



**DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES**

**COURSE OUTLINE – Fall 2017**

**NS2015: Introduction to Nursing Theory II– 3 (0-5.5-0) 38.5 Hours**

**Sections: S3, S4**

Originally developed by the Clinical Experience Development Committee

**Revised by the Learning Experiences Committee, April 2013**

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**Approved: May 2013**

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*See individual instructor for specific office hours. Extra meetings may be scheduled as needed*

### **CALENDAR DESCRIPTION:**

**NS2015 3(0-5.5-0) UT 39 Hours 7 Weeks Introduction to Nursing Theory II** - Focuses on health promotion and support to individuals in the pursuit of health throughout their lives. A variety of concepts from nursing and other disciplines will be integrated into the overall learning. Students will be initiated into nursing roles with individuals in community, assisted living, and long-term care settings.

**PREREQUISITE(S)/COREQUISITE:** NS1035, NS1055 and PZ1515

Note: Available only to Nursing students

### **REQUIRED TEXT/RESOURCE MATERIALS:**

**Required Resource Materials:** *(available on Moodle)*

1. Graduate Competencies and Year End Outcomes
2. Nursing Student Handbook
3. Required Learning Packages (Denny & Kokum, Rebecca, Jean Claude Benoit, and Homecare)
4. Canadian Nurses Association (CNA) Code of Ethics

### **Required Texts:**

Textbooks from the previous year will be incorporated, along with the following titles:

Ackley, B. J., & Ladwig, G. B. & Makic, M. (2017). *Nursing diagnosis handbook: an evidence-based guide to planning care*. 11th edition. Maryland Heights, Missouri: Mosby Elsevier.

Or

Doenges, M. E., & Moorhouse, M. F. (2013). *Application of Nursing Process and Nursing Diagnosis, An Interactive Text for Diagnostic Reasoning*. (6<sup>th</sup> ed.). Philadelphia, P.A.: F. A. Davis

Doenges, M. E., & Moorhouse, M. F., & Murr (2016). *Nurse's Pocket Guide, Diagnosis, Prioritized Interventions and Rationales* (14<sup>th</sup> ed.). Philadelphia, P.A.: F. A. Davis

Hirst, S., Lane, A. & Miller, C. (2015). *Miller's Nursing for Wellness in Older Adults*. Canadian edition. Philadelphia, PA: Lippincott Williams & Wilkins.

**Recommended Text:**

Silvestri, L.A. (2014). *Saunders's Comprehensive Review for the NCLEX-RN Examination*. 6<sup>th</sup> edition. St. Louis, Missouri: Elsevier Saunders

**DELIVERY MODE(S):** Seminar

1. Students will be engaged in a variety of activities related to the course objectives and work through learning packages. 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 packages that will be utilized are as follows:

Denny & Kokum, Rebecca, Jean Claude Benoit, and Homecare (all learning packages are posted on Moodle).

**COURSE OBJECTIVES:**

Students are responsible to familiarize themselves with *Graduate Competencies and Year End Outcomes Collaborative BScN*. Particular attention must be paid to the competencies associated with NS 2015.

1. Demonstrate, with assistance, the processes of self-directed learning, critical thinking, and group process skills in utilizing inquiry learning in all activities.
2. Demonstrate, with minimal assistance, an understanding and application of the nursing process and its components.
3. Demonstrate with minimal assistance, the ability to use a repertoire of skills for professional and/or therapeutic communication in all learning activities.
4. Integrate knowledge and skills acquired from all teaching and learning experiences (eg., Anatomy, Physiology, Pathophysiology, Medical Microbiology, Health Assessment), and be able to apply to nursing care situations.
5. Demonstrate a beginning knowledge of challenges of health and health care of individuals, families, and groups in diverse circumstances.
6. Demonstrate an understanding and ability to apply principles of primary health care, health promotion, disease prevention, harm reduction, social determinants of health, global citizenship, health equity, and social justice as relevant to nursing practice through the life span.
7. Demonstrate a beginning knowledge of safety within diversity, including security concepts and cultural know-how.
8. Demonstrate, with assistance, an understanding and application of fundamental aspects of teaching and learning principles.

