



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

**Foundational Concepts of Professional Nursing Practice
N1040/NRSG-7105**

Course Professors:

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Foundational Concepts of Professional Nursing Practice N1040/ NRSG-7105

Calendar Description:

Students critically examine the historical development of nursing and the framework for Registered Nursing practice, including the philosophical, theoretical, and ethical tenets of the role. Using a variety of theories and conceptual frameworks, students acquire an understanding of how individual values, beliefs, perceptions, and experiences influence perspectives and nursing practice.

Short Title: Nursing Practice Foundations

Prerequisite(s): Registration in Year 1 of the Western-Fanshawe Collaborative BScN Program

Extra Information: 3 lecture hours

Course weight: 0.50

Expanded Description:

Being and becoming a nurse involves developing knowledge, skill, artful and reflective practice, and an understanding that being a professional nurse is a commitment to lifelong learning and reflexivity. Students will critically examine the historical development of nursing and the framework for current Registered Nursing practice, including the philosophical, theoretical, and ethical tenets guiding nursing practice. Using a variety of theories and conceptual frameworks, students will acquire an understanding of how individual values, beliefs, biases, and experiences influence one's perspectives and nursing practice and problematize their own position to norms, power, and privilege. Students will begin to explore how socio-cultural, political and historical systems have shaped their identities and throughout this course will begin to consider a professional identity grounded in a nursing disciplinary lens. How nurses think and what nurses bring to the domain of human experience in health and illness will be discussed through case studies, guest speakers and interactive activities. Drawing on professional nursing bodies, nursing students will gain an understanding of the core values and principles that constitute nursing's professional and unique disciplinary angle of vision.

Course Learning Outcomes:

Successful students will be able to:

1. Examine how the historical development of the nursing profession has influenced current nursing practice in the healthcare system.
2. Demonstrate how diverse perspectives and the role of theory are used in the profession of nursing and nursing practice.
3. Research how the nursing mandate, including ways of knowing, values and professional roles, influences client care in the 21st century.

4. Recognize the value of using critical thinking, relational practice, the therapeutic nurse-client relationship, and client-centred care as core nursing practices.
5. Explain how professional nursing bodies regulate and support nurses and the public to ensure competent, safe, legal and ethical practice.
6. Critically examine how values, beliefs, and assumptions shape the formation of one's professional nursing identity.
7. Explore how beginning nurses work within interprofessional teams.

Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course

List examples of competencies that are *most* relevant to the course by number (i.e., #1.1,2.5,3.2, etc.)

1. Clinician: 1.22, 1.26, 1.3
2. Professional: 2.2 2.4 2.5 2.6 2.7 2.9 2.12
3. Communicator: 3.3 3.5
4. Collaborator: 4.3 4.4 4.5
5. Coordinator:
6. Leader: 6.1 6.3 6.6 6.9 6.10
7. Advocate: 7.3 7.4 7.11 7.14
8. Educator:
9. Scholar: 9.1 9.2 9.3 9.8

Course Materials:

Required: No required textbook

Recommended:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed.). American Psychological Association.

General Process

Following the BScN program policy manual, weekly attendance to class is mandatory and necessary to ensure success in the course. Students must ensure they do not make appointments during class and lab times by referring to their semester's class/course schedule to ensure they attend all classes. Please refer to the BScN program policy manual to learn about general attendance expectations and the process to follow when absence from class is necessary due to extenuating circumstances. Students are responsible for knowing the attendance policy and following due process if they need to be absent from a class/lab due to an extenuating circumstance.

Students are expected to do the weekly course required readings found in the LAs in preparation for class and lab every week. **Students are responsible for searching and reading all the required course weekly readings using the links provided in learning activities, powerpoints, and on course site.** Library services are available at Fanshawe and Western. In accordance with copyright law, faculty will post any required readings that are not easily available to students via the links and library resources. If you are unsure about how to access the resources, you must contact IT regarding FOL or the library to obtain the necessary assistance.

Students must check the FOL course site often to ensure they are up to date with course related information. **Correspondence with the course professor MUST take place within the FOL course email system.** Do not use personal or other email accounts to communicate with faculty.

Opportunities to Demonstrate Learning

Students are responsible and expected to read all the information about assignments found on the syllabus, as well as all the relevant content about assignments and marking rubrics posted on FOL including weekly ppt class content. Important assignment information will also be discussed during class by the course professor. If any information about assignments is still not clear, students must clarify their understanding with the professor well ahead of due dates during class time. Emails should not be used to teach-learn and clarify assignments or class content. Students must use class time to discuss assignment information and course content with the professor to avoid possible misunderstandings that can lead to loss of assignment marks.

Email the course professor to set-up an appointment and discuss any challenges in the course and with assignments. Emails will be checked and answered Monday to Friday from 0800-1700; please allow 48 hours for a reply Monday to Friday from 0800-1700. Students must make sure they are comfortable using FOL before submitting assignments. They must contact IT, helpdesk, or the Fanshawe ambassador about any challenges including assignment submission. Therefore, students must allow enough time so they submit assignments on time to FOL and avoid late penalties in case they need to contact IT regarding any challenges they may encounter with their submissions.

