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## *Nursing and Health - Theory*

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### Nursing Studies

<b>Course Number:</b> NSG6001	<b>Co-Requisites:</b> N/A	<b>Pre-Requisites:</b> N/A
<b>Applicable Program(s):</b> 3019X01FWO - Academic Pathway for Practical Nurses	<b>AAL:</b> 1	<b>Core/Elective:</b> Core
<b>Prepared by:</b>	Nancy Lada, Professor	
<b>Approved by:</b>	Valerie Fiset, Chair, Nursing Studies	
<b>Approval Date:</b>	Tuesday, January 16, 2018	
<b>Approved for Academic Year:</b>	2017-2018	
<b>Normative Hours:</b>	25.00	

### Course Description

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The following five learning outcomes are highlighted: self-directed learner, critical thinker, effective communicator, evolving professional and knowledge worker. These learning outcomes are integral to nursing courses in the undergraduate curriculum. Students become familiar with the concepts underpinning these outcomes and relate these concepts to their professional experience.

### Relationship to Vocational Learning Outcomes

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This course contributes to your program by helping you achieve the following Vocational Learning Outcomes:

#### 3019X01FWO - Academic Pathway for Practical Nurses

- VLO 1 Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship. (CP,)

### Relationship to Essential Employability Skills

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This course contributes to your program by helping you achieve the following Essential Employability Skills:

EES 1	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A, CP,)
EES 2	Respond to written, spoken or visual messages in a manner that ensures effective communication. (CP,)
EES 4	Apply a systematic approach to solve problems. (CP,)
EES 5	Use a variety of thinking skills to anticipate and solve problems. (CP,)
EES 6	Locate, select, organize and document information using appropriate technology and information systems. (CP,)
EES 7	Analyze, evaluate and apply relevant information from a variety of sources. (CP,)
EES 8	Show respect for diverse opinions, values, belief systems and contributions of others. (CP,)
EES 9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (CP,)
EES 10	Manage the use of time and other resources to complete projects. (CP,)
EES 11	Take responsibility for one's own actions, decisions and consequences. (A, CP,)

## Course Learning Requirements/Embedded Knowledge and Skills

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When you have earned credit for this course, you will have demonstrated the ability to:

1.)

### RELATIONSHIP TO PROGRAM OBJECTIVES

The University of Ottawa Collaborative Bachelor of Science in Nursing program has developed five broad program outcomes that provide the foundation for professional nursing practice. The student will become a self-directed learner, an effective communicator, a critical thinker, an evolving professional and a knowledge worker. The definitions of these program outcomes are listed below.

#### Self-directed learner who:

A self-directed learner is one who directs and controls learning through the use of self-assessment of learning gaps, self reflection and evaluation, effective management of time, information and resources and critical thinking and appraisal. Patterson, C., Crooks, D., & Lunyk-Child, O. (2002). *Journal of Nursing Education*, 41 (1), 25-31.

- seeks appropriate resources to assist in meeting personal and professional learning needs
- develops research skills related to accessing sources of research (access library resources, web sites, data bases, etc.)
- engages in shared learning experiences (through small group work)
- exhibits openness to new learning experiences
- plots own achievement and strategies for improvement

#### 2.) Critical thinker who:

A critical thinker is one who engages in an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief or action. National Council for Excellence in Critical Thinking Instruction, 1992

- differentiates between types of research and ways of knowing
- articulates an awareness of client situations and varied settings in which nursing occurs

### 3.) Effective communicator who:

**An effective communicator is one who understands the complex cognitive, behavioural and cultural factors that influence communication and uses a broad range of communication skills. Arnold, E. & Boggs, K. U. (2003).**

**Interpersonal Relationships Professional Communication Skills for Nurses. (4th ed.). St. Louis, MO: Saunders.**

- identifies and communicates student concerns, issues and perceptions effectively
- distinguishes between therapeutic and nontherapeutic communication
- demonstrates academic writing skills according to APA style, including citing sources and understanding the significance of providing references (i.e. Plagiarism)
- utilizes information technology for literature searches, word processing, e-mail and Internet searches
- recognizes cultural and linguistic influences on communication

### 4.) Evolving professional who:

**An evolving professional is one who provides, facilitates and promotes the best possible professional service; continually acquires and strives to improve professional knowledge; and accepts accountability and responsibility for actions. Adapted from CNO Entry to Practice Competencies for Ontario Registered Nurses, March 1999 #41037.**

- expresses the desire to be a nurse, feel positive toward the profession and articulate possibilities of the profession
- identifies the compatibility of personal and professional attributes
- discusses the discipline of nursing as a health care option, its historical evolution, theoretical development and research

### 5.) Knowledge worker who:

**A knowledge worker is one who provides non-repetitive and non-routine work that entails substantial levels of cognitive activities and theoretical knowledge. The core activity of knowledge work is critical thinking and the outcome is shared expertise. Drucker, P. (1993). Post capitalist society. New York: Harper Business Publishers.**

- compares and contrasts various definitions and models of health
- explains the components of the ecosystem as determinants of health
- understands the determinants of health and describes the impact on individuals
- describes the attributes of a nursing client and settings where clients may be located (normal, healthy, risk, morbidity)
- understands and uses selected concepts; health/illness continuum, levels of prevention
- describes and understands concepts of the nursing paradigm- person, health environment and nursing.