9. Demonstrate a beginning knowledge of the concepts related to the experience of recovery and rehabilitation.
10. Demonstrate, with assistance, a beginning understanding of critical and feminist perspectives and the ways these perspectives inform nursing knowledge and practice

### **LEARNING OUTCOMES:**

#### **At the end of the course the student will be able to:**

1. Apply the principles of primary health care and the nursing process
2. Demonstrate professional and therapeutic communication skills
3. Appraise the health of individuals, families, groups and populations considering the social determinants of health
4. Recognize the Registered Nurses' role and scope of practice in a variety of settings
5. Apply the influence of culture in nursing practice
6. Apply principles of teaching and learning related to health promotion and disease and injury prevention
7. Access and evaluate information to inform nursing practice
8. Apply models and theories relevant to nursing practice
9. Recognize the connections among client/family wellbeing, nurse wellbeing, and wellbeing of the health care system
10. Apply the six domains of interprofessional practice

### **TRANSFERABILITY:**

UA

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:

### To PASS Nursing 2015, students must:

- Consistently demonstrate satisfactory performance and professionalism in seminar sessions.
- Complete the following requirements:

#### Evaluations / Examinations / Assessments:

Learning Evaluation(s)	Value	Due Date
Midterm Examination	25%	November 14, 2017
Final Examination	30%	As scheduled in exam period (Dec. 9-19)
Scholarly Paper	30%	Nov. 23, 2017 at 0830
Group Process Evaluation	15%	Dec. 5-7, 2017

#### 1. Mid-Term Exam – 25%

The mid-term exam will be composed of multiple choice, multiple answer, matching, and ranking questions. The mid-term exam is derived from the learning goals associated with the Denny & Kokum learning package and Rebecca learning package.

#### 2. Final Exam – 30%

The final exam will be composed of multiple choice, multiple answer, matching and ranking questions. The final exam is derived from the learning goals associated with the Jean Claude Benoit and Home Care learning packages.

#### 3. Scholarly Paper – Ethics in Nursing Practice 30%

This scholarly paper is intended to introduce students to the topic of ethics and how ethical issues can and will influence their nursing practice.

Please see writing guide and grading rubric for the scholarly paper under the “Additional Information” in this course outline.

#### 4. Group Process Evaluation – 15%

Your participation according to the following standards will be evaluated during NS 2015 (please see the grading guide under “Additional Information” in this course outline):

- Professionalism and Ethical Conduct
- Leadership and Group Functioning
- Critical Thinking
- Preparation

**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	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	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

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

<b>WEEK 1</b>	Orientation, Paper writing and Ethics Seminar	October 24
<b>WEEK 2</b>	Denny & Kokum	October 26
<b>WEEK 3</b>	Denny & Kokum Rebecca	October 31 November 2
<b>WEEK 4</b>	Rebecca Test Taking Strategies	November 7 November 9
<b>WEEK 5</b>	<b>Midterm Exam</b> Jean Claude Benoit	November 14 November 16
<b>WEEK 6</b>	Jean Claude Benoit Homecare 1 <b>Scholarly Paper Due</b>	November 21 November 23 November 23 at 0830
<b>WEEK 7</b>	Homecare 1 Homecare 2 Homecare 2 <b>Final Exam</b>	November 28 November 30 December 5 As scheduled (Dec. 9-19, 2017)

## STUDENT RESPONSIBILITIES:

Overarching statements:

Students are responsible to familiarize themselves with Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses) 2016-2017. Attention must be given to the competencies that are identified as being relevant to NS 2015.

Students must regularly refer to the document entitled Graduate Competencies and Year-End Outcomes Condensed Version 2016-2017. Attention must be given to the competencies that are identified as being relevant to NS 2015. 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](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](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_CNA_Ethics_2008.pdf)
- Grande Prairie Regional College Student Calendar

### All Policies Relating to NS 2015:

All GPRC Policies can be located at the following Website:

<http://www.gprc.ab.ca/about/administration/policies.html>

### Assignment Policy:

It is expected that **ALL** assignments must be completed to obtain credit in the course. Assignments are expected to be passed in at the time and place they are due. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

A penalty of one alpha grade for each calendar day that an assignment is submitted after the due date will be deducted from the final mark (Please refer to the Late Assignment Policy posted on Moodle). For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. Late assignments are due by 08:30 and if submitted via drop box at the main office they must be verified (stamped with date and time) by Nursing office personnel.

When submitting assignments **electronically**, it is the **student's** responsibility to ensure the assignment has been received.

