PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN 155

NURSING FOUNDATIONS I:
INTRODUCTION TO NURSING

FALL 2019

September 10, 2019 – December 13, 2019

INSTRUCTOR: Shana Strickland

PRACTICAL NURSE 155
NURSING FOUNDATIONS I:
INTRODUCTION TO NURSING

Course Outline

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CALENDAR STATEMENT/COURSE DESCRIPTION

NURSING FOUNDATIONS I: INTRODUCTION TO NURSING *   Semester I
This is the first nursing theory course of the diploma practical nurse program, and in it several concepts and processes are introduced. These concepts are further developed and applied throughout the diploma practical nurse program. The theory course introduces the learner to nursing by exploring health care in Canada, the history of nursing, and evolving role of the practical nurse. Values, ethics, legalities, and legislation that affect nursing practice in Alberta are also introduced. The learner will relate the roles and responsibilities of the practical nurse to the direction of the professional association and standards of nursing practice. The nursing metaparadigm and nursing theory are explained as major concepts in nursing. Students are introduced to the holistic approach to client centred care. Critical thinking and critical inquiry skills are developed as the student applies nursing knowledge to the delivery of quality, safe nursing care.

Pre-requisites: None

Pre- or Co-requisite: PN 102, PN 103, PN 158

COURSE HOURS

TOTAL HOURS: 60   LECTURE: 45   LAB/ SEMINAR: 15   CREDITS: 4

TUTOR INFORMATION

Instructor: Shana Strickland
Phone (Office): 780 791-8941
E-mail: shana.strickland@keyano.ca
Office Hours: The instructor is available Monday-Friday. Please e-mail the instructor to schedule a meeting time.

GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:
1. Model professional attitudes, judgements and ability in the classroom and lab settings.
2. Apply the concepts of healthy living to maintain personal and professional well-being and fitness to practice in the classroom and lab settings.
3. Integrate concepts from the arts, sciences, social sciences and nursing foundations into a developing professional practice.
4. Describe appropriate communication techniques to establish, promote, and maintain a therapeutic relationship with clients and the interdisciplinary health care team. clients.
5. Apply knowledge of documenting, reporting, and recording or pertinent client information to basic nursing.
6. Communicate effectively and accurately, and work collaboratively with instructors and classmates.
7. Describe the evolution of Canada's health-care system.
8. Describe the historical and contemporary roles and responsibilities of the practical nurse as a member of the interdisciplinary health- care team.
9. Explain how nursing knowledge and nursing practice are developed through nursing theory, nursing research, evidence-informed practice, and critical thinking.
10. Explain how the nursing metaparadigm, theories, principles, and concepts from nursing and other professional disciplines contribute to holistic nursing practice.
11. Describe how the nurse-client relationship is fundamental to nursing practice
12. Examine the nursing process as a critical-thinking method of organizing and delivering nursing care.
13. Demonstrate the steps of the nursing process through the development of a nursing care plan.
14. Relate professionalism in nursing to values, ethics, and professional standards.
15. Relate the concepts of self-regulation, critical inquiry and clinical judgement, leadership, cultural competence, teamwork, reflection and continuous learning and competency development to professional nursing practice
16. Describe the legislation and legal standards that govern the professional practical nurse.
17. Contribute to a culture of safety within the classroom and lab settings.
18. Demonstrate safety practices related to standard precautions and body mechanics.
19. Use research and research findings to support a developing evidence-informed practice.

Instructional Methods

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, lab demonstration and practice, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.

- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

Expectations of Students Writing On-Line Exams

1. Each instructor will have the following options with regards to writing quizzes: writing on line from a location and computer of their choice; writing in a classroom with their own device invigilated by the instructor, or writing the quiz on paper. The course instructor will provide information related to where the student is to write the quiz.

2. If quizzes are written from a location and computer of their choice, these are **not** open book exams. The quiz is to have been studied for prior to the quiz or exam date and is to be completed independently: that is by oneself, not in collaboration with or in the company of another person or persons. No photos of quiz questions are to be taken via phones.

3. Midterm and Final exams will be invigilated by the instructor. The time and place can be found in the course syllabi. Students may be required to provide their own devices for these exams.

4. Students who are writing from a location and computer of their choice are responsible for discussing any computer/internet issues with the instructor at least two days prior to the exam date listed in the course timetable.

5. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.

6. Time for all quizzes and exams will be strictly adhered to. For example if a quiz is 30 minutes, the quiz will be open for exactly 30 minutes.

7. No grades will be released until the instructor has had time to review the quiz/exam stats. Once the review has been done, the marks will be released. Review of the quiz/exam questions in class will be done at the instructor's discretion.

8. If any problem arises during the taking of the quiz/exam, the student is to contact the instructor immediately at the time of the issue.

9. It is the responsibility of each student to be familiar with the contents of the Student Code of Conduct. It is mandatory that all students sign a form identifying they have read/or are familiar with the Student Code of Conduct. First, Second, and Third year students will have read or are familiar with the Keyano College Student Code of Conduct. Fourth year students will identify they are familiar with the University of Alberta Student Code of Conduct. Beginning in Sept 2016, all new students plus those moving from third year to fourth year will be mandated to sign the above form(s)

Statement on Plagiarism

All students must complete the Plagiarism/Tutorial Certificate found on Moodle. To locate this information, sign into Moodle and on the left side of the page under student the tutorial can be located.
Expectations:
1. All students must complete this tutorial. The certificate must be shown to the instructor prior to submitting any written assignment. Failure to show the instructor the certificate of completion could result in a late written assignment penalty.