## Learning Resources

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In the course a variety of resources will support your learning. They may include but are not limited to

Recommended:

Health Nexus and Ontario Chronic Disease Prevention Alliance (2008). Primer to action: Social determinants of health. Toronto, 2008. Available on-line at [www.healthnexus.ca/projects/primer.pdf](http://www.healthnexus.ca/projects/primer.pdf) or [www.ocdpa.on.ca](http://www.ocdpa.on.ca)

Potter, P., Perry, A., Ross Kerr, J C., Woods, M., Astle, B.J. & Duggleby, W. (2014). Canadian fundamentals of nursing. (5th ed.) Toronto: Elsevier.

Schwartz, B., Landrum, E., & Gurung, A. (2017). An Easy Guide to APA Style (3rd ed.). Los Angeles, CA: Sage.

External links or additional readings as posted on blackboard site

Supplemental

American Psychological Association. (2001). Publication Manual of the American Psychological Association. (6th ed.). Washington, DC: Author.

## Learning Activities

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Discussion, Lectures, Group Work, Essays, Audio visual presentations, Oral Presentation

## Evaluation/Earning Credit

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The following list provides evidence of this course's learning achievements and the outcomes they validate:

Essay(s) (Pass/Fail)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 2, EES 6, EES 9, EES 10, EES 11

Written Assignment(s) (Pass/Fail)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 1, EES 2, EES 4, EES 5, EES 6, EES 7, EES 8, EES 9, EES 10, EES 11

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

## Prior Learning Assessment and Recognition

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Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio

## Grade Scheme

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GPA is not calculated. A student who achieves a "P" in this course may progress in his/her program.

## Other Information

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Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

## Course Related Information

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Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer or credit to other educational institution

### RELATIONSHIP TO BScN PROGRAM OBJECTIVES

The University of Ottawa Collaborative Bachelor of Science in Nursing program has developed five broad program outcomes that provide the foundation for professional nursing practice. The student will become a self-directed learner, an effective communicator, a critical thinker, an evolving professional and a knowledge worker. The definitions of these program outcomes are listed below.

1. A self-directed learner is one who directs and controls learning through the use of self-assessment of learning gaps, self reflection and evaluation, effective management of time, information and resources and critical thinking and appraisal. Patterson, C., Crooks, D., & Lunyik-Child, O. (2002). *Journal of Nursing Education*, 41 (1), 25-31.
2. . An effective communicator is one who understands the complex cognitive, behavioural and cultural factors that influence communication and uses a broad range of communication skills. Arnold, E. & Boggs, K. U. (2003). *Interpersonal Relationships Professional Communication Skills for Nurses*. (4th ed.). St. Louis, MO: Saunders.
3. A critical thinker is one who engages in an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief or action. National Council for Excellence in Critical Thinking Instruction, 1992.

4. An evolving professional is one who provides, facilitates and promotes the best possible professional service; continually acquires and strives to improve professional knowledge; and accepts accountability and responsibility for actions. Adapted from CNO Entry to Practice Competencies for Ontario Registered Nurses, March 1999 #41037.

5. A knowledge worker is one who provides non-repetitive and non-routine work that entails substantial levels of cognitive activities and theoretical knowledge. The core activity of knowledge work is critical thinking and the outcome is shared expertise. Drucker, P. (1993). Post capitalist society. New York: Harper Business Publishers.

## Program Related Information

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### 3019X01FWO - Academic Pathway for Practical Nurses

#### Privacy Statement

I understand that within my course of study, I may have access to personal information, which may include personal health information (PHI) belonging to clients of Algonquin College's community partner agencies. Furthermore, I understand that I am responsible for the safekeeping of any personal information in my custody, and that I am accountable to the College for my actions in respect of this information. I agree that I will treat all personal information to which I have access as confidential, that I will access only that information which is needed for the purposes of my studies, and that I will not disclose this information, electronically, verbally or otherwise, for any other purpose.

I understand that a breach of this agreement may lead to academic discipline up to and including my removal from the program, and may further expose me to liability for breach of statute, including the Ontario Personal Health Information Protection Act (PHIPA).

## College Related Information

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### Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

### Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

### **Retroactive Accommodations**

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

### **Academic Integrity & Plagiarism**

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

### **Student Course Feedback**

It is Algonquin College's policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

### **Use of Electronic Devices in Class**

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

### **Transfer of Credit**

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

**Note:** *It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at <http://www.algonquincollege.com/policies/>*

## **Legend**

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### **Terms**

- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency

- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

**Assessment Levels**

- T: Taught
- A: Assessed
- CP: Culminating Performance