NURSING 239
Introduction to Nursing Theory II

University of Alberta
Collaborative Nursing Program
At
Red Deer College

COURSE OUTLINE
2016-2017

Associate Dean: ____________________________

Date: September 6th, 2016
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Red Deer College
Intro to Nursing Theory II
NURSING 239

**Academic Calendar Entry:** Focuses on health promotion and support to individuals in the pursuit of health throughout their lives. A variety of concepts from nursing and other disciplines will be integrated into the overall learning. Students will be initiated into nursing roles with individuals in community, assisted living, and long-term care settings.

**Course Description:**
The focus of this course is advancing students’ knowledge of the promotion of health and the prevention of disease and injury across the lifespan. Concepts from a variety of support disciplines will be integrated throughout the course. Students will build on knowledge from NURS 225 and NURS 227 about forms of knowledge and skills essential to the practice of nursing to explore health and variations in health among diverse populations.

**Credit hours:**
3 (3-0-0) 3 hours of lecture per week (15 week term).

Nurs 239 is acute care nursing lecture (48-52 students).

**Prerequisite/Corequisite:** NURS 225, 227 and 231 (Pathophysiology), corequisite 240

**Class Time:**

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Instructor</th>
<th>Class Time</th>
<th>Classroom (please check RDC Timetable information)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 239 A</td>
<td>Wendy Wheeler</td>
<td>Monday 0800-1050</td>
<td>TBA</td>
</tr>
<tr>
<td>N 239 B</td>
<td>Cindy Davidson</td>
<td>Monday 0800-1050</td>
<td></td>
</tr>
</tbody>
</table>

A detailed course schedule is posted on Blackboard.

<table>
<thead>
<tr>
<th>Term</th>
<th>Instructor Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>Wendy Wheeler</td>
<td><a href="mailto:wendy.wheeler@rdc.ab.ca">wendy.wheeler@rdc.ab.ca</a></td>
<td>314-2453</td>
<td>1213</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Cindy Davidson</td>
<td><a href="mailto:cindy.davidson@rdc.ab.ca">cindy.davidson@rdc.ab.ca</a></td>
<td>356-4881</td>
<td>1226</td>
</tr>
</tbody>
</table>

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

Course Objectives (U of A): (for information only)

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

Lectures
Group projects
Small group discussions

COURSE LEARNING EXPERIENCES:

Learning Packages:
- Learning package #1 – Clarence & Jenny
- Learning package #2 – Jean Claude Benoit
- Learning package #3 – Denny & Kokum
- Learning package #4 – Health Fair
- Learning package #5 - Shannon

Technology Guidelines:

Students will be required to bring appropriate technology (laptop, mobile device, etc.) to scheduled classes in order to complete the learning activities. Cellphones are to remain off unless used for class activities.

The Nursing Programs at Red Deer College recognizes that the use of technology in nursing has the potential to enhance learning and communication. We also recognize our obligation to use this technology responsibly and in a way that complies with the standards outlined by Red Deer College and by professional organizations such as CARNA and UNA. We are also aware of our obligation to represent nursing in a professional manner outside of the Red Deer College context. Students are asked to review the technology guidelines that are included in their student handbook. In addition, all students should be aware of the Health Services Code of Conduct as it applies to nurses: http://www.albertahealthservices.ca/pub-code-of-conduct.pdf

Required Textbooks and Equipment:


Canadian Nurses Association (2008). *Code of ethics for registered nurses*. Canadian Nurse Association, Ottawa, ON, Canada. *(Available in the bookstore or print a copy of the file found at this site:)*


Pharmacology text

**Additional resources:**

CARNA resources online

Textbooks (Nursing and support courses)

Online resources

Exemplar packages

Technology as appropriate

Student computers

**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Used For Final Calculations Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score Marks Range</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>95 - 100</td>
</tr>
<tr>
<td>90 – 94.95</td>
</tr>
<tr>
<td>85 - 89.95</td>
</tr>
<tr>
<td>80.5 - 84.95</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Each assessment is marked and given a score that is a portion of the final grade. All assessment marks are added together and equate to a final raw score out of 100 points. This final score is then translated into a letter grade, which correlates with a grade point for the final course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 - 80.45</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>71.5 - 75.95</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>67 - 71.45</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>62.5 - 66.95</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>58 - 62.45</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>53.5 - 57.95</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>50 - 53.45</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;50</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

**Assessment and Evaluation**

1. All assignments are to be completed and submitted to the instructor.
2. Assignments are to be submitted as scheduled in the course outline unless an extension has been granted by the instructor.
3. Five marks will be deducted for each day an assignment is late without a prior extension. Attendance for testing is required unless negotiated with instructor prior to the test.
Assignments