2. If you have completed this tutorial in a University Studies course you can show your instructor the certificate. The tutorial is required to be completed only once during your time at Keyano unless you have left the program and returned.

Student Code Of Conduct

Please refer to the Student Handbook and review the Student Code of conduct Policy (Policy 110.0), Students Rights policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behaviours

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

LATE POLICY FOR ASSIGNMENTS

Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

ACCESSIBILITY SERVICES: LEARNER ASSISTANCE PROGRAM

If you have a documented disability or you think that you would benefit from some assistance from a Learning Strategist, please call or visit the Accessibility Services Office 780-791-8934 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

OVERVIEW OF LEARNING EXPERIENCES

1. Students will work through *10 Units* in the classroom. Units to be covered in Nursing Foundations I:

Unit1: Health Care in Canada
Unit 2: The History of Nursing
Unit 3: Development of Nursing Knowledge
Unit 4: Holistic Approach to Nursing Care
Unit 5: The Nurse-Client Relationship
Unit 6: The Nursing Process
      Topic 6.1: Nursing Process
      Topic 6.2: Client Assessment
      Topic 6.3: Nursing Diagnosis
      Topic 6.4: Planning of Goals and Interventions
      Topic 6.5: Implementation
      Topic 6.6: Evaluation
Unit 7: Professionalism and Leadership
Unit 8: Legal Aspects of Nursing Practice
Unit 9: Legislation Governing the LPN Role
Unit 10: Culture of Safety in Health Care:

2. Students will participate in *4 Labs/Seminars*. The three labs/seminars covered in Nursing Foundations I: Introduction to Nursing are:
        1. Hand Hygiene/Standard precautions/Client Safety
        2. Application of Nursing process
        3. Values and Ethics
        4. Legal Aspects of Nursing Practice

A lab/seminar provides an interactive practice environment that is a **safe** place for students to collaboratively learn the integration of theory into the development of critical thinking skills.

Each lab/seminar focuses on a specific topic related to the content of Nursing Foundations I.

Students are expected to utilize their time effectively within the seminar and come prepared for the learning experience.

Orientation to Lab Setting

Labs are professional settings that require professional behaviour. Each lab contains equipment necessary to perform the specific nursing skill. Equipment in the lab is expensive and is to be used only in the manner for which it is intended. (For example, wheelchairs are for practicing transfers and should not be used by students as chairs or to perform stunts.)

Please report any equipment malfunctions to your instructor.
Familiarize yourselves with how each bed works as you will be using beds frequently during assessments and practicing of skills.

Preparation for Lab Experience

Preparation for lab is essential. Theoretical concepts will not be taught in the lab setting. You are responsible for completing the readings, lab exercises, and videos as well as practising the skills prior to coming to lab. Lab exercises must be completed and handed in as required.

Each lab focuses on a specific personal safety skill and the underlying principles. Students are encouraged to practise and to coach each other as well as recognize best practice in performing the given skill. Students are expected to utilize their time effectively within the lab setting and come prepared for the learning experience. They are also expected to demonstrate reflective practice following each guided practice lab session.

Guided Practice and How It Works

Guided practice encourages independent learning and critical thinking when learning nursing skills. Guided practice increases your ability to apply knowledge from theory to the lab and to the clinical area.

Guided practice is defined as a "facilitated environment where interactive and experiential learning takes place."

Guided practice labs:

- Encourage discovery learning through the application of principles as opposed to "step-by-step" rote learning

- Validate learning from the curriculum and classroom

- Provide interactive performance experiences/opportunities

- Allow students to practise nursing skills until they "get it right"

- Encourage integration of knowledge into nursing skills

- Demonstrate there is more than one method or way of performing a skill safely

- Reduce student anxiety

- Encourage students to learn from each other

- Provide a way to assess student readiness for clinical practice

The theory related to each nursing skill is found in the assigned readings. Before each guided practice lab session, you are expected to complete the required readings and view the video demonstration on the nursing skill as directed in the Lab Manual. The lab instructor demonstrates the skill at the start of each guided practice lab session.

Small groups of students are assigned to each lab instructor. The lab instructor acts as facilitator/coach during the guided practice session. You are expected to practise your skills more than once during the lab session to develop your confidence and competency with each skill. Once you have practised the skill, the instructor will introduce situations/scenarios into the lab practice, providing opportunities to demonstrate critical-thinking behaviours. You are also expected to coach/mentor each other, providing constructive feedback.

Once you have successfully demonstrated competence in a skill, you will receive a "pass" on that skill. You must demonstrate competence in each skill by the end of the course to achieve a "pass" in the guided practice nursing skills lab portion of any theory/lab course.

Guided practice

Provides a lab practice environment that is a **safe** place for students to learn clinical skills and begin to integrate theory into practice and continue the development of critical thinking skills.

Learning within the lab setting takes place in small groups (8 to 12 students) and is interactive, giving students the opportunity to learn from one another in a collaborative atmosphere.

