



PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN 155

**NURSING FOUNDATIONS I:
INTRODUCTION TO NURSING**

FALL 2020

September 2, 2020-December 11, 2020

INSTRUCTOR: Marina Yanciw

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**PRACTICAL NURSE 155
NURSING FOUNDATIONS I:
INTRODUCTION TO NURSING**

Course Outline

Table of Contents

CALENDAR STATEMENT/COURSE DESCRIPTION	5
COURSE HOURS	5
INSTRUCTOR INFORMATION	5
GENERAL LEARNING OUTCOMES	6
INSTRUCTIONAL METHODS	6
ONLINE COURSE INFORMATION	7
EXPECTATIONS OF STUDENTS WRITING ONLINE EXAMS.....	7
USING LOCKDOWN BROWSER & RESPONDUS FOR ONLINE EXAMS.....	8
STATEMENT ON PLAGIARISM.....	9
STUDENT CODE OF CONDUCT.....	9
PRACTICAL NURSING PROGRAM POLICIES	9
LATE POLICY FOR ASSIGNMENTS	10
SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE.....	10
OVERVIEW OF LEARNING EXPERIENCES	10
GUIDED PRACTICE AND HOW IT WORKS	14
OVERVIEW OF COURSE ASSESSMENT	16
DISTRIBUTION OF MARKS.....	16
PASSING LEVEL AND GRADING SCALE.....	16
NURSING LABS	17
ASSIGNMENT 1: USING NURSING CONCEPTS AND THE NURSING PROCESS TO DEVELOP A NURSING CARE PLAN.....	17
ASSIGNMENT 2: PROFESSIONAL PORTFOLIO DEVELOPMENT	17
MIDTERM EXAM.....	18
FINAL EXAM.....	18
NURSING SKILLS LAB	18
ASSIGNMENT 1: USING NURSING CONCEPTS AND THE NURSING PROCESS TO DEVELOP A PERSONALIZED NURSING CARE PLAN.....	19

INSTRUCTIONS TO CREATING A PERSONAL NURSING CARE PLAN	19
SCENARIO	20
NURSING ASSESSMENT FORM	26
ASSIGNMENT 2: ... PROFESSIONAL E-PORTFOLIO DEVELOPMENT-SUBMISSION OF OWN PHILOSOPHY OF PRACTICAL NURSING	29
PART 1:E-PORTFOLIO SETUP.....	26
PART 2: E-PORTFOLIO DEVELOPMENT.....	30
PERSONAL PHILOSOPHY OF PRACTICAL NURSING.....	31
CODE OF ETHICS / CLPNA COMPETENCIES.....	31
REQUIRED TEXTBOOKS AND RESOURCES	34
INTERNET RESOURCES TO SUPPLEMENT TEXT READINGS	34
Appendix A: Marking Guide for Assignment 1	
USING NURSING CONCEPTS AND THE NURSING PROCESS TO DEVELOP A PERSONALIZED NURSING CARE PLAN	37
APA AND GRAMMAR: MARKING GUIDE.....	40
Appendix B: Marking Guide for Assignment 2	
PROFESSIONAL PORTFOLIO DEVELOPMENT – MARKING GUIDE.....	41

**NURSING FOUNDATIONS I:
INTRODUCTION TO NURSING
COURSE OUTLINE**

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

INSTRUCTOR INFORMATION

Instructor: Marina Yanciw

Phone (Office): 780-791-8932

E-mail: marina.yanciw@keyano.ca

Office Hours: Virtual office hours as per appointment

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.
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

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the [Keyano College credit calendar](#). The Keyano College credit calendar also has information about Student Rights and Code of Conduct. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own;
- The use of unauthorized aids in assignments or examinations (cheating);
- Collusion or the unauthorized collaboration with others in preparing work;
- The deliberate misrepresentation of qualifications;
- The willful distortion of results or data;
- Substitution in an examination by another person;
- Handing in the same unchanged work as submitted for another assignment; and
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Code of Conduct Policies.

