

Department of Practical Nurse and Health Care Aide

COURSE OUTLINE – Winter 2024

NP1410 (3): Practical Nursing Theory II – 3 (3-1-0) 60 Hours for 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.

INSTRUCTOR:

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OFFICE HOURS:

By 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, NP1450, NP1280, NP1500

COREQUISITE(S): NP1400, NP1600, NP1450, NP1480, NP1700

REQUIRED TEXT/RESOURCE MATERIALS:

American Psychological Association. (2020). Publication manual of the American Psychological Association: The official guide to APA style (7th ed.).

Elsevier Adaptive Quizzing (EAQ) 4th edition Next Gen, is available for purchase through the NWP Polytechnic bookstore. This is a required online resource. The EAQ will assist students with preparing to write the CPNRE registration exam. This resource will provide students with a 24-month online review/prep course to use as they progress through the PN program.



Lewis, S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Barry, M. A., Lok, J., Tyerman, J., & Goldsworthy, S. (2023). *Medical-Surgical nursing in Canada: assessment and management of clinical problems* (5th Canadian ed.). Toronto, ON: Elsevier.

Makic, M. B. F., & Martinez-Kratz, M. R. (2022) *Nursing Diagnosis Handbook – An Evidence Based Guide to Planning Care* (13th ed.). Elsevier.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M.J., Astle, B. J., & Duggleby, W. (2021). *Canadian fundamentals of nursing* (7th 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/lpn-knowledge-hub/ccpnr-requisite-skills-and-abilities/>

Canadian Council for Practical Nurse Regulators [CCPNR] (2013). *Code of ethics for Licensed Practical Nurses in Canada*. Retrieved from <https://www.clpna.com/lpn-knowledge-hub/code-of-ethics-for-licensed-practical-nurses-in-canada/>

Canadian Council for Practical Nurse Regulators [CCPNR] (2019). *Entry-level competencies for licensed practical nurses*. Author. Retrieved from <https://www.clpna.com/lpn-knowledge-hub/ccpnr-entry-level-competencies-for-lpns/>

College of Licensed Practical Nurses of Alberta [CLPNA] (2020). *Competency profile for licensed practical nurses* (5th ed.). Author. Retrieved from <https://www.clpna.com/lpn-knowledge-hub/competency-profile-for-lpns-5th-edition-complete/>

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.

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.**

EVALUATIONS:

All evaluation components of the course must be completed PRIOR TO being permitted to write the final exam.

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 8. 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 80 minutes 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 Rubric	(A)Excellent	(B)Very Good	(C)Good	(D)Marginal	(F)Fail
Assessments	Key assessment areas are identified and are completed,	Key assessment areas identified but not clearly	Assessment areas are incomplete. Relevance and relationship to	Assessment is superficial and incomplete in relation to the scenario.	Identified assessments inadequate, irrelevant



	clearly stated and concise. Comprehensive assessment data is relevant to the scenario.	stated, concise or comprehensive.	scenario not clearly evident.		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, depth and understanding of nursing practice.	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.
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	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.



		nursing diagnosis.			
Interventions and 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	Well written, organized and legible. May contain a few errors in grammar, punctuation and spelling but does not impede understanding. APA and referencing	Legible and adequately organized although relationship between ideas unclear in places. Several errors in grammar, punctuation, and spelling, which may be	Content is present, however, lack of structure and organization is evident. Contains many grammar, punctuation, and spelling errors throughout	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

	referencing format requires minimal revisions.	format requires minor revisions.	confusing but does not impede overall understanding . APA and referencing format requires some revisions.	that impede understanding . APA and referencing format is inconsistent and incorrect.	evidence of referencing and/or there is evidence of plagiarism in citations.
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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	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

PROGRESSION CRITERIA

Academic Progression Criteria

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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>	OER (open educational resources) posted on Myclass
		<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 	

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 8 – 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> <ul style="list-style-type: none"> • Discuss critical thinking competencies in nursing practice • Discuss the nurse's responsibility in making clinical decisions 	Chapter 7 – Potter and Perry
Week 4	The Nursing Process	<p>The purpose of this unit is to identify and discuss the nursing process.</p>	<p>Chapter 14 – Potter and Perry</p> <p>Chapter 15 – Potter and Perry</p>

		<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 	
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Week 5	Chronic Illness	<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 6	Chronic Illness * Nursing Care Plan DUE*	<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 <p>Students will differentiate between modifiable and non-modifiable risk factors</p>	<p>Chapter 5 – Lewis et al.</p> <p>Chapter 14 – Potter and Perry</p> <p>Chapter 15 – Potter and Perry</p>
Week 7	Winter Break		
Week 8	Midterm Review and 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 14 – Potter and Perry</p> <p>Chapter 15 – 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 14 – Potter and Perry</p> <p>Chapter 15 – 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 17 – Potter and Perry</p>
Week 13	eHealth resources and Canadian Nursing Practice	<p>The purpose of this unit is to discuss eHealth resources for</p>	<p>OER posted on Myclass</p>



		<p>clients with chronic illness and for nursing practice.</p> <p>Learning Outcomes:</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		

***Subject to change**

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 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>.

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

Additional Information:

Late Assignment Policy

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 for review. 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. Papers/assignments may not be rewritten for a higher grade. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Concerns regarding grading are to be discussed with the faculty member involved.