Completion of each corresponding lab exercise is required to pass (successfully complete) the guided practice skills session. Failure to complete and hand in the required lab exercises will result in an incomplete for that particular session.

<u>All guided practice skills and exercises must be successfully completed in order for you to be eligible to participate in the Practical Exam.</u>

OVERVIEW OF COURSE ASSESSMENT

To receive credit in Nursing Foundations I: Introduction to Nursing, the learner must complete all course requirements, which include two assignments, two exams, and demonstration of nursing skills in guided practice. Course credit will not be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

THEORY			EXAM DATE
Midterm Exam multiple choice	Demonstrate knowledge of course content for Units 1–5	**25%**	**Oct.15**
Assignment 1	Application of Nursing Concepts and Nursing Process to Self	**20%**	**Nov. 5**
Assignment 2	Development of Professional Portfolio	**15%**	**Nov. 19**
Final Exam cumulative; multiple choice	Demonstrate knowledge of course content Units 1-10	**40%**	**TBA**
LAB			
Guided Practice Nursing Skills Labs Integration of Theory and Lab	Practice integration of nursing knowledge and demonstration of nursing skills in the lab setting	**Pass/Fail**	**TBA**
	Total	**100%**	

PASSING LEVEL AND GRADING SCALE

This is a combined theory and lab course. A learner cannot pass this course by being proficient in theory but not proficient in the integration of nursing theory and application of nursing skills in a guided practice laboratory setting.

Learners must complete **all** assignments and examinations to receive a final theory grade. Learners will not be allowed to rewrite assignments or exams to raise their theory grade. Learners must successfully demonstrate nursing skills in guided practice laboratory setting.

To receive credit for Nursing Foundations I a learner must achieve each of the following:

- A minimum overall grade of 1.7 (C–) or 60%
- A pass in the guided practice lab component

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

Nursing Labs

Attendance at Nursing Labs is MANDATORY

Learners must successfully demonstrate nursing skills learned in this course in the lab setting during guided practice. They will also practise giving feedback and participating in reflective practice during the lab sessions. **If a learner does not receive a grade of "pass "in the guided practice nursing skills component, he/she will be required to repeat the course.**

COURSE ASSESSMENT

Assessment of mastery of the content of Nursing Foundations I will be determined through the learner meeting expectations for the following:

- Self-assessment and personalized nursing care plan

- Development of a professional portfolio

- Competency achievement Midterm exam

- Final cumulative exam

- Guided practice of nursing skills..

Assignment 1: Using Nursing Concepts and the Nursing Process to Develop a Nursing Care Plan

As scheduled by the instructor, complete the assignment and submit it to your instructor/tutor by the specified date. In this assignment, you will develop a nursing care plan using the nursing concepts and the nursing process. This assignment contributes **15%** towards the final course grade.

Assignment 2: Professional Portfolio Development

As scheduled by the instructor, complete the assignment and submit it to your instructor/tutor by the specified date. In this assignment, you will create a professional portfolio. This assignment contributes **15%** towards the final course grade.

The learner is expected to maintain and enhance the Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course.

The purpose of a cumulative Professional Portfolio is to develop documentation you can use to secure employment in a health-care setting as a graduate practical nurse.

Midterm Exam

This is a multiple-choice exam that contributes 25% toward the final course grade. It covers course information from Unit 1 through Unit 5. The exams will be on Moodle and supervised in the classroom.

Final Exam

This is a cumulative, multiple-choice exam that contributes **40%** toward the final course grade. It covers all course information from Unit 1 through Unit 10. The exams will be on Moodle and supervised in the classroom.

Nursing Skills Lab

Learners must successfully demonstrate nursing skills learned in this course in the lab setting during guided practice. They will also practise giving feedback and participating in reflective practice during the lab sessions. **If a learner does not receive a grade of "pass "in the guided practice nursing skills component, he/she will be required to repeat the course.**

ASSIGNMENT 1: USING NURSING CONCEPTS AND THE NURSING PROCESS TO DEVELOP A PERSONALIZED NURSING CARE PLAN

DUE DATE: Nov. 5

In this assignment, the learner will have the opportunity to do the following:

- Create a personalized nursing care plan following nursing concepts and the nursing process.

- Explain the significance of using nursing concepts and the nursing process as a problem-solving process to guide nursing actions.

Through this assignment, the learner will practise critical thinking in the same way that nurses practise critical thinking with clients every day. Through a realistic learning experience in a safe environment, the learner will apply the scientific approach of nursing to promote the health of clients. In this assignment, the learner will create a personalized nursing care plan – using nursing concepts and following the nursing process – as a problem-solving process that guides all nursing actions.

This assignment must be typewritten (word-processed) and follow APA 6th edition format. Nursing Assessment Tool and Nursing Care Plan forms are provided.

The learner will submit the marking guide with the assignment. See **APPENDIX A** for marking guide.

Instructions

CREATING A PERSONAL NURSING CARE PLAN

- Review content of Unit 6 and assigned readings.

- Review the Nursing Assessment Form and Nursing Care Plan format and directions below.