Statement on Plagiarism

All students must complete the Plagiarism/Tutorial Certificate found on Moodle or click the link below. To locate this information on Moodle, 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. For online submissions of assignments, the student must submit a copy of the certificate in the designated drop box or email a copy of the certificate to the instructor as directed. For paper copy submission, the student must submit a copy of the certificate with each paper submission.
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.

<https://plagiarism.iu.edu/>

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

Online Course Information

Due to the pandemic, COVID-19, this course will be delivered in an online format. Instructors will deliver course material by utilizing different platforms that best suits the course. Online resources may include Microsoft Teams, ZOOM, virtual simulation, Adobe Connect, or Voice-Over PowerPoint Presentations. Courses will remain interactive throughout the semester and may include video lectures, forum discussions and virtual group projects. Evaluation criteria will be listed in each course syllabus.

It is the responsibility of the student to ensure access to these resources and participate in course content fully. If technical difficulties arise it is the responsibility of the student to contact their instructor as soon as possible to inform them of such. Where possible instructors will seek mutual resolution in the best interests of the class as a whole.

Expectations of Students Writing On-Line Exams

1. All exams and quizzes will be written online due to the COVID-19 pandemic.
2. 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. 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.
4. Once the quiz/exam has started, the student will submit their answers immediately prior to going on to the next question.
5. 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.
6. 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.
7. 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.
8. It is the responsibility of each student to be familiar with the contents of the Keyano College 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.

Using LockDown Browser for Online Exams

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser with this link:

<https://ilearn.keyano.ca/course/view.php?id=28874#section-7>

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#)

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test

LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

E-Learning

Technology and internet will impact your online learning experience. It's important that you are able to watch an online video and other course materials, take online quizzes, and participant in a live class with your instructor and other students.

Keyano College operates in a Windows based environment and having the correct tools for online learning is important. Here's a list of recommended system requirements for Fall 2020.

Internet Speed

Minimum Internet speeds of 5 Mbps.

Recommended Internet speeds of 25 Mbps (especially if you are sharing your internet at home). Check your internet speed with Fast.com.

System requirements:

Microsoft Windows	Apple
<p>Minimum Requirements:</p> <p>A Windows 10 computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software 	<p>Minimum Requirements:</p> <p>A Macintosh (V10.14 and above) computer/laptop</p> <ul style="list-style-type: none"> · Minimum 4GB of RAM. · 10GB+ available hard drive storage. · Enough available hard drive space to install the Microsoft Office suite (approximately 3GB). <u>Microsoft Office</u> software is free to all Keyano students and employees. · Microphone, webcam and speakers. A headset with a microphone is recommended. · System updates must be regularly installed. · Anti-Virus / Anti-Malware software.
<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download 	<p>Recommended Requirements</p> <ul style="list-style-type: none"> · 8GB of RAM · A method of backing up/synchronizing to local or cloud-based storage such as OneDrive is highly recommended. This is included if you complete the setup of KeyanoMail and download MS Office

Chromebooks are **not** recommended as they are not compatible with testing lockdown browsers.

A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.

Specific department requirements:

Business and OA programs require Windows 10.

Other programs may utilize Windows based tools as well.

Computer Software

Students will be able to get access to Microsoft Office 365 for Free using Keyano Credentials by [clicking here](#).

Recording of lectures and Intellectual Property

Students may only record a lecture if explicit permission is provided by the instructor or by Accessibility Services. Even if students have permission to record a lecture or lecture materials, students may not publish any of the lectures or lecture materials, this includes any recordings, slides, instructor notes, etc. on any platform. Thus no student is allowed to publish or sell instructor notes without formal written permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property.

ITS Helpdesk

If you are having issues with your student account, you can contact the ITS Helpdesk by emailing its.helpdesk@keyano.ca or calling 780-791-4965.

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 a designated dropbox on moodle, e-mail the instructor, or submit a paper copy as directed by your instructor. If paper copy is requested, on weekends a copy can be emailed to the instructor, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

The Student Services department is committed to Keyano students and their academic success. There are a variety of student supports available at Keyano College. Due to the continuing situation with the Covid-19 pandemic, the offered support services will be implemented differently this semester by being provided mostly virtually. In-person service can be requested as needed. All Alberta Health Services guidelines will be followed for in-

person appointments—wear a mask, maintain two meters of physical distance, use hand sanitizer, and stay home if you are unwell.

