

PN 155, Nursing Foundations I: Introduction to Nursing

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

Course Description Instruction:

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: ANPH 100, ANPH 101, PN 103, PN 158

Instructor:

Name: Carla Hambley
Office number: CC187C
Phone number: 780-791-8932
Email: Carla.hambley@keyano.ca

Office Hours:

The Instructor is available for student consultation in office by appointment from Monday to Friday. Please contact your Instructor at the email above or contact the Nursing Office at (780) 791-4889 to arrange a time.

Required 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., (2019). *Canadian fundamentals of nursing*. Toronto, ON: Elsevier.

Publication Manual of the American Psychological Association

Nursing Care Plan

Gray Morris. *Calculating with Confidence*. Toronto, ON: Elsevier.

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

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- 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 from 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

Course Outcomes:

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..
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Distribution of Marks

THEORY			DATE
Midterm Exam multiple choice	Demonstrate knowledge of course content for Units 1–5	25%	6/10/21
Assignment 1	Application of Nursing Concepts and Nursing Process to Self	20%	29/10/21 (1300)
Assignment 2	Development of Professional Portfolio Part 1- E- Portfolio Setup (5%) Part 2 – E-Portfolio Development (10%)	15%	Part 1: 15/09/21 (noon) Part 2 : 17/11/21 (noon)
Final Exam cumulative; multiple choice	Demonstrate knowledge of course content Units 1-10	40%	
Total		100%	

Passing Level and Grading Scale:

Students must achieve a minimum grade of 1.7 (C–) or 60% to receive credit for PN 155.

Students must complete and submit all assignments to receive a final course grade. Students will not be allowed to rewrite the assignments or final exam to raise their course grade.

Refer to the Practical Nurse Program Handbook/College Calendar for information regarding grading scale, extensions, writing exams, supplemental exams, 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.

Important Additional Information

Note to all students: It is the student's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions

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Grading System:

Overview of 4.0-point alpha and numeric grading system

Descriptor	Alpha Scale	4.0 Numeric Scale	Percentage
Excellent	A+	4.0	96-100
	A	4.0	90-95
	A-	3.7	85-89
Good	B+	3.3	80-84
	B	3.0	76-79
	B-	2.7	72-75
Satisfactory	C+	2.3	68-71
	C	2.0	64-67
	C-	1.7	60-63

Poor	D+	1.3	55-59
Minimum Pass	D	1.0	50-54
Failure	F	0	0-49

See timetable for class schedule.

Topics:

1. 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.

Labs:

Hand Hygiene, Standard precautions, Client Safety

Seminars:

Application of Nursing process

Values and Ethics
Legal Aspects of Nursing Practice
Nurse-Client Relationships

Performance Requirements and Student Services:

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.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work may not be graded until you show this signed certificate.

Specialized Supports:

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.

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

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 throughout the semester. For a detailed list of library supports and services, go to www.keyano.ca/library. For any inquiries, please email askthelibrary@keyano.ca.

Begin your research with the [Library's FIND page](#). Search for sources using OneSearch, the Library's Catalogue, or by searching in a specific database selected from the [A-Z Database List](#).

Individual support with the Information Librarian is available virtually. Appointments can be requested by using the [Book A Librarian online form](#).

Research and Subject Guides are helpful resources when beginning your research or addressing other information needs. To view a subject or course specific guide, go to the Subject Guide webpage [here](#).

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

The Loanable Technology collection is available to support students in their online learning pursuits. Items available for borrowing include mobile projectors, webcams, noise cancelling headphones, Chromebooks, and laptops. For an up-to-date list of technology available for borrowing, go to the Library's [Loanable Technology webpage](#).

Skill Centre: Provides academic support services to students registered in credit programs at Keyano College in the form of tutoring, assignment/lab support, writing support groups, facilitated study groups, workshops, and study space. This service is free and is available for all Math, Sciences, Humanities and Trades courses offered at Keyano.