- Read the following scenario. By using the skills and resources available to you as a student practical nurse, you will gather assessment data using the metaparadigm concepts, establish nursing diagnoses, write goals in client terms using SMART criteria, and choose interventions to achieve positive health outcomes. You will also provide rationale and literature support for your choice of interventions. You will then evaluate the effectiveness of the nursing interventions in achieving client goals.

- You will also write a brief summary about the benefits of using the nursing process as a problem-solving process that guides all nursing actions.

SCENARIO

Your roommate is a student in the Practical Nurse program. She confides in you the following:

> It is the middle of November and she has one month left to complete her course work, study for finals and finish buying her Christmas presents for family and friends. She is having difficulty maintaining her part-time job at Sport check since she is working three 12-hr shifts in the clinical setting, plus she is taking an English course one evening a week. She has been up several nights trying to complete a scholarly paper and is having difficulty writing it. She has contemplated seeking help from the college tutor for this. She has been eating take-out pizza and coffee to keep herself going but has talked to one of her instructors about how best to eat healthy on a student budget. Two of her peers just called in sick to clinical complaining of vomiting and diarrhea and she had spent the previous afternoon with them in study group. On top of all this, her boyfriend is pressuring her to spend more time with her. She is finding it difficult to juggle all of these responsibilities and is feeling very anxious.

> As she is your roommate, you are also aware of the following:

> - She is 19 years old, has two younger siblings and both parents are living. She has moved from New Brunswick to Alberta with her boyfriend. Her family remains in New Brunswick.
> - She is allergic to shell fish
> - She has been diagnosed with Asthma as a child and uses Ventolin puffers occasionally when needed. She takes no other regularly scheduled medications.

Step 1:
Use the Nursing Assessment Form as a basis for implementing the nursing metaparadigm concepts of client, environment, and health.

Nursing Assessment:

Using the concepts of client, environments, and health, document the pertinent assessment findings on the Nursing Assessment Form. Your roommate is the client.

Step 2:
Use the Nursing Care Plan to implement the metaparadigm concept of nursing and the nursing process.

Nursing Diagnosis:

Write three (3) nursing diagnoses – one actual, one potential and one wellness behaviour-that include the following:

- Reference to the client's strength or health need
- Contributing factors (related to)
- Presenting evidence (as evidenced by)

Example: Readiness for increased knowledge related to (r/t) nutrition as evidenced by (asb) client indicating current diet is pizza and coffee, and asking questions regarding healthy eating on a student budget.

Planning Goals and Interventions:

Goals/Expected Outcomes

Choose one of the diagnoses you have written as your priority. Include why you have made it a priority.

Write one general goal statement using SMART criteria.   Be sure to include all of the key components in your written goal.

Write one expected outcomes/behaviours for this goal.

Document the goal and expected outcomes on the Nursing Care Plan form.

Interventions:

Identify your interventions to achieve your goal/expected outcomes with evidence from literature.

> You need to ensure your interventions are from a nurse's perspective, "The nurse will…" What would you, a nurse, need to do to help your roommate reach her chosen goal?

> Include a minimum of three nursing interventions.

> Document your nursing interventions on the Nursing Process Care Plan form and provide support (why you are choosing the particular intervention) for your interventions with evidence from the literature. Be sure to include your sources on a reference page.

Evaluation:

- Determine if the stated goals and expected outcomes were achieved and describe how they were achieved (rationale).

Evaluate the effectiveness of your interventions in achieving the stated goal, include rational

Document your evaluation on the Nursing Process Care Plan.

Step 3:
Write a summary

Indicate the benefits of using the nursing process, including the metaparadigm concepts for assessment and SMART criteria for goals. This should be 1–2 pages.

This summary should be a written observation of the process you used including your commentary of its benefits.

Points to consider as you write this summary:

- Discuss why EACH of the steps of the nursing process are important to complete

- Discuss how the metaparadigm concepts guided you through this assignment?

- Discuss how the SMART criteria benefited you in developing goals/expected outcomes?

- You should have an introduction, headings for each of the steps of the nursing process and your discussion of them, a heading for the use of the metaparadigm and your discussion as well as a conclusion

Nursing Assessment Form

Client Name: _____ Medical Diagnosis: _____

Client Perception of Health Needs: _____

Client Goals for Health: _____

Allergies (food, medication, environmental)	
Medications	
Dietary considerations	

HEALTH ASSESSMENT DATA	
Fill in data from the scenario and from your own personal life as applicable	
Client	
Health	
Environment	
Other: rom personal life that could affect your health/wellness	

HEALTH ASSESSMENT DATA	
Spiritual Variable (Environment)	**Developmental Variable (Environment)**
Sociological Variable (Environment)	**Psychological Variable (Environment)**
Determinants of health impacting client's health (Environment)	
Health Priorities	
Client Strengths	

CLIENT NAME:

<table>
<tr><td colspan="3">HEALTH PRIORITIES BASED ON ASSESSMENT DATA
Summarize findings from assessing all concepts of nursing metaparadigm
Summarize and prioritize findings to identify most significant actual/potential wellness/problems</td></tr>
<tr><td colspan="3">NURSING DIAGNOSIS:
Use assessment data to establish a nursing diagnosis that reveals actual/potential wellness/problems. (May use nursing concept summary statement.)</td></tr>
<tr><td colspan="3">PLANNING</td></tr>
<tr><td colspan="2">Client Goals:
State goals in terms of client behaviour using SMART criteria:
• Specific
• Measurable
• Attainable
• Realistic
• Time-based</td><td>Expected Outcomes
State, in client's terms, the expected behaviour if goals are met</td></tr>
<tr><td colspan="3">INTERVENTIONS</td></tr>
<tr><td colspan="2">List Interventions
Select nursing interventions to meet the goals set, and to change or maintain health status</td><td>Rationale for Interventions
Provide rationale for selection of nursing interventions and use appropriate literature such as text, articles, and internet sites to support choices</td></tr>
<tr><td colspan="3">EVALUATION</td></tr>
<tr><td>Achievement of Expected Outcomes
Assess goal achievement and reasons, and set new plan as needed.</td><td>Client Responses and Findings
Describe why goal was met or not met.
Summarize the effectiveness of nursing interventions.</td><td>Further Nursing Actions
Assess evidence that outcome was met.
Readjust nursing care plan as necessary.</td></tr>
</table>

CLIENT NAME:

HEALTH PRIORITIES BASED ON ASSESSMENT DATA

NURSING DIAGNOSIS

PLANNING	
	Expected Outcomes

INTERVENTIONS	
List Interventions	**Rationale for Interventions**

EVALUATION		
Achievement of Expected Outcomes	**Client Responses and Findings**	**Further Nursing Actions**

ASSIGNMENT 2: PROFESSIONAL PORTFOLIO DEVELOPMENT – SUBMISSION OF OWN PHILOSOPHY OF PRACTICAL NURSING

DUE DATE: Nov. 19

In this assignment, you will create and submit a paper on your own philosophy of practical nursing. This is a component of the professional portfolio. You may submit it electronically or in hard copy. See **APPENDIX B** for marking guide,

About the Professional Portfolio

The purpose of the portfolio learning activity is for you to develop a personally and professionally relevant and creative resource that you build over the duration of your program.

You are required to organize a portfolio of materials that show evidence of your learning, evidence of your development as a nurse, and a record of your reflective nursing practice. If you are creating an electronic portfolio, you will arrange your portfolio in such a way that a visitor first views a professional and customized home page. The homepage must contain links to the required components of your portfolio. These requirements will be introduced to you throughout the program—starting with this first nursing course. If you are creating a paper-based portfolio, then you must create a title page and table of contents.

You might consider developing your professional portfolio by creating a free account for yourself on a popular blogging site, for example www.blogger.com or www.wordpress.com. Both of these sites provide user tutorials. Whichever electronic option you choose for creating you portfolio must allow you to upload evidence of your learning (sometimes called artefacts), and must also allow you to post your reflections on your learning and these artefacts.

Your portfolio will be a collection of your work and your reflections on this work.

The professional portfolio is intended to assist you to

- develop your personal, academic, and professional identity as you complete projects and assignments and as you reflect on your capabilities and progress

- facilitate the integration of learning across theory, lab, and clinical learning activities

- plan your own academic pathways as you come to understand what you know, what you can do, and what you still need to learn

Your portfolio is about you—be creative!

Portfolios can be paper-based or electronic in format. Your instructor will assist you in determining which format is appropriate for you at this time.

An e-portfolio or electronic portfolio is an online version of your collection. Your portfolio is arranged in such a way that a visitor first views a professional and customized home page. The homepage must contain links to the required components of your portfolio. Your instructor can provide you with websites and examples to assist you with establishing an e-portfolio.

You could also consider developing your electronic professional portfolio by creating a free account for yourself on a popular blogging site, for example www.blogger.com or www.wordpress.com. Both of these sites provide user tutorials. Whichever electronic option you choose for creating you portfolio must allow you to upload evidence of your learning (sometimes called artefacts), and must also allow you to post your reflections on your learning and these artefacts.

A paper-based portfolio will have a title page and table of contents along with your collection of materials.

Instructions

The professional portfolio is a professional document that tells the reader about you. **You do not finish your professional portfolio in NURSING FOUNDATIONS I—you start it. Be sure to keep a back-up copy of the portfolio you present as this is a progressive resource that is not considered "finished" until the end of your Practical Nurse Program.** As you progress through the program, you will be required to submit updates of your professional portfolio (generally, you will direct your instructor to your electronic site or submit a written report). The Learning Guides for your courses will indicate when you should add to your professional portfolio, with the final version of your professional portfolio submitted in Nursing Foundations VIII Transition to Practical Nurse Graduate.

Your professional portfolio must include two sections. The first section is your "Personal Profile," which focuses on your personal life. The second section is your "Professional Profile," which focuses on your progress through the Practical Nurse Program. You may use your professional portfolio to apply for jobs and demonstrate your continued competency as an LPN; therefore, you should design it for a professional audience. Any documents to be included in an electronic portfolio, such as a letter of recommendation, are to be scanned to be included electronically. Keep a copy of these documents in a safe place.

Each section of the professional portfolio is divided into categories. Each category should have its own title page/heading, with content linked to or organized after that title page/heading. The content being marked will be identified in your assignment guides throughout the program, and eventually all of the sections will be completed. For now you will create the structure for your professional portfolio, and you will complete just a few of the pieces, including your personal profile and your personal philosophy of practical nursing.