All student services are available during Keyano business hours: Monday to Friday, 8h30-16h30.

The Library has evening and weekend hours. Please check keyano.ca/library for current hours.

Accessibility Services: provides accommodations for students with disabilities. Students with documented disabilities, or who suspect a disability, can meet with a Learning Strategist to discuss their current learning barriers and possible accommodations. Students who have accessed accommodations in the past are encouraged to contact us to request them for the semester. Please note that requesting accommodations is a process and requires time to arrange. Contact us as soon as you know you may require accommodations. For accessibility services supports and to book a virtual appointment, please contact accessibility.services@keyano.ca.

Accessibility Services also provides individual and group learning strategy instruction for all students, as well as technology training and supports to enhance learning. Meet with a Learning Strategist to learn studying and test-taking strategies for online classes. Schedule an appointment with the Assistive Technology Specialist to explore technology tools for learning. Book an appointment today by emailing accessibility.services@keyano.ca

Academic Success Coaching: offers you support and access to resources for your academic success to help you to find the Keys to your Success. The Academic Success Coach will work with you to develop an academic success plan, develop your study and time management skills, and connect you with the right resources here at Keyano. Academic.success@keyano.ca is the best way to access resources during virtual service delivery.

Wellness Services: offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. All individual appointments will continue virtually.

Wellness Services welcomes students to participate in any of the virtual group sessions offered throughout the academic year addressing topics including mindfulness and test anxiety.

Individual virtual appointments can be made by emailing wellness.services@keyano.ca.

Library Services: provides students with research and information supports as they engage in their studies. Library staff are available to support you both virtually and in person during the fall semester. For library service supports and inquiries, please email askthelibrary@keyano.ca.

Individual support with the Information Librarian will be provided virtually. Appointments can be requested by email or by placing a Book a Librarian request using the online form found [here](#).

Research and Subject Guides are helpful resources when conducting research or addressing your information needs. To view a subject or course specific guide, use the following [Subject Guides link](#)

To access additional research resources, including Citation Guides (APA, MLA, Chicago, or IEEE), go to the [Research Help Library page](#).

Skill Centre: provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, writing support groups, facilitated study groups, workshops and study space. Tutoring services are **free** to Keyano students. Tutoring is available for Math, Writing, English, and Science subject areas.

While most courses are being offered online, the Skill Center will be offering mostly virtual tutoring services and in-person sessions as requested. Please email Skill.centre@keyano.ca to get in contact with our tutoring staff.

For the most up to date information on how to book a tutoring session, please view the [Keyano Skill Centre homepage](#).

OVERVIEW OF LEARNING EXPERIENCES

Students will work through 10 Units in the classroom. Units to be covered in Nursing

Foundations I:

- Unit 1: 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 1 Lab & 4 Seminars.

1.

Lab

Hand Hygiene/Standard precautions/Client Safety

Seminars

1. Application of Nursing process
2. Values and Ethics
3. Legal Aspects of Nursing Practice
4. Nurse-Client Relationships

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.

A professional appearance includes dressing as if entering a clinical setting. Ensure to wear uniform, white shoes, white socks, hair up of shoulders, no jewelry, etc.

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.

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

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			DATE
Midterm Exam multiple choice	Demonstrate knowledge of course content for Units 1–5	25%	Oct. 14
Assignment 1	Application of Nursing Concepts and Nursing Process to Self	20%	Oct. 30
Assignment 2	Development of Professional Portfolio Part 1- E- Portfolio Setup (5%) Part 2 – E-Portfolio Development (10%)	15%	1 – Sept. 16 2 – Nov. 18
Final Exam cumulative; multiple choice	Demonstrate knowledge of course content Units 1-10	40%	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 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 e-Portfolio Development

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

The learner is expected to maintain and enhance the Professional e-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 or online as directed by your instructor.

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 or online as directed by your instructor.

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.

