

Department of Nursing Education and Health Studies
Course Outline- Winter 2024
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):	
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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:

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

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.). Elsevier.

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

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](#)

DELIVERY MODE(S): Lecture

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.**

EVALUATIONS:

ASSIGNMENT/COURSE COMPONENT	DATES	WEIGHTING
Midterm Exam	February 27-March 3	30%
Assignment: Designing a Concept Teaching Tool	Due March 18 @ 1700hrs Present	35%
Final Exam	During exam week April 17 th -24 th	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: Designing a Concept Teaching Tool: Due March 18th @1700

Objective:

The objective of this assignment is for nursing students to develop patient education materials that effectively communicate complex medical information on a specific health topic of their choice. This assignment aims to assess their ability to create clear and understandable patient teaching tool based on a concept and a chosen exemplar.

Instructions:

Step 1. Choose a concept: Select one concept from the following list:

Culture

Sleep

Sexuality

Immunity

Fatigue

Pt. Education

Health Promotion

Care Coordination

Caregiving

Health Care Organizations

Population Health

Step 2: Select a Specific Health Topic: Within your chosen concept, narrow down to a specific health topic. For example, if you choose "Health Promotion," your topic could be "Breast Cancer Screening." Refer to your Giddens textbook for featured exemplars related to the concept.

Step 3: Create Patient Education Materials: Develop patient education materials that are informative, engaging, and easy to understand. You can choose one or more of the following formats for your materials:



Brochure

Pamphlet

Infographic

Educational Poster

Content Requirements: Your patient education materials should include the following:

Clear explanation of the chosen exemplar and its relevance to the concept.

Information about risk factors, symptoms, prevention, and treatment related to the health topic.

Practical tips or action steps for patients to improve their health or address the issue.

Visual aids, graphics, or illustrations to enhance understanding.

References to credible sources of information. Information should be current using Canadian guidelines as applicable. See rubric for further details.

Target Audience: Consider the needs and characteristics of your target audience. Are you creating materials for pediatric patients, adults, elderly individuals, adolescents, college students, or a specific cultural group? Tailor your materials accordingly. Refer to Giddens text for specific details regarding selecting your appropriate target audience.

Design and Layout: Pay attention to the design and layout of your patient education materials. Use a visually appealing format that is easy to read and understand. Ensure that the text is well-organized and succinctly reviews the concept.

Step 4: Assessment: Submit your patient education materials for assessment in the dropbox on myClass. Your materials will be evaluated based on the assignment rubric.

Step 5: Presentation: Students will be given 5-10 minutes to present their educational material to the class demonstrating the relevance and rationale of their chosen exemplar to the concept. These presentations will provide a practical application of the concepts to nursing practice and a review of the concepts for the exam.

Midterm Exam: Week of February 26th – March 1st

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.

Final Exam: During Final Exam Week – April 17th-24th- 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:

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Lecture: 3 hours/week

Seminar: 0

Lab:0

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](#)

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.

Assignment Rubric: Designing a Concept Teaching Tool: Due March 18th @1700

Criteria:	5 marks	3 marks	1 mark	0 marks
Appropriateness for chosen target audience	Method and style of presenting education materials is highly relevant for target audience.	Method and style of presenting education materials is relevant for target audience.	Method and style of presenting education materials is somewhat relevant for target audience.	Method and style of presenting education materials is not appropriate for target audience.
Content and knowledge	Concept is clearly explained and well organized. Accurate and comprehensive understanding of the exemplar chosen. Clear presentation of key concepts and evidence-based information.	The concept is identified and mostly organized a link between concept and exemplar. Significance of the concept/exemplar is addressed.	Limited understanding of the concept with a weak link between concept and exemplar. Poorly organized.	Concept is not clearly defined and/or there is no connection between concept and exemplar. Organization is lacking.
Visual appeal and readability	Highly effective use of visuals to enhance understanding and engagement. Visually appealing layout, including use of colour, font, and graphics.	Well-integrated use of visual appeal to enhance the presentation.	Integration of visual appeal is lacking limiting readability of the presentation.	No integration of visual appeal. Presentation unreadable.
Inclusion of relevant and	High quality references are	Most references are peer-reviewed,	Some variable sources of evidence	Basic sources of

credible references	peer-reviewed, current, and credible. As well pertinent information from Giddens is explored as related to the concept.	current, and credible. As well, some information from Giddens is included.	used to support the presentation. References not current. Giddens information is poorly incorporated.	evidence have been used to support the presentation. Giddens isn't used to guide concept.
Presentation	Presentation is between 5-10 minutes. Succinctly and well-articulated overview of chosen concept and related exemplar and teaching tool created.	Presentation is between 5-10 minutes. Provides a good overview of chosen concept and related exemplar and teaching tool created.	Presentation not in stated time limit. Lacks significant connections between concept and exemplar and teaching tool.	Does not present to class.
APA/writing style	Excellent use of grammar, spelling, and punctuation. Appropriate referencing and citations using correct APA. Minimum of 5 quality references including Giddens text.	Well presented. May contain minor errors in grammar, punctuation, and spelling. References and citations formatted using correct APA most of the time. Less than 5 quality references including Giddens text.	Many errors in grammar, punctuation, and spelling. References and citations formatted using correct APA some of the time. Less than minimum required references. Lacking Giddens text	Errors in grammar, punctuation, and spelling prohibit clear readability. APA poorly done. No relevant references.