

Department of Nursing Education and Health Studies
Course Outline
Winter 2026
NS1240 Foundations of Nursing I – 3 (3-0-0)
45 hours for 15 weeks
(A3/B3/C3)

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.

Instructor(s):	
Teresa Evans RN, PhD, CCNE Office: HEC 341 Phone: (780) 539-2805 Email: tevans@nwpolytech.ca	Office Hours (contact instructor for appointment)

CALENDAR DESCRIPTION:

NS1240 Foundations of Nursing 1

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.

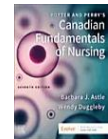
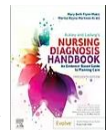
PREREQUISITE(S): NS1500 and NS1205

COREQUISITE: MI1330 and NS1250

Notes: Available only to Nursing Students

REQUIRED TEXT/RESOURCE MATERIALS:

1. Makic, M. F. (2023). Ackley & Ladwig's Nursing Diagnosis Handbook (13th ed). Elsevier
2. Potter, P. A., Perry, A. G., Stockert, P. A., Hall, A. M., Astle, B. J., & Duggeby, W. (2023). Canadian fundamentals of nursing (7th ed.). Elsevier.



OPTIONAL RESOURCE MATERIALS:

1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Author.
2. Northwestern Polytechnic Library APA Guides: <https://libguides.nwpolytech.ca/apa/whatis>
3. Purdue Online Writing Lab. (n.d.). General format. Purdue Online Writing Lab.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
4. University of Alberta Library. (2025). APA citation style quickguide.
https://guides.library.ualberta.ca/ld.php?content_id=35043857



(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 SUPPLIES/EQUIPMENT: Laptop/tablet; paper, writing utensils, binder, printed articles as per assignment.

COURSE MATERIAL AND ANNOUNCEMENTS:

Students are expected to access and become familiar with their myClass site at the beginning of each course and to access their myClass site on a regular basis throughout the course. Failure to do so may result in students missing important course-related information, resources, instructor feedback, and announcements. General course announcements will be made on myClass.

DELIVERY MODE(S): Lecture

This type of course will be delivered on campus in a specific location which will be indicated on the student timetable. Students are expected to fully attend in person.

Theories and concepts will be presented through lectures, textbook readings, in-class activities, and through myClass. Relevant textbook readings will be assigned to test the student's knowledge, understanding, and application of the material.

LEARNING OUTCOMES:

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

1. Explore 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 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.alberta.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.

ACADEMIC PROGRESSION CRITERIA

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.

STUDENT RESPONSIBILITIES:

Students should refer to the NWP Policy on Student Rights and Responsibilities at: <https://www.nwpolytech.ca/about/leadership/policies/>



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

Professional responsibility for nursing students includes attending all lectures and seminars. Unexplained absences and/or arriving to class late and/or unprepared demonstrates unprofessional behavior and may hinder student success in the course and the program.

ACADEMIC CALENDAR AND IMPORTANT DATES:

Students are to refer to the 2025-2026 *Northwestern Polytechnic Academic Calendar* at regarding important dates. <https://www.nwpolytech.ca/leadership/registrar/important-dates>

NURSING PROGRAM POLICIES:

Students are to refer to the 2025-2026 *Northwestern Polytechnic Academic Calendar* at and the *University of Alberta Collaborative Baccalaureate Nursing Program with Northwestern Polytechnic Student Handbook* for specific nursing program policies that may pertain to the course.

Academic Calendar – Program Requirements:

<https://www.nwpolytech.ca/admission/academic-program-requirements>

Nursing Handbook:

<https://www.nwpolytech.ca/departments-nursing>

GRADING CRITERIA:

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

Grading Chart for courses with Alpha Grading:

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49



Grades for this course will be assigned as a percentage.

EVALUATIONS:

The final grade is based on the following assessments. There are no additional assignments or marks provided in the course.

ASSIGNMENT/EXAM	RELATED COURSE OUTCOMES	DATES	WEIGHTING
Midterm Exam	All learning outcomes	February 10 & 11 during regularly scheduled class time.	30%
Evidence-Informed Patient Teaching Group Project	2, 4, 5	1. In-Class Evidence Review Worksheet (10%) January 20 & 21 2. Teaching Proposal (10%) Due Friday February 6th at midnight 3. Teaching Tool Presentation (10%) In-Class March 17 & 18 4. Professional Collaboration & Peer Evaluation (5%)	35%
Final Exam	All learning outcomes	During Exam Week	30%
In-Class Case Studies	1,2	Weeks 10-14 (Concepts: Thermoregulation, Infection, Immunity, and Inflammation)	5%

All Assignments, examinations, and quizzes weighted 10% or greater must be completed to obtain credit in the course and permitted to write the final examination. 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

Midterm Exam:

An exam assessing concepts in the first part of the course. The midterm exam will be completed within a scheduled class time on campus. Students without a valid excuse and lack of prior warning and who do not attend will receive a zero.

Final Exam:

The exam focuses on and assesses concepts from the remaining weeks of the course after the midterm exam. The Office of the Registrar schedules the date, time, and location of the final examination in accordance with the Northwestern Polytechnic Calendar.

Deferred Final Examinations See the current NWP calendar for further information on the final exam policy: <https://www.nwpolytech.ca/leadership/policies/display?ID=37>

In-Class Case Studies:

Students will complete 4 in-class case studies that apply to the following concepts: Thermoregulation, Infection, Immunity, and Inflammation. Students will be graded on the completion of these in-class activities. Students who are absent will receive a zero on the in-class assignment for that day.