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

DUE DATE: Oct. 30 by noon

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 7th 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

Case Study for Care Plan Assignment

Mrs. Smith is a 82-year-old woman suffering from chronic obstructive lung disease (COPD), diabetes mellitus and osteoarthritis. Her husband died four years ago of lung cancer. Ever since, she has found it difficult to care for herself due to her shortness of breath and immobility. For two years prior to her admission to an extended care facility, she was able to live at home with assistance from a home-care agency and her family. She has always been an extremely independent woman and she has found it very difficult to rely on her family members, who, in her words, “have their own life to live.” She decided to move into an extended-care facility with goals of care designation as comfort care only (C1), in the event of a health crisis. Upon admission, Mrs. Smith insists, “I will not just vegetate here; I still want to be active and have a life.”

She was a textile manufacturer and worked in a textile factory from the age of 10 until she retired at age 60. She stopped smoking at 50 years old. After quitting, she noticed she was coughing excessively and had difficulty breathing with activity. She was diagnosed with asbestosis, but refused to change careers because there were no other jobs hiring women. Her condition has progressed to severe lung disease. During her career she was very active in the textile union and became instrumental in forcing textile industry to pay compensation to textile workers who developed lung disease. When she retired, she stated, “God is watching over me; I worked for 50 years, and only had one injury due to the job.” During retirement she passes her time through blogging about the health effects of long term smoking.

On examination, you find a very bright and talkative woman, oriented to person, place, and time. She has no short-term memory loss and, given time, can answer all questions. She is interested in current events, scrapbooking and she frequently diverts the conversation to the daily news.

She has a ruddy complexion, but the rest of her body is very pale. Her skin is very dry and wrinkled. She is 151 cm tall and weighs 122.4 kg, BMI 53.5, gradual weight loss since diagnosed with COPD. She states as a young woman she was 160 cm tall. Her at home blood glucose monitoring levels range from 10-15mmol/L. You note that the skin on her right leg below the knee is shiny, hard, cold, and bluish in color. Otherwise, her skin everywhere else on her body is soft and warm to touch. She has Heberden’s and Bouchard’s nodules on her fingers. Fingernails are pale and clubbed. Her capillary refill time is >3 seconds. Her toenails are very thick and hard. Her feet are cold to the touch.

She has a frequent productive cough for copious thick white mucous. Her chest sounds are diminished with prolonged expiratory time, rhonchi crackles auscultated throughout and she is on continuous oxygen by nasal cannula. Her oxygen saturation on two liters of oxygen is 96–97%; heart sounds are normal; pedal pulse cannot be palpated but can be heard with a Doppler; other pulses are strong and regular.

Her abdomen is obese, and her bowel sounds are active in four quadrants. She has a reduced appetite and does not like the bland facility food. Instead, she snacks on sweets and often orders spicy fast food. She states her “water intake is poor to decrease the number of times I need to void.” She is wearing an incontinence product due to urinary and fecal incontinence. On

questioning, you find that she does have the urge to both void and defecate but does not want to ask someone to transfer her to the toilet because it is too much of a “bother” to the staff. When she does request assistance, it is often too late, and so she is incontinent. She finds this humiliating. The skin in her perineal area is reddened.

Due to her osteoarthritis, she has severe spine, hip and knee pain that results in limited movement. She does weight bear to transfer from bed to wheelchair but is very unsteady. She states that she dreads the day “I am so useless I have to be lifted up by that human crane as it is humiliating.” She had a Lt leg below knee amputation 5 years ago, due to severely infected and necrotic foot ulcers, from uncontrolled diabetes mellitus. States she occasionally has phantom limb pain in her Lt leg. Her Rt knee is severely affected by osteoarthritis and she is unable to bear weight on leg for more than one minute due to joint pain. Rt knee ligaments are lax, below knee atrophy and reduced sensation are present. She becomes short of breath when transferring to the wheelchair.

