



DEPARTMENT Nursing Education and Health Studies

COURSE OUTLINE – Winter 2016

NS1035 (A3/B3/C3/D3/E3): Introduction to Nursing Theory – 6 (3-3-2) 120 Hours

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CALENDAR DESCRIPTION:

Focus is on the basic concepts of the nursing profession and discipline: nursing, person, health and environment. These concepts will be explored within the context of primary health care and changing perspectives of health and how this evolution has impacted the development of the profession of nursing. The philosophical, theoretical, historical, ethical, and legal underpinnings of professional nursing practice will be examined.

PREREQUISITE(S)/COREQUISITE:

Corequisites: PZ1515 and NS1055

REQUIRED TEXT/RESOURCE MATERIALS:

**American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed., 3rd printing). Washington, DC: Author.

Balzer-Riley, J. (2012). Communications in nursing (7th ed.). Toronto, ON: Mosby.

Chabner, D. E. (2011). Medical terminology: A short course (7th ed.). St. Louis: Elsevier Saunders.

Chow, J., Ateah, C.A., Scott, S.D., Ricci, S. S., & Kyle, T. (2012). Canadian Essentials of Maternity and Pediatrics Nursing. Philadelphia: Lippincott, Williams, & Wilkins.

Day, R.A., Paul, P., Williams, B., Semltzer, S. C., Bare, B.G. (2014). Brunner and Suddarth's Textbook of Canadian Medical-Surgical Nursing (3rd ed). Philadelphia: Lippincott, Williams & Wilkins.

Kizior, R. and Hodgson, B.B. (2016). Saunders Nursing Drug Handbook 2016. St. Louis, Missouri: Elsevier. OR Credible website i.e. eCPS or app.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M. J., Astle, B. J., & Duggleby, W. (2014). Canadian fundamentals of nursing (5th ed.). Toronto, ON: Elsevier Mosby.

Safe Medicate Software

Van Leeuwen, A.M., Poelhuis-Leth, & D. J. Bladh, M. L. (2013). Davis's Comprehensive Handbook of Laboratory Diagnostic Tests with Nursing Implications (5th ed.). Philadelphia, P.A.: Fa. A. Davis Company.

Venes, D. (2013). Taber's Cyclopedic Medical Dictionary. (22nd ed.). Philadelphia, PA: F. A. Davis Company

Vollman, A. R., Anderson, E. T., & McFarlane, J. (2011). Canadian community as partner: Theory and multidisciplinary practice (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Wright, L. M., & Leahy, M. (2013). Nurses and families: A guide to family assessment and intervention (6th ed.). Philadelphia: F.A. Davis Company

DELIVERY MODE(S):

Lecture/Seminar/Lab

COURSE OBJECTIVES:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
2. Describe, understand and articulate an understanding of theory related to patient centered care and inter professional practice.
3. Describe and discuss nursing as a profession and discipline and be able to identify the role of the nurse in the current Canadian health care system.
4. Demonstrate professional communication in all learning environments.
5. Demonstrate an understanding of the processes of self-directed learning, critical thinking, and group process skills in learning activities.
6. Identify the primary goals and activities of professional nursing organizations at provincial, national and international levels.
7. Demonstrate an introductory level of understanding related to global citizenship, health equity and social justice as it applies to nursing practice.
8. Integrate knowledge generated from course scenarios, labs, and FRS and apply this knowledge to introductory nursing situations.
9. Demonstrate an understanding of the nursing process and apply the nursing process to specific client related situations.
10. Demonstrate communication, teaching and learning principles.
11. Identify nursing's meta-paradigms and demonstrate an understanding of a nursing model.

12. Demonstrate an introductory understanding of key documents relevant to nurses in Alberta and Canada (Nursing Practice Standards, Entry to Practice Competencies, CNA Code of Ethics and Professional Boundaries for Registered Nurses).
13. Demonstrate knowledge of the determinants of health, primary health care, health promotion, and disease prevention in relation to nursing practice.
14. Demonstrate knowledge about nursing history and the changing roles of nurses.

LEARNING OUTCOMES:

At the end of this course the students will be able to describe, understand and articulate nursing history and theories at a novice level. The students will gain an understanding of the nursing process and nursing as a profession and a discipline. They will be able to demonstrate professional communication, self-directed learning, critical thinking and group process skills. The students will be able to identify concepts related to patient centered care, inter professional practice, global citizenship, health equity and social justice in relation to nursing practice.

TRANSFERABILITY:

UA, UC, UL, AU, GMU, CU, CUC, KUC.

Please consult the Alberta Transfer Guide for more information
(<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:

LEARNING EXPERIENCES:

1. **Lecture:** Students will work with the instructor and guest speakers in class to acquire the necessary information to meet the course objectives. A schedule of lecture topics and suggested readings will be posted on the Nursing 1035 Moodle site. Lecture time will be spent listening, discussing and participating in group discussions.

Note: If lecture outlines and/or note taking guides are used and provided by guest speakers, these will also be posted on Moodle only **when made available** by the speaker. Students are encouraged to take their own notes in class as not all power points are available for distribution. For learning purposes, attendance is highly recommended.

2. **Seminar:** Students will be engaged in a variety of activities related to the course objectives and work through scenarios. Attendance is expected at all scheduled sessions. Absences are to be communicated to the instructor PRIOR to the scheduled seminar in a manner identified by the instructor.