Create your professional portfolio with the following major sections/categories:

- Personal Profile
- Professional Profile

PERSONAL PROFILE

Your Personal Profile should include the following sub-sections or categories:

- Personal Goals
- Personal Interests
- Education
- Experiences and Achievements

Beginning your Portfolio

- All sub-sections within your portfolio should be approximately 250 words and written in current APA format.
- In the sub-section "Personal Goals," include your personal goal statement. Develop this personal goal statement by first indicating what you hope to accomplish in the Practical Nurse Program. Describe your experiences and the personal strengths that will help you to reach your goals.
- In the sub-section "Personal Interests," include a description of your personal interests. Include volunteer work, hobbies, and special talents.
- In the sub-section "Education," include a list of your prior and current education. This may include formal education (high school, college, and university courses), workshops, short courses, or conferences.
- In the sub-section "Experiences and Achievements," include a description of any life experiences that will benefit your career as a practical nurse. Also include a list of any formal achievements, awards, and scholarships.

PROFESSIONAL PROFILE

Your Professional Profile should include the following sub-sections or categories:

Personal Philosophy of Nursing

Personal and Professional Values

Appraisals and Evaluations

Title Pages for the following:
   Resume and Cover Letter
   Practical Nurse Program
- Reflective Practice
- Leadership and Mentoring
- Scholarly Papers
- Care Plans
- Professional Goals

- CPRNE Study Plan
- Continuing Competency (tracking and highlighting competencies achieved in the semester/program)

*You will not be marked on all of these categories at this time, however, the title pages must be developed for each of them to receive marks.

In the sub-section Personal Philosophy of Nursing, write a statement that includes your underlying beliefs about the nursing profession, and the importance of Standards of Practice to the profession. Describe how you see your role as a practical nurse in the health-care field. You may want to consider the following questions to help you define your own personal philosophy of nursing (you are not required to answer each of these questions, they are provided as a guide and resource to assist you). Your philosophy statement should be approximately 250 words.

- Define philosophy and define nursing
- What does society value and why? (Include at least 3 values in your paper)
- How do you think these values will inform your professional development as a student practical nurse?
- Who do you want to be as a nurse?
- How do you want to provide nursing care?
- How do you hope to make a difference in the nursing profession and society?
- What is important to you in terms of your professional development as a nurse?
- What do you believe about nursing? What is the purpose of nursing? How will the metaparadigm of nursing guide your development as a practical nurse? (You should be able to identify at least five things you believe about nursing and its purpose.
- How does your philosophy of nursing align or conflict with the Standards of Practice?
- Cite at least two valid and reliable resources.

- In the sub-section Personal and Professional Values, include two personal and two professional values. Compare these values and describe how they have each influenced your philosophy of nursing.

- In the sub-section Appraisal and Evaluations, include any appraisals or evaluations from previous training or the workplace. This may also include a letter of reference and recommendation (limit of 1).

This assignment is intended to enhance your awareness of self (both personally and professionally) in the context of values and nursing. This process of self-awareness will involve developing a personal philosophy of nursing and identifying how you will advance your learning--your professional development--as a practical nurse student. You will be asked to re-visit this philosophy later in your program of study.

Consider this excerpt from "Articulating Your Philosophy of Nursing," (Denehy, 2001)

> *"One strategy nurses can use to affirm that their practice is in harmony with their value system is to write a personal philosophy statement. This might be general in nature, such as a philosophy that relates to life values [or] it could be a philosophy statement related*

to beliefs about the profession of nursing... In each case, this activity will encourage nurses to clarify their values and then examine how their philosophy fits with their professional practice. Articulating a philosophy statement is an intellectual activity that requires careful thought, because values need to be identified, clarified, and prioritized."

References

Denehy, J. (2001) Articulating Your Philosophy of Nursing, *The Journal of School Nursing,* February 2001 vol. 17 no. 1 1-2 Retrieved from
http://jsn.sagepub.com/content/17/1/1.extract?patientinform-links=yes&legid=spjsn;17/1/1)

<div style="border:1px solid black; background:#c0c0c0; text-align:center;">

CODE OF ETHICS

</div>

CLPNA Competencies

The following CLPNA competencies are learned during the Nursing Foundations I course:

- A: Nursing Knowledge
- B: Nursing Process
- C: Safety
- D: Communication and Interpersonal Skills
- E: Nursing Practice
- W: Professionalism
- X: Licensed Practical Nurse Leadership Role

All students must practice in a manner that is consistent with:
- The CLPNA Code of Ethics and Standards of Practice (2015).

Refer to www.clpna.com for references

Required Textbooks and Resources

PRIMARY TEXT

Kelly, P., & Quesnelle, H. (n.d.). *Nursing Leadership and Management* (3rd ed, Canadian Edition). Nelson Education.

Potter, P.A., & Perry, A.G., (2017). *Canadian fundamentals of nursing* (6th ed. Rev.). Ross-Kerr, J.C., & Wood, M.J. (Canadian ed.). Toronto, ON: Elsevier.

Practical Nurse Collaborative Curriculum. (2012). *Nursing foundations I: Introduction to nursing: Course materials.*

SECONDARY TEXT

Houghton, P.M., & Houghton, T. J. (2009). *APA: The easy way!* (2nd ed.). Flint, MI: Baker College.