Mrs. Smith’s medications include the following:

- Symbicort 2 puffs PO BID
- Ventolin 2 puffs PO QID
- Humulin 30/70 3 units after breakfast and supper subcut BID, hold if blood glucose level is less than 3.5 mmol/L
- Metformin 500 mg PO BID
- Naproxen – 500 mg q12 hr PO BID for her osteoarthritis arthritis.
- Calcium carbonate – 1000 mg PO once daily.
- Sodium docusate 100mg capsule PO daily

Mrs. Smith is visited frequently by many friends and family, is still active with the textile union, and participates in their social functions. She is particularly close to and proud of her granddaughter, a mining engineer, who visits her frequently. Her granddaughter has accepted a job in Ottawa and will be moving soon. Mrs. Smith has joined the residents’ council of the extended-care facility and gets quite frustrated by the lack of interest paid by the other intellectually competent residents.

Mrs. Smith does not profess to be a member of any church but states that she is a Christian. She states she is not interested in attending church services except for Easter Sunday and Christmas Eve.

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.

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.

For each diagnosis, 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 each goal.

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

Interventions:

Identify at least 3 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 client reach her chosen goal?

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 Tool: A Systems Approach

SYSTEM	ASSESSMENT	FINDINGS
Respiratory System	Respiratory rate and rhythm Chest movements Breath sounds Shortness of breath	
Cardiovascular System	Pulse rate and rhythm Heart sounds Blood pressure Skin colour Nail bed colour Signs of oxygen deprivation Tissue turgor Edema Lab test findings	

SYSTEM	ASSESSMENT	FINDINGS
Nervous System	Level of consciousness –Glasgow Coma Scale Orientation to person, time, place Cognitive ability Reflexes Vital signs Sensory deficits Altered sleep Evidence of pain – acute or chronic Description of pain experience – location, source, onset, duration	
Gastrointestinal System	Eating Patterns Food intake Appetite Weight Height Body Mass Index(BMI) Bowel sounds Pain Altered bowel patterns Consistency of stool Fluid intake & output 24 hours	
Urinary System	Urine –amount, colour, transparency, odour Frequency, urgency, effort Pain, burning Incontinence	
Musculoskeletal System	Posture, gait, coordination Body alignment Range of motion Muscle strength Evidence of injury/trauma	
Integumentary System	Condition of skin, scalp, nails, mucous membranes Tissue turgor Lesions Perspiration Sensitivity to temperature change Body temperature Presence of sensation	

SYSTEM	ASSESSMENT	FINDINGS
Endocrine System	Structural change in skeleton, adipose tissue, integument <ul style="list-style-type: none"> • Functional change in: <ul style="list-style-type: none"> ○ Vital signs ○ Neuromuscular system ○ Renal function ○ Emotions ○ Sexual development ○ Menstruation ○ Pregnancy changes ○ Labour and delivery ○ Lab test findings 	
Senses	Degree of function and effects of altered sensation in each of the senses: vision, hearing, touch, smell, taste Client perception and feelings about altered senses	
Environmental Factors that Affect Function of Systems	Self-concept Support systems Roles Developmental changes Lifestyle factors Family background, strengths, coping abilities Health status Pathophysiology (disease) Medical diagnoses Related medical treatment Medications Mental health/illness Determinants of health	

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: from 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	

Nursing Care Plan

Client's Name: _____ Room #: _____ Date: _____

Nursing Diagnosis (Actual/Potential/ Wellness Problems)	Client Goals (Expected Outcomes)	Nursing Interventions	Rationale for Nursing Interventions with Evidence from Literature	Evaluation (Rationale for why Goal met/ not met & effectiveness of Nursing Interventions)
<p>Use assessment data to establish a nursing diagnosis that reveals actual/potential wellness/problems. (May use nursing concept summary statement.)</p>	<p>State goals in terms of client behaviour using SMART criteria:</p> <ul style="list-style-type: none"> - Specific - Measurable - Attainable - Realistic <p>Time-based</p>	<p>Select nursing interventions to meet the goals set, and to change or maintain health status</p>	<p>Provide rationale for selection of nursing interventions and use appropriate literature such as text, articles, and internet sites to support choices</p>	<p>Assess goal achievement and reasons, and set new plan as needed.</p> <p>Describe why goal was met or not met.</p> <p>Summarize the effectiveness of nursing interventions.</p> <p>Assess evidence that outcome was met.</p> <p>Readjust nursing care plan as necessary</p>

