	The Nursing Process	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Describe the steps of the nursing process • Identify nursing diagnoses from an assessment • Develop a plan of care 	Case Studies on Myclass
Week 6	Chronic Illness * Nursing Care Plan DUE*	<p>The purpose of this unit is to define chronic illness.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Students will define chronic illness • Students will discuss assessment techniques of chronic illness 	Chapter 5 – Lewis et al.
Week 7	Chronic Illness	<p>The purpose of this unit is to discuss factors contributing to chronic illness.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Students will identify factors contributing to chronic illness • Students will differentiate between modifiable and non-modifiable risk factors 	Chapter 5 – Lewis et al. Chapter 13 – Potter and Perry Chapter 14 – Potter and Perry

Week 8	Review and Midterm Exam		
Week 9	Chronic Illness	<p>The purpose of this week is to discuss nursing care of various chronic illnesses.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will plan nursing care for clients experiencing a chronic illness 	<p>Chapter 5 – Lewis et al.</p> <p>Chapter 13 – Potter and Perry</p> <p>Chapter 14 – Potter and Perry</p>
Week 10	Chronic Illness	<p>The purpose of this week is to discuss nursing care of various chronic illnesses.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will plan nursing care for clients experiencing a chronic illness 	<p>Chapter 5 – Lewis et al.</p> <p>Chapter 13 – Potter and Perry</p> <p>Chapter 14 – Potter and Perry</p>
Week 11	Clinical Judgement Exam	<p>The purpose of this unit is to consolidate knowledge gained in this course and complete the clinical judgement exam.</p>	<p>Potter and Perry</p> <p>Lewis et al.</p>
Week 12	eHealth resources and Canadian Nursing Practice	<p>The purpose of this unit is to introduce eHealth resources.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Students will identify various eHealth resources and nursing informatics 	<p>Chapter 16 – Potter and Perry</p>
Week 13	eHealth resources and Canadian Nursing Practice	<p>The purpose of this unit is to discuss eHealth resources for clients with chronic illness and for nursing practice.</p> <p>Learning Outcomes:</p>	<p>OER posted on Myclass</p>

		<ul style="list-style-type: none"> • Students will discuss eHealth resources for their nursing practice. • Students will discuss eHealth resources for clients with chronic illnesses. 	
Week 14	Review week for final exam		
Week 15	Final Exam. Specific date, location and time TBD		

STUDENT RESPONSIBILITIES:

Refer to NWP Academic Policies <https://www.nwpolytech.ca/about/administration/policies/>

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the NWP Department of Nursing Education & Health Studies PN Student Handbook on Myclass.

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 the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.