## 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 <http://libguides.gprc.ab.ca/plagiarism>

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

## Additional Information:

INSTRUCTIONS FOR WRITING SCHOLARLY PAPER	
Students are required to choose one of the two provided scenarios (see below) and write a 5 – 7 page scholarly paper, using APA 6 <sup>th</sup> Edition format.	
<b>Introduction</b>	<ul style="list-style-type: none"><li>Introduces topic and identifies both the content and purpose of the paper.</li></ul>
<b>Body</b>	<ul style="list-style-type: none"><li>Identifies and describes ethical issues and dilemmas from the scenario they choose.</li><li>Identifies all ethical principles and relates them to the scenario. Discusses how each of the principles applies to the scenario with support from nursing literature and research.</li><li>Describes the nurse’s ethical responsibilities and impact on client care. Discuss the best plan of action for the nurse and client, including rationale supported by literature and research.</li><li>Discusses implications of the ethical issues and dilemmas for future nursing practice, education, and research supported by literature.</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>Summarizes the content of the paper.</li></ul>

“The Canadian Nurses Association’s *Code of Ethics for Registered Nurses* is a statement of the ethical values of nurses and of nurses’ commitments to persons with health-care needs and persons receiving care. It is intended for nurses in all contexts and domains of nursing practice and at all levels of decision-making. It is developed by nurses for nurses and can assist nurses in practicing ethically and working through ethical challenges that arise in their practice with individuals, families, communities and public health systems.” (CNA, 2008)

**Scholarly Paper Scenarios** – Choose one of the following scenarios as your topic for the scholarly paper:

1. You are a new nursing graduate working in a long-term care facility.

As you begin your evening shift, you discover that one of the residents, Mrs. Gray, has become quite ill. She has had various health problems for a number of years, including heart disease and diabetes. In the past year, Mrs. Gray was diagnosed with Alzheimer’s Disease, and has been unable to recognize her family members when they come to visit.

As the evening progresses, you assess that Mrs. Gray’s condition has worsened. At one point, she even says to you “please let me die.” Upon looking through Mrs. Gray’s chart, you notice that the family has requested a designation of R1 for the patient. The family states that they want everything possible to be done for their loved one.

You are concerned about what you should do if you enter Mrs. Gray’s room and find her without respirations and without a pulse.

2. Mrs. Ito, aged seventy-five, came to Canada ten years ago. She knows very little English. Her family describes her as a traditional Japanese elderly lady. Lately, Mrs. Ito has been feeling extremely weak and tired because she is helping to arrange her son’s wedding. Her family takes her for a medical assessment. When a doctor tells her family privately that she has a metastasized cancer, and possibly has only a short length of time to live, her family insists that she not be told about the diagnosis. They do not want her to be upset, especially with the wedding date drawing near. Also, they explain that traditionally in their culture it is an accepted practice for a person not to be told that he or she has a terminal illness. They believe that given this knowledge the person’s situation will deteriorate and there will be increased suffering for no purpose.

## NS 2015 SCHOLARLY PAPER GRADING RUBRIC

	A	B	C	D	F
	EXCELLENT	VERY GOOD	GOOD	MARGINAL	UNSATISFACTORY
<b>INTRODUCTION</b>	Introduction is present, comprehensive, clear and concise. Clearly identifies the content and purpose of the paper.	Introduction is present, clear and concise. Identifies the content and purpose of the paper.	Introduction is present, but superficial. Superficially identifies the content and purpose of the paper.	Introduction is present, but vague. No identification of the paper's content and purpose.	Introduction is missing.
<b>IDENTIFICATION and DESCRIPTION OF ETHICAL ISSUES</b>	Clearly and comprehensively identifies the ethical issues and dilemmas from the scenario. Uses a variety of literature to describe the ethical issues and dilemmas.	Clearly identifies the ethical issues and dilemmas from the scenario. Uses literature to describe the ethical issues and dilemmas.	Superficially identifies the ethical issues or dilemmas from the scenario and one of the two is missing. Uses limited literature to describe the ethical issues and dilemmas.	Vaguely identifies the ethical issues or dilemmas from the scenario and one of the two is missing. Describes the ethical issues and dilemmas, but does not use literature to describe these ethical issues and dilemmas.	Does not identify ethical issues or dilemmas. Does not describe ethical issues and dilemmas.