Submit assignments to FOL following the instructions regarding the correct files you must submit (**word files, jpgs, PDF depending on the assignment**). **FOL is not compatible with any apple products.** Contact IT if you use apple to get FOL compatible programs.

Weekly classes and required course readings will help students to prepare assignments. However, students are responsible for organizing their time as well as doing the necessary research and finding resources (ie. consulting with the librarian and writing center staff) to meet their learning needs in order to be successful completing assignments.

Policies

All policies related to assignments are found in the [Undergraduate BScN Programs Manual](#) on the Fanshawe College web site and it is also located in the Virtual Home Room at Fanshawe <https://www.fanshaweonline.ca/d21/home/101482>. Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Students are responsible for negotiating alternative due dates for assignments—due to extenuating circumstances—with the course professor before due dates. Late penalties start to accumulate on the date and time an assignment is due. Missed assignments are automatically given zero by FOL. *If students do not submit an assignment, the student is responsible for contacting the course professor (via email/FOL) and follow-up regarding the missed assignment and missed due date/negotiated extension.* Students are responsible for making sure they submit the correct assignment (FOL compatible) file by the due date and time to the correct FOL assignment dropbox to be evaluated. Faculty are not responsible for inquiring about missed, incomplete, and empty assignment file submissions. Missed and empty assignment file submissions will automatically be assigned zero marks. Incomplete work will be evaluated accordingly.

Methods of Evaluation

Percentage of Course Grade*	Assignment Name	Due
20%	Nurse in History Instagram Post	Week 3 Monday September 25 th 11:59 pm
25%	In class case study: Critical thinking and clinical judgment Simulated Patient (SP) in groups	Week 5 End of day of class Tuesday Oct. 10 th by 11:59
25%	Email/Letter or video recording - future nurse self - What have I learned that about that I feel is important to the kind of nurse I want to be?	Week 9 Friday Nov. 10 th 11:59 pm
30%	Reflection Assignment – Students are to choose a topic from the course that they were uncomfortable with and reflect on why this was difficult for them and how they have learned and grown.	Week 12 Friday Dec. 1 st 11:59 pm

1. Nurse in History Instagram Post

(relates to Course Learning Outcome #1, 6)

The purposes of this assignment are for you to:

- Research and learn about a nurse in history from a racialized group (Canadian or anywhere in the world)
- Create an Instagram post that highlights the societal barriers/challenges the nurse experienced (gender, race, socio-economic status, education, language, disability) and their accomplishments.

Full description

Create a post of a racialized nurse (Canadian or anywhere in the world) in history. Research content using list of resources posted, librarian, or your own search. Choose a photo, quote, or image that speaks to you about this nurse (No Reels). Please do not choose Mary Seacole because Mary will be discussed in class. Can be a non-Canadian nurse.

Instructions -Write a caption describing a little about the nurse. Be sure to answer the following two bolded questions:

***Describe the societal barriers/challenges the nurse experienced (i.e. gender, race, socio-economic status, education, language, disability) and their accomplishments?**

***Why do you think this nurse is an inspiration for nurses today?**

In your post, you may include other interesting information about the nurse such as their area of expertise or the nurse's aspirations or values as you keep within the word limit (500 words).

Students do not have to follow APA for the body of this assignment however, do have to follow APA for references (2 references minimum required)

Students may include hashtags, but they are not required. Hashtags will not be counted as words.

Submission -Submit by the deadline to the course submission folder entitled "Nurse in History Instagram post". (Please do not post on social media until this assignment is marked)

1. Submit a screenshot of the Instagram post (picture and caption)

OR If you do not want to create on your own Instagram or if you do not use Instagram, you may submit a word document of the invented post (picture and caption).

Include references/resources according to APA 7th edition at the end of the post (2 references minimum).

2. Critical Thinking Group Case Study (25%)

(relates to Course Learning Outcome #2, 4 and 5)

The purposes of this assignment are for you to:

- explore the meaning of critical thinking and critical inquiry in nursing practice regarding a client situation
- engage in group work and work collaboratively as you try to meet a client's needs

Due Week 5 at the end of the class day by 1159

Working in groups, students will complete the assignment following an Simulated Patient (SP) interview during class. At the end of class, each group will submit a summary using the assignment template posted on FOL (word file).

Assignments must be uploaded to the correct assignment dropbox on FOL by 2359 by **1** group member. Although only 1 person in the group needs to submit the work on behalf of the group, all group members are responsible for the work submitted for marking. Therefore, everyone in the group is responsible for making sure the correct assignment files are submitted for marking on the due date and time. The assignment must include the first and last name of each student in the group (organize surnames alphabetically). Write [ABSENT] besides any group members who did not collaborate on the assignment. In order to get full group work marks, students must be present during class and collaborate with the group work.

3. Video/Email/Letter to my future self (25%)

(relates to Course Learning Outcomes # 1-6)

For this assignment, students can choose one of the two (A and