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

There are two parts that are graded related to your ePortfolio:

1. ePortfolio Set-up – Due Week 3 – Sept. 16 @ 1200
2. ePortfolio Development – Due Week 12 - Nov. 18 @ 1200

1. EPORTFOLIO SET-UP

Weighting: 5%

Due: Week 3

Activity: Submit Reflection & Self-Evaluation form to E-Portfolio Dropbox with link to E-portfolio. Post link to the E-portfolio Forum

The ePortfolio is personal and professional space where you store information about yourself and your accomplishments, including various things completed throughout your PN program. In this course you will develop an ePortfolio, which you have the option of making public, private, or unlisted. This space will grow as you progress through the course and your PN program.

You are required to organize a portfolio of materials that show evidence of your learning and evidence of your development as a nurse. You will need to 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.

Create your ePortfolio space using whatever tool you like. Suggested online tools are [Google Sites](#) (easiest), [Wordpress](#) (most powerful), [Weebly](#), [Medium.com](#), [Wix](#), and [Blogger](#). There are FREE versions of these platforms. You do not need to purchase anything. Whichever electronic option you choose for creating you portfolio must allow you to upload evidence of your learning (sometimes called artefacts).

Your portfolio will be a collection of your 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

- You may choose to introduce yourself to your peers in Week 1 through submitting the link to your e-portfolio in the discussion board. If this motivates you - do it! Otherwise, take your time and post your link in Week 3 when due. During the setup of this eportfolio, you can add an 'About Me' section to include a description of who you are, what year you are in your program, the role of the portfolio, and a list of organizations to which you belong with links, or anything else you feel would add to its presentation. Also feel free to add a picture of your self or other pictures that depict nursing to you to add to the presentation if you so choose.

Your portfolio is about you—be creative!

Instructions

The professional portfolio is a professional online site that tells the reader about you. **You do not finish your professional portfolio in PN155—you start it. 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 (You will share your link with your instructors for each course). 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 PN206 - 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. Personal information should be kept to a minimum within your own personal and professional boundaries. If in doubt, leave it out.

Each section of the professional portfolio is divided into categories. Each category should have its own heading, with content linked to it as directed. 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 e-portfolio in the e-portfolio setup, and you will complete just a few of the pieces, including your personal profile and your personal philosophy of practical nursing for your e-portfolio development.

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.

PROFESSIONAL PROFILE

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

Personal Philosophy of Nursing

Personal and Professional Values

Appraisals and Evaluations

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 pages must be developed for each of them to receive marks.

Other things to consider:

Links and Resources

Set this area up so that you can post resources that you can easily access in the future and share with others

If you so choose, you can include links to your provincial health services and community agencies where you are completing your practicums.

.Remember: Compose and save main content items as Word files first; your work will then be more secure.

Submit the eportfolio marking guide, including your name and the web address of your ePortfolio to the **ePortfolio Dropbox**

Once you have completed this activity post the link to your ePortfolio in the **ePortfolio Forum**.

2. EPORTFOLIO DEVELOPMENT

Weighting: 10%

Due: Week 12

In addition to setting up an eportfolio, 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 in a dropbox on Moodle, email file to instructor or in hard copy as directed by instructor. See **APPENDIX B** for marking guide,

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).
- 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.

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.

Once you have completed all of the requirements for your e-Portfolio development, please submit the marking guide to the **e-Portfolio Development** Dropbox

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

- Collins, E., & Crawley, J. (2016). [Introducing e-portfolios into nursing schools](#). Kai Tiaki Nursing New Zealand, 22(5), 34-35.
- 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=spjns;17/1/1>)

CODE OF ETHICS

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 reference

REQUIRED TEXTS

Required Textbooks and Resources

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

Potter, P.A., & Perry, A.G., (2019). *Canadian fundamentals of nursing*. Toronto, ON: Elsevier.