<p><b>ETHICAL PRINCIPLES</b></p>	<p>Identifies &amp; applies all ethical principles to the scenario.</p> <p>Uses a variety of literature and research to support the ethical principles.</p>	<p>Identifies &amp; applies some of the ethical principles related to the scenario.</p> <p>Uses some literature and research to support the ethical principles.</p>	<p>Superficially identifies &amp; applies ethical principles related to the scenario.</p> <p>Uses limited literature and research to support the ethical principles.</p>	<p>Vaguely identifies and applies ethical principles related to the scenario.</p> <p>Does not use literature or research to support the ethical principles.</p>	<p>No identification or application of ethical principles related to the scenario.</p>
<p><b>NURSING RESPONSIBILITIES</b></p>	<p>Comprehensive reflection of the nursing responsibilities in the scenario is provided.</p> <p>Examples are provided, using literature and research to support data.</p>	<p>A reflection of the nursing responsibilities in the scenario is provided.</p> <p>Examples are provided, using literature and research to support data.</p>	<p>A superficial reflection of the nursing responsibilities is provided, and not all is directly related to the scenario.</p> <p>Examples provided are superficial with minimal use of literature and research to support data.</p>	<p>A vague reflection of nursing care is provided, and is not related to the scenario.</p> <p>Examples are missing with no use of literature and research to support data.</p>	<p>Reflection on nursing care is missing or irrelevant to the patient's situation.</p>
<p><b>NURSING IMPLICATIONS</b></p>	<p>Comprehensively discusses implications for future nursing practice, education, and research.</p> <p>Literature and research is clearly and concisely integrated to support ideas.</p>	<p>Discusses some implications for future nursing practice, education, and research.</p> <p>Literature and research is integrated to support ideas.</p>	<p>Superficial discussion of implications for future nursing practice, education, and research.</p> <p>One of these areas missing.</p> <p>Minimal use of literature and research integrated to support ideas.</p>	<p>Vague discussion of implications for future nursing practice, education, and research.</p> <p>Two of these areas missing.</p> <p>No use of literature and research to support ideas.</p>	<p>No implications for future nursing practice, education or research are provided.</p>

<b>CONCLUSION</b>	Conclusion is present, comprehensive, clear and concise.	Conclusion is present.  Adequately summarizes content of the paper.	Conclusion is present.  Superficially summarizes the content of the paper.  Introduces new concepts not identified in paper	Conclusion is difficult to identify.  Vaguely summarizes the content of the paper.	Conclusion is missing.
<b>FORMAT (6<sup>th</sup> Edition APA)</b>	Correct APA format followed throughout.  Content is very well organized and clearly presented.  Very minimal to no spelling / grammatical errors.	APA format requires minimal revision throughout.  Content is organized and clearly presented.  Minimal spelling / grammatical errors.	APA format requires some revisions throughout.  Content is presented with a lack of organization.  Several spelling / grammatical errors.	APA format requires considerable revision throughout.  Content is presented with lack of structure and organization.  Spelling / grammatical errors evident throughout all areas.	APA format not followed throughout.  Structure and organization of ideas inadequately presented.  Spelling / grammatical errors evident make paper difficult to follow. Plagiarism is evident.