Medical dictionary or online medical dictionary.

INTERNET RESOURCES TO SUPPLEMENT TEXT READINGS

Alberta Health Services. (2009). *Putting on (donning) personal protective equipment (PPE) for contact and modified droplet precautions*. Retrieved from www.albertahealthservices.ca

Alberta Health Services, & Workplace, Health & Safety. (2010). *It's Your Move: Safe Client Handling Program.* Edmonton, AB: Author

Canadian Nurses Association. (2000). *Factsheet: The primary health care approach*. Retrieved from www.cna-nurses.ca

Canadian Nurses Association. (2004).*Position statement: Promoting cultural competence in nursing.* Retrieved from http://www2.cna-aiic.ca/CNA/documents/pdf/publications/PS114_Cultural_Competence_2010_e.pdf

Canadian Patient Safety Institute. (n.d.).*Fact sheet 1: The need for better hand hygiene*. Retrieved from http://www.handhygiene.ca/English/Resources/Pages/Fact-Sheets.aspx

Canadian Patient Safety Institute. (n.d.).*Fact sheet 2 – If hands could talk*. Retrieved from http://www.handhygiene.ca/English/Resources/Pages/Fact-Sheets.aspx

College of Licensed Practical Nurses of Alberta.(2009). *CLPNA vision, mission, mandate*. Retrieved from www.clpna.com/AboutCLPNA/VisionMissionMandate/tabid/57/Default.aspx

College of Licensed Practical Nurses of Alberta.(2015). *Code of ethics and standards of practice*. Retrieved from http://www.clpna.com/Portals/0/Files/doc_CLPNAEthics-Standards.pdf

College of Licensed Practical Nurses of Alberta. (2010). *History of Alberta LPNs*. Retrieved from http://www.clpna.com/AboutCLPNA/HistoryofAlbertaLPNs/tabid/61/Default.aspx

Government of Alberta (n.d.).*Adult guardianship and trusteeship*. Retrieved from www.seniors.alberta.ca/opg/guardianship/

Government of Alberta. (2010). *Changes to protection for persons in care act*. Retrieved from www.seniors.gov.ab.ca

Government of Alberta.(2009). *FOIP guidelines and practices. Chapter 1 – Purposes and scope of the FOIP act*. Retrieved from www.servicealberta.ca/foip/documents/chapter1.pdf

Government of Alberta.(2010). *Health Information Act*. Retrieved from www.health.gov.ab.ca

Government of Alberta.(n.d.).*Health Professions Act: Licensed practical nurses profession regulation*. Retrieved from www.health.gov.ab.ca

Government of Alberta.(n.d.).*Personal directives*. Retrieved from www.seniors.gov.ab.ca

Government of Alberta. (2010). *Understanding enduring power of attorney*. Retrieved from justice.alberta.ca/programs services/public trustee/Documents/ UnderstandingEnduringPowerAttorneyRA.pdf

Government of Alberta. (2008). *Worker's guide: Occupational Health and Safety act*. Retrieved from www.alberta.ca

Government of Canada. (2010).*What determines health?* Retrieved from www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php

Health Canada.(2009). *Workplace health*. Retrieved from www.hc-sc.gc.ca/index-eng.php

Pfizer, Inc. (2003). *Eradicating low health literacy: The first public health movement of the 21st century*. Retrieved from www.aameda.org/MemberServices/Exec/Articles/sum03/ EradicatingLowHealthcareLiteracy.pdf

Registered Nurses Association of Ontario.(2006). *Best practice guideline: Client-centred care*. Retrieved from http://rnao.ca/bpg/guidelines/client-centred-care

Workers Compensation Board Alberta. (2008). *Back to basics: A guide to good back health*. Retrieved fromhttp://www.backactive.ca/pdfs/Back_to_Basics_English_Nov_2010.pdf

CINAHL Databases

McCance, T., Slater, P., & McCormack, B. (2008).Using the caring dimensions inventory as an indicator of person-centred nursing. *Journal of Clinical Nursing, 18, 409-417,* doi: 10.1111/j.1365-2702.2008.02466.x

Smith, M. & Segal, R. (2011).*Stress management: How to reduce, prevent, and cope with stress.* Retrieved from helpguide.org/mental/stress_management_relief_coping.htm CINAHL® Plus with Full Text.

Tourville, C., & Ingalls, K. (July–Sept 2003). The living tree of nursing theories.*Nursing Forum* 38(3), 21–31.