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

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

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- 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>
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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 from [http://www.backactive.ca/pdfs/Back to Basics English Nov 2010.pdf](http://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

Appendix A**NURSING FOUNDATIONS I: INTRODUCTION TO NURSING
Marking Guide for Assignment 1****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
NURSING ASSESSMENT				
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Entered assessment of environment findings (Spiritual, Developmental, Sociological, Psychological, and Determinants of Health) 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> Entered health priorities and client strengths 	Excellent	Satisfactory	Minimal	None
				/15
				/15
Comments:				
NURSING CARE PLAN: NURSING DIAGNOSIS				
<ul style="list-style-type: none"> 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
<ul style="list-style-type: 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
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> Chose a priority diagnosis with rationale 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> Wrote one general goal statement for each diagnosis 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> Wrote one expected outcome for each goal that included measurable criteria by using the SMART criteria 	Excellent	Satisfactory	Minimal	None
/10				

Comments:

INTERVENTIONS

<ul style="list-style-type: none"> Included 3 nursing interventions for each diagnosis 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: 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 /75

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					
<ul style="list-style-type: none"> 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					
<ul style="list-style-type: none"> 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					
<ul style="list-style-type: none"> Citations in body of paper follow APA format 	Excellent	Satisfactory	Minimal	None	
<ul style="list-style-type: none"> References, on separate page, follow APA format 	Excellent	Satisfactory	Minimal	None	
GRAMMAR AND SPELLING					
<ul style="list-style-type: none"> Grammar appropriate and words spelled correctly (< 5 errors) 	Excellent	Satisfactory	Minimal	None	
	TOTAL				/5
Comments:					
	GRAND TOTAL (ALL MARKING GUIDES)				/80

Submit this marking guide with the assignment.

Name: _____ e-Portfolio Address:

Appendix B
NURSING FOUNDATIONS I: INTRODUCTION TO NURSING
Marking Guide for Assignment 2

ASSIGNMENT 2: PROFESSIONAL PORTFOLIO DEVELOPMENT – MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	5	3	1	0
PART 1 - E-PORTFOLIO SETUP				
<u>Set up Personal Profile</u>				
Relevant sections 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
<u>Set up Professional Profile</u>				
Relevant sections of: 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	Excellent	Satisfactory	Minimal	None
Comments	/25			

KEY CONTENT	MARKING GUIDE			
POINTS:	5	3	1	0
Comments:				
PART 2 - E-PORTFOLIO DEVELOPMENT				
<u>Personal Portfolio</u>				
<ul style="list-style-type: none"> Described Achievements or life experiences that will benefit nursing career, including personal/formal achievements, awards, and scholarships, if applicable 	Excellent	Satisfactory	Minimal	None
<u>Professional Portfolio</u>				
<ul style="list-style-type: none"> 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
Also compared two personal and two professional values and described the influence these values have on own philosophy of nursing.	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> Included any Appraisals or Evaluations from previous training or workplace 	Excellent	Satisfactory	Minimal	None
				/20
Comments:				
Total			/49	

Submit this marking guide with the assignment.

Legend

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| <p>5 Excellent work; comprehensive information or analysis included; great attention to detail throughout</p> <p>3 Satisfactory work; most required information included at an adequate level</p> | <p>1 – Minimal required information included; incomplete work</p> <p>0 – Required information not identifiable</p> |
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Criteria	Unsatisfactory = 0	Emerging = 0.25	Proficient = 0.5	Exemplary = 1	Score
Usability and Accessibility: Text Elements, Layout, and Color	The ePortfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline).	The ePortfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs.	The ePortfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.	The ePortfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text.	
	Many formatting tools are under or over-utilized and decrease the reader accessibility to the content.	Some formatting tools are under or over-utilized and decrease the readers' accessibility to the content.	Use of font styles (italic, bold, underline) is generally consistent.	Use of font styles (italic, bold, underline) is consistent and improves readability.	
	Color of background, fonts, and links decrease the readability of the text, are distracting and used inconsistently throughout the ePortfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the ePortfolio.	Color of background, fonts, and links generally enhance the read-ability of the text, and are generally used consistently throughout the ePortfolio.	Color of background, fonts, and links generally enhance the readability and aesthetic quality, and are used consistently throughout the ePortfolio.	
Writing Conventions	There are more than six errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision.	There are four or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are no errors in grammar, capitalization, punctuation, and spelling.	