1. Quizzes: 20 points (4 x 5 points)
2. Reflections (three minute papers) 10 points (5 x 2 points)
3. Final Exam: 35
4. Short writing assignment: 35
   • 4-5 page limit
   • Student will select one of the clients from the exemplars used for this course.
     They will analyze various social determinants of health and health promotion activities that are applicable to that client.
   • Details will be posted on BB

1. Quizzes support the achievement of course outcomes: 1, 2, 4, 5, 6, 8, 9, & 10
2. Reflections support the achievement of course outcomes: 1, 2, 4, 5, 6, 8, 9, & 10
3. Final exam supports the achievement of course outcomes: 1, 3, 4, 5, 6, 8, 9, & 10
4. Writing assignments supports the achievement of course outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Fall due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4 x 5 = 20</td>
<td>Sept 26, Oct 17, Nov 7, Nov 28</td>
</tr>
<tr>
<td>Reflections</td>
<td>2 x 5 = 10</td>
<td>Sept 19, Oct 3, Oct 24, Nov 21, Dec 5</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
<td>In exam week, date TBA</td>
</tr>
<tr>
<td>Short writing assignment</td>
<td>35</td>
<td>Nov 14</td>
</tr>
</tbody>
</table>

Detailed assignment descriptions and marking guides are posted on Blackboard

ROLE OF INSTRUCTOR AND STUDENT RESPONSIBILITY

• It is the student’s responsibility to become familiar with the information contained in the course outline and to clarify any areas of concern with the instructor.

• Travel to and from clinical sites is the responsibility of the student. You may consider working with your group members to arrange for car-pooling or sharing travel responsibility.

• Students and instructors work together to progress through the course to meet the course outcomes.

• The instructor’s role is to facilitate learning to meet the course outcomes. Instructors develop learning activities and assessments that align with the course outcomes.
Students are encouraged to contact the instructor for clarification or assistance with any course item.


The **RDC Final Examination Policy** will be followed with respect to Final Examinations. Please review this document to ensure you understand the contents and implications of the policy. [Click here to see the Final Examinations Policy](http://rdc.ab.ca/sites/default/files/uploads/documents/12479/student-rights-and-responsibilities.pdf)

**Attendance requirements:**

The faculty of the program believe that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent from those experiences. Any absence can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives.

Any student who, due to extenuating circumstances, will be late or absent must notify the instructor prior to the beginning of lab or classroom experience. Arrangements will be made between the instructor and the student as to how the missed learning will be made up.

**Academic Misconduct:**

Academic misconduct in all its forms is a serious offence. Please read the definitions that follow, and refer to the links below for the complete policies.

**Definitions:**

**Academic misconduct:** Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student’s record or academic career. The two key areas of academic misconduct are cheating and plagiarism.

**Plagiarism:** The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one’s own original work. The most common forms of plagiarism are: copying or paraphrasing another author’s work without proper acknowledgement, using the ideas or lines of reasoning of another author’s work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval.

Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

**Cheating:** Any attempt to give or obtain unsanctioned assistance in a formal academic exercise (e.g., examination).

The policies that are linked in this course outline are in effect and student should refer to these policies should questions or concerns not be resolved with the instructor:

**Policy links:**
Changes to the Course Outline
Changes to the course outline will be made with the consent of the course instructor and students. Changes will be reviewed by the Associate Dean of the School for consistency with College policies.

Student Services:
Students are encouraged to explore the Services that RDC has to support them on the RDC Website, in Blackboard, and on the Loop. Click for the list of Services.

Please become familiar with what constitutes academic misconduct, as well as the consequences. Plagiarism involves submitting work in a course as if it were the student’s own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter’s own but in fact were created by someone else. The complete policies are available on the RDC Policies web site: Appeals: Formal Policy, Appeals: Informal Resolution Policy and Student Misconduct: Academic and Non-Academic Policy.

Changes to the Course Outline:

Important dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Add/Drop Date</th>
<th>Withdrawal Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>September 16, 2016</td>
<td>December 7, 2016</td>
</tr>
</tbody>
</table>

This course may be eligible for Prior Learning Assessment. Students should refer to the RDC Course Calendar for a list of excluded courses.

A plagiarism detection tool is used in this course.

Classroom Learning Resources may be available to students in alternative formats.

Students should be aware that Personal Counselling, Career, Learning and Disability Services are provided by RDC. Inquire about locations at Information Desk. Blackboard provides access to many areas that support student learning. Students may access these through the Learning Common tab in Blackboard. It is the student’s responsibility to discuss their specific learning needs with the appropriate service provider.