Zyblock, M., (2010) Nursing Presence in Contemporary Nursing Practice. *Nursing Forum,* 45(2), 120-124.doi: 10.1111/j.1744-6198.2010.00173.x

ASSIGNMENT 1: USING NURSING CONCEPTS AND THE NURSING PROCESS TO DEVELOP A PERSONALIZED NURSING CARE PLAN – MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**

NURSING ASSESSMENT

• Entered assessment of client findings (client name, medical diagnosis, perception of health needs, client goals for health, allergies, medications, dietary considerations, client assessment, health assessment).	Excellent	Satisfactory	Minimal	None
• Entered assessment of environment findings (Spiritual, Developmental, Sociological, Psychological, and Determinants of Health)	Excellent	Satisfactory	Minimal	None
• Entered health priorities and client strengths	Excellent	Satisfactory	Minimal	None
				/15

/15

Comments:

NURSING CARE PLAN: NURSING DIAGNOSIS

• Wrote a nursing diagnosis statement that focused on an actual problem in reference to client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
• Wrote a nursing diagnosis statement that focused on a potential problem in reference to a client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**
• Wrote a nursing diagnosis statement that focused on a wellness behaviour in reference to a client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
				/15

Comments:

GOALS/EXPECTED OUTCOMES

	5	3	1	0
• Chose a priority diagnosis with rationale	Excellent	Satisfactory	Minimal	None
• Wrote one general goal statement for the priority diagnosis	Excellent	Satisfactory	Minimal	None
• Wrote one expected outcome that included measurable criteria by using the SMART criteria	Excellent	Satisfactory	Minimal	None
				/10

Comments:

INTERVENTIONS

	5	3	1	0
• Included 3 nursing interventions	Excellent	Satisfactory	Minimal	None
• Provided support for interventions with evidence from the literature	Excellent	Satisfactory	Minimal	None
				/10

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**

Comments:

EVALUATION

- Determined if goals/expected outcomes were met or not met with rationale

  Excellent Satisfactory Minimal None

- Described if nursing interventions were effective in meeting identified goals/expected outcomes with rationale

  Excellent Satisfactory Minimal None

/10

Comments:

SUMMARY

- Described the benefits of using the nursing process and the nursing concepts(metaparadigm concepts and SMART criteria) in assessment and nursing care planning

  Excellent Satisfactory Minimal None

/5

Comments:

TOTAL **/65**

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	**1**	**0.5**	**0.25**	**0**

TITLE PAGE

- Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name

	Excellent	Satisfactory	Minimal	None

BODY OF PAPER

- Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font.

	Excellent	Satisfactory	Minimal	None

REFERENCES

- Citations in body of paper follow APA format

	Excellent	Satisfactory	Minimal	None

- References, on separate page, follow APA format

	Excellent	Satisfactory	Minimal	None

GRAMMAR AND SPELLING

- Grammar appropriate and words spelled correctly (< 5 errors)

	Excellent	Satisfactory	Minimal	None

TOTAL — **/5**

Comments:

GRAND TOTAL (ALL MARKING GUIDES) — **/70**

Submit this marking guide with the assignment.

ASSIGNMENT 2: PROFESSIONAL PORTFOLIO DEVELOPMENT – MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**

PERSONAL PROFILE

	5	3	1	0
• Clearly defined the categories of: Personal Goals, Personal Interests, Education, Experiences, and Achievements.	Excellent	Satisfactory	Minimal	None
• Presented a **Personal Goal Statement** indicating accomplishments hoped for in the PN program, including experiences and personal strengths that will help to reach the goal	Excellent	Satisfactory	Minimal	None
• Described personal interests, including volunteer work, hobbies, and talents	Excellent	Satisfactory	Minimal	None
• Described education experiences, including formal education, workshops, short courses, and conferences	Excellent	Satisfactory	Minimal	None
• Described life experiences that will benefit nursing career, including personal/formal achievements, awards, and scholarships, if applicable	Excellent	Satisfactory	Minimal	None
				/25

Comments:

PROFESSIONAL PROFILE

	5	3	1	0
• Presented a **Personal Philosophy of Practical Nursing**, including discussion of underlying beliefs about nursing, the importance of **Standards of Practice**, and perception of personal role in the profession	Excellent	Satisfactory	Minimal	None

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**
• Compared two **personal** and two **professional values** and described the influence these values have on own philosophy of nursing	Excellent	Satisfactory	Minimal	None
PROFESSIONAL PROFILE CONT.				
Included any appraisals or evaluations from previous training or workplace	Excellent	Satisfactory	Minimal	None
Title pages for these categories: Philosophy of Practical Nursing, Resume and Cover Letter, PNP Appraisals and Evaluations, Reflective Practice, Leadership and Mentoring, Scholarly Papers, Care Plans, Professional Goals, CPRNE Study Plan, Continuing Competency				
				/15

Comments:

TOTAL	**/40**

Submit this marking guide with the assignment.

Legend

5 _	Excellent work; comprehensive information or analysis included; great attention to detail throughout	**1 –**	Minimal required information included; incomplete work
3	Satisfactory work; most required information included at an adequate level	**0 –**	Required information not identifiable

APA and Grammar: Marking Guide

KEY CONTENT	MARKING GUIDE			
POINTS:	**1**	**0.5**	**0.25**	**0**
TITLE PAGE • Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name	Excellent	Satisfactory	Minimal	None
BODY OF PAPER • Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font.	Excellent	Satisfactory	Minimal	None
REFERENCES • Citations in body of paper follow APA format	Excellent	Satisfactory	Minimal	None
• References, on separate page, follow APA format	Excellent	Satisfactory	Minimal	None
GRAMMAR AND SPELLING • Grammar appropriate and words spelled correctly (< 5 errors)	Excellent	Satisfactory	Minimal	None
TOTAL				**/5**

Comments:

GRAND TOTAL (ALL MARKING GUIDES)	**/45**

Submit this marking guide with the assignment.