The Learning Scenario Package includes the following scenarios:

Ashlynn

Understanding Professional Nursing Practice

Megan

Spencer

Mark Hofer

Clarence and Jenny

Shannon

Melanie Clark

Introduction to Men's Health

3. Lab Experiences:

Students are required to prepare for labs by reviewing the appropriate lab guide, doing the required readings, viewing assigned videos, and completing worksheets. At the end of each lab, students are responsible to demonstrate beginning proficiency and competence with each of the skills in the lab guide. Students are reminded that additional practice in addition to scheduled labs is necessary for skill development - this practice may occur at home or during regularly scheduled practice labs. Students who are unable to demonstrate beginning proficiency and competence in all lab skills will not be successful on the **Laboratory Assessment Guide (LAG)**. Attendance at all labs is required and students are responsible to consult with their Lab Instructor to make up for missed labs.

Please refer to **Lab Guides and Lab/Simulation Information** Moodle for information regarding specific labs including scheduled Practice Labs.

NOTE: Any absences in Lecture, Seminar or Lab must be reported to the instructor *prior to the scheduled class.*

To PASS Nursing 1035, students must:

- Consistently demonstrate satisfactory performance and professionalism in Lecture, Seminars and Laboratory sessions.
- **Complete** the following requirements:

COURSE EVALUATION PROCESS:

Learning Evaluation(s)	Value	Due Date
Examination #1	20%	February 12, 2016
Examination #2	20%	March 16, 2016
Examination #3	20%	TBA During final exam week April
Written Assignment History Paper	15%	March 11, 2016 @ 0830hrs
CFAM Assignment	10%	Week of March 28 in Lab

Individual Performance in Seminar	15%	
Laboratory Assessment Guide (LAG)	Pass/Fail	TBA as per lab instructor

COURSE EVALUATION DETAILS:

Detailed description of these are found in the course syllabus.

- 1. Examinations # 1, # 2, & # 3:** This exam will include content from seminar, lecture and lab. This exam may include multiple-choice, matching and/or short answer questions. Details will be provided prior to this exam.
- 2. Assignments:** There are two assignments for this course. Please refer to the course syllabus for further details. APA format is required for all writing assignments.
- 3. Lab Assessment Guide (LAG-PASS/FAIL Date: TBA):** The LAG is completed by the lab instructor at the completion of your lab experience. To pass the LAG you must receive at least 7/13.
- 4. Individual Performance in Seminar:** Will be evaluated using the Participation Rubric

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69.9
A	4.0	90-94.9		C	2.0	63-65.9
A-	3.7	85-89.9		C-	1.7	60-62.9
B+	3.3	80-84.9		D+	1.3	55-59.9
B	3.0	75-79.9		D	1.0	50-54.9
B-	2.7	70-74.9		F	0.0	00-49.9

COURSE SCHEDULE/TENTATIVE TIMELINE:

WEEK	Proposed Topics, Activities, Assignments
1 Jan 6	Lecture: Orientation to Nursing Theory courses, , library orientation, writing center, APA (all day)

	Seminar: Lab: No lab
2 Jan 11	Lecture: History of nursing, Social Determinants of Health Seminar: Brainstorm Ashlynn, Lab: Medical Terminology Part I
3 Jan 17	Lecture: Present Ashlynn Seminar: Brainstorm UPNP Lab: Communication Lab
4 Jan 24	Lecture: Present UPNP Seminar: Brainstorm Megan Lab: NANDA, Nursing Process & Care Plan
5 Feb 1	Lecture: Present Megan Seminar: Brainstorm Spencer, Review Class (midterm) Lab: Charting & Documentation
6	Lecture: Discuss Spencer Seminar: Friday February 12, 2016 Examination #1 20% Lab: CFAM
7	READING WEEK
8 Feb 21	Lecture: Safe Medicate, Foundation Numeracy exam Seminar: Brainstorm Mark Hofer Lab: Medical Terminology Part II
9 Feb 29	Lecture: Discuss Mark Hofer Seminar: Brainstorm Clarence & Jenny Lab: Medical Terminology Part III
10 March 7	Lecture: Present Clarence and Jenny Seminar: Brainstorm Men's Health Lab: Windshield Survey Part 1 - Introduction
11	Lecture: Men's health Wednesday March 16, 2016 Examination #2 20% Seminar: Finish Men's Health discussion/ Brainstorm Melanie Clark Lab: Windshield Survey Part 2 – Sharing
12	Lecture: Present Melanie Clark Seminar: Good Friday Lab: No Labs
13	Lecture: Guest Speaker & Vulnerable populations discussion Seminar: Shannon Lab: CFAM PRESENTATIONS
14	Lecture: Shannon Seminar: Review Class Lab: We are the Children discussion...
15	EXAM WEEK EXAMINATION #3 set by Student Services – 20%

STUDENT RESPONSIBILITIES:

Overarching statements:

Students are responsible to familiarize themselves with Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2015-2016. Attention must be given to the competencies that are identified as being relevant to NS 1035.

Students must regularly refer to the document entitled Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016. Attention must be given to the competencies that are identified as being relevant to NS 1035. This document serves as the basis for the evaluation of students' clinical practice.

All students must practice in a manner that is consistent with:

- College and Association of Registered Nurses of Alberta. (2013). Entry-to-practice competencies for the registered nurses profession. Edmonton, AB: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf
- College and Association of Registered Nurses of Alberta. (2013). Practice standards for regulated members with The Canadian Nurses Association code of ethics for registered nurses. Edmonton: Author. Retrieved from http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_CNA_Ethics_2008.pdf
- Grande Prairie Regional College Student Calendar

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 College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

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