Evidence-Informed Patient Teaching Project- Rubric will be posted on MyClass

Assignment Purpose

This assignment focuses on health promotion and prevention across populations. You will work in a small group to design a patient teaching tool that is evidence-informed, appropriate for a specific age population, and intentionally designed to support learning.

The emphasis of this assignment is on process and professional reasoning, not artistic skill or presentation performance. You will be assessed on how well you use evidence, justify teaching decisions, and translate knowledge into patient-centred education.

Students are not to use AI for any part of this assignment. This assignment will be based on the evidence found to support the design and structure of the teaching resource.

Group Structure

- Groups of 3 students
- A small number of groups may have 4 students, depending on class size
- Each population group will be assigned to 3–4 groups maximum
- Attendance and participation in the group will be expected. Students who do not attend group activities will receive a zero on that part of the assignment.

Population Groups Will Be Decided During the First Week

1. Prenatal & Postpartum
2. Infants & Toddlers (0–3 years)
3. Preschool Children (3–5 years)
4. School-Aged Children (6–12 years)
5. Adolescents (13–18 years)
6. Young Adults (18–29 years)
7. Adults (30–49 years)
8. Midlife Adults (50–64 years)
9. Older Adults (65+ years)
10. Newcomers to Canada

Assignment Overview & Weighting

Part I: In-Class Evidence Review – 10%
 Part II: Teaching Proposal – 10%
 Part III: Teaching Tool, Draft Process &
 Rationale Presentation – 10%
 Professional Collaboration & Peer Evaluation –
 5%
 Total – 35%

PART I: In-Class Evidence Review (10%)

Each individual student must bring 3 printed, credible sources as well as send a PDF or link to you fellow classmates. Bring to class:

- Should be Canadian focused (can use government website information)
- At least 1 peer-reviewed journal article
- 1 additional scholarly source (peer-reviewed article or scholarly eBook chapter)

Students will complete handwritten guided worksheets in class and a group synthesis worksheet worth 10% that they will complete in class.

PART II: Teaching Proposal (10%)

Groups will submit a 2-page typed proposal (maximum of 500 words excluding title page and reference page) addressing who, what, why, how, and where teaching will occur. APA formatting is an expectation for submission of the teaching proposal.

PART III: Teaching Tool, Draft Process & Rationale Presentation (10%)

Groups will choose ONE teaching format:

Pamphlet, Brochure, Poster, Infographic, Short video, Slide-based teaching tool, Role play/scripted nurse–patient scenario, Storyboard/visual teaching sequence



For Part III, groups will:

- Participate in an in-class working session
- Submit a rough draft and design notes
- Submit a final teaching tool
- Present a short rationale-focused PowerPoint (presentation style not graded) outlining their rationale for the teaching strategy, how they adapted the information to their population, and design considerations for their teaching project.

Professional Collaboration & Peer Evaluation (5%)

Group agreement and peer evaluation required.

**** Please Note:** It is expected that groups meet with learning support personnel related to their projects **

The following supports are available for you.

- APA specialist
- Writing specialist
- Digital Desing Specialist (designing your educational tool)

Go to NWP Website for additional support

<https://libguides.nwpolytech.ca/learningcommons/ascspecialists>

SPECIALIZED SUPPORT AND DISABILITY SERVICES:

Students who require accommodations in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with NWP's Student Services and the course instructor.

If you have any exam related accommodations, you must register them in *Accommodate* by the deadline.

COMMUNICATION:

Students will use their NWP e-mail address and include a subject line when communicating with the course instructor. The content of both e-mail and voice mail must be delivered in a professional manner. Inappropriate messages may be considered "harassment." Please refer to the University of Alberta/NWP Collaborative Faculty of Nursing's guidelines for e-mail etiquette, the link is provided: <https://www.ualberta.ca/youalberta/2022/11/how-to-email-your-professors.html>



The use of social networking services such as, but not limited to, Facebook, Instagram, Snapchat, Tik Tok, Twitter, WhatsApp, internet messaging, blogs, and wikis, are subject to the professional and ethical responsibilities outlined in the Canadian Nurses Association (2017) *Code of Ethics for Registered Nurses*.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

As part of our commitment to academic integrity, faculty may use Turnitin, an online plagiarism detection tool, to check assignments submitted for this course. Turnitin compares student work to a vast database of academic sources, publications, and previously submitted assignments to identify potential instances of plagiarism or improper citation(s). By enrolling in this course, students acknowledge and consent to the use of Turnitin for assignment submissions.

COURSE SCHEDULE/TENTATIVE TIMELINE: Lecture: 3 hours/week; Seminar: 0; Lab:0

Week	Date	Concept	Evidence-Informed Patient Teaching Project
1	January 6 & 7	Health Promotion & Population Health	Groups assigned & group agreements completed. Each student will bring to class evidence, starting next week.
2	January 13 & 14	Patient Education	In-class evidence review and article analysis
3	January 20 & 21	Person-Centered Care	Group Synthesis Due
4	January 27 & 28	Patient Education/Group Work	
5	February 3 & 4	Health Systems	Teaching Proposal Typed to Teresa Friday, February 6 th at 2359
6	February 10 & 11	Midterm Exam	
7	February 16-20	Winter Break – No Classes	
8	February 24 & 25	Thermoregulation	Designing the Project Activity
9	March 3 & 4	Immunity	
10	March 10 & 11	Class Presentations	Presenting the patient teaching project
11	March 17 & 18	Class Presentations	
12	March 24 & 25	Infection	
13	March 31 & April 1	Inflammation	
14	April 7 & 8	Class Review	
	April 16-23	Final Exam	