While most courses are being offered online, the Skill Centre will be offering mostly virtual services and in-person sessions as requested. Please email Skill@keyano.ca to get in contact with our Academic Content Specialists. The Skill Centre is located in CC-119 at the Clearwater Campus.

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

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. The Academic Success Coach is located in the Skill Centre in CC-119 at the Clearwater Campus.

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.

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> <ul style="list-style-type: none"> · A Windows 10 computer/laptop · 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> <ul style="list-style-type: none"> · A Macintosh (V10.14 and above) computer/laptop · 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
<p>Chromebooks are not recommended as they are not compatible with testing lockdown browsers.</p> <p>A Microsoft Surface or iPad or iPad Pro may be possible alternatives in some program areas.</p>	

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 share, distribute, or 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 share, distribute, publish or sell course related content (instructor, or students) without permission. It is important to recognize that the Canadian Copyright Act contains provisions for intellectual property. The [Academic Integrity Policy](#) provides additional information on Keyano College’s expectations from students as members of the intellectual community.

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.

Assignments:

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

DUE DATE: 29/10/21

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.

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	
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	

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

Assignment 2: Professional E-Portfolio Development: Submission of Own Philosophy of Practical Nursing

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

Part 1: E-Portfolio Set-up – Due 15/09/21 @ Noon

Part 2: E-Portfolio Development – Due 17/11/21 @ Noon

Part 1: E-Portfolio Set-Up

Weighting: 5%

Due: 15/09/21 at Noon

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 your 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**.

Part 2: E-Portfolio Development

Weighting: 10%

Due: 17/11/21 at Noon

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=spjsn;17/1/1>

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

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

KEY CONTENT	MARKING GUIDE			
	POINTS:	5	3	1
<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
<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
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KEY CONTENT	MARKING GUIDE			
POINTS:	5	3	1	0
<ul style="list-style-type: none"> • Provided support for interventions with evidence from the literature 	Excellent	Satisfactory	Minimal	None
Comments:				
				/10
EVALUATION				
<ul style="list-style-type: none"> • Determined if goals/expected outcomes were met or not met with rationale 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> • Described if nursing interventions were effective in meeting identified goals/expected outcomes with rationale 	Excellent	Satisfactory	Minimal	None
Comments:				
				/10
SUMMARY				
<ul style="list-style-type: none"> • 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
Comments:				
				/5
TOTAL				/75

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
	POINTS:	1	0.5	0.25
TITLE PAGE				
<ul style="list-style-type: none"> Included: page number; 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 –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 7th ed. format 	Excellent	Satisfactory	Minimal	None
<ul style="list-style-type: none"> References, on separate page, follow APA 7th ed. 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
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

KEY CONTENT**MARKING GUIDE**

	POINTS:	5	3	1	0
Comments					/25

Comments:**PART 2 - E-PORTFOLIO DEVELOPMENT**Personal Portfolio

- Described **Achievements** or life experiences that will benefit nursing career, including personal/formal achievements, awards, and scholarships, if applicable

Excellent	Satisfactory	Minimal	None
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Professional Portfolio

- 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
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Also compared two personal and two professional values and described the influence these values have on own philosophy of nursing.

Excellent	Satisfactory	Minimal	None
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- Included any **Appraisals or Evaluations** from previous training or workplace

Excellent	Satisfactory	Minimal	None
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/20**Comments:****Total****/49***Submit this marking guide with the assignment.***Legend**

- 5** Excellent work; comprehensive information or analysis included; great attention to detail throughout
- 3** Satisfactory work; most required information included at an adequate level

- 1** – Minimal required information included; incomplete work

- 0** – Required information not identifiable

Course Outline

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 readability of the text, and are generally used consistently throughout the ePortfolio.	Color of background, fonts, and links generally enhance the readability of the text, and are generally used consistently throughout the ePortfolio.	Color of background, fonts, and links 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.	