### NS 2015 Group Process Evaluation Guide:

<b>Criterion</b>	<b>Excellent(A)</b>	<b>Very Good (B)</b>	<b>Satisfactory ( C )</b>	<b>Unsatisfactory (D)</b>	<b>Incomplete (F)</b>
<b>Professionalism and Ethical Conduct</b>	Routinely respects peers by using appropriate non-verbal and verbal communication in shared inquiry and discussion. Listens before responding and does not dominate discussion. Consistently accepts and challenges ideas respectfully and encourages/supports others to do the same	Often shows respect for peers using appropriate non-verbal and verbal communication in shared inquiry and discussion. Usually allows peer(s) to complete ideas/thoughts before adding to discussion. Most of the time accepts when peers challenge ideas and will often encourage/support others to do the same	Sometimes shows respect for peers as evidenced in non-verbal and verbal communication in shared inquiry and discussion. Sometimes allows peer(s) to complete ideas/thoughts before adding to discussion. Sometimes accepts when peers challenge ideas and at times will encourage/support others to do the same.	Inconsistently shows respect for peers as evidenced in non-verbal and verbal communication in shared inquiry and discussion. Inconsistently allows peers to complete ideas before adding to discussion. Rarely accepts when peers challenge ideas and is inconsistent with encouraging/supporting peers to do the same.	Does not show respect for peers as evidenced by non-verbal and verbal communication in shared inquiry and discussion. Does not accept peers' ideas and does not accept being challenged by peers.
<b>Leadership/ Group Functioning</b>	Consistently takes responsibility for maintaining the flow and quality of the discussion when needed. Always actively attends to what others say as evidenced by consistently responding to and clarifying peers' comments. Helps refocus and direct discussion when group is off topic. Consistently integrates learning goals as a means to guide discussion. Makes efforts to engage peers. Consistently provides constructive feedback and support to others.	Often takes on responsibility for maintaining the flow and quality of discussion if needed. Usually listens well and shows ability to reflect by clarifying ideas/concepts through appropriate probing questions and making connections to peers contributions. Will often try to redirect group if off topic. Usually mentions learning goals as a means to help guide discussion. Responds to ideas and questions offered by other participants .Will engage peers. Usually provides constructive feedback and support to peers.	Sometimes takes an active role in maintaining the flow and direction of the discussion. When assigned a leadership role, will help direct discussion and occasionally facilitate discussion by engaging peers. Sometimes listens well and shows the ability to reflect by clarifying ideas/concepts through probing questions that are not always clear or direct. Will mention learning goals at times as a means to guide discussion. Sometimes provides constructive feedback and support to peers.	Inconsistently takes responsibility for maintaining the flow and quality of discussion. Inconsistently shows ability to reflect through appropriate use of probing questions to clarify ideas/concepts. Rarely helps to refocus discussion that is focused on learning goals and for the most part, does not engage peers. Rarely provides meaningful feedback or support to peers.	Does not take responsibility for maintain the flow and quality of discussion. Does not show ability to reflect as does not clarify or question ideas/concepts.

<b>Critical Thinking</b>	Demonstrates ability to critically think as content from own research and peers research is used to guide discussion. Consistently increases depth of discussion by questioning, analyzing, and making links with prior, current, and new knowledge. Able to draw in and apply knowledge from other courses/disciplines to improve quality of discussion.	Demonstrates ability to critically think as often uses own research and peers' research to guide discussion. Most of the time will attempt to increase depth of discussion by making some links to prior, current, and new knowledge. Often will draw in and apply knowledge from other courses/disciplines to improve quality of discussion.	Demonstrates ability to critically reflect. Sometimes will use own research and peers' research to guide discussion and occasionally will increase depth of discussion by making some links to prior, current, and new knowledge. At times will draw in and apply knowledge from other courses/disciplines to improve quality of discussion.	Inconsistently demonstrates ability to critically reflect. Infrequently uses own research and peers' research to guide discussion. Rarely increases depth of discussion by making links to prior, current, and new knowledge. Inconsistently draws in and applies knowledge from other courses/disciplines.	Does not take on an argument or position to show ability to critically reflect.
<b>Preparation</b>	Consistently prepares for class by completing and posting assignments, research/tasks prior to brainstorming/discussion. Always reads peers' research and actively participates in the online board as agreed upon by the group/tutor. Material submitted online is able to be retrieved and in the correct format. Consistently contributes to class discussion & brainstorming.	Most of the time prepares for class by completing and posting assignments, research/tasks prior to brainstorming/discussion. Usually reads peers' research and participates in the online board as agreed upon by the group/tutor. Material submitted online is usually able to be retrieved and in the correct format. Often contributes to class discussion/brainstorming.	Sometimes prepares for class by completing and posting assignments/research/tasks prior to brainstorming & discussion. Occasionally reads peers' research and participates in the online board as agreed upon by the group/tutor. Material submitted online at times is not posted or unable to be retrieved. Sometimes contributes to class discussion/brainstorming.	Inconsistently prepares for class by completing and posting assignments, research/tasks prior to brainstorming/discussion. Rarely reads peers' research and participates in the online board as agreed upon by the group/tutor. Material submitted online is often not posted or unable to be retrieved. Rarely contributes to class discussion/brainstorming.	Is not prepared for class as assignments, research/tasks are not done prior to brainstorming or discussion. Does not read research or participate in online board. Does not submit material online or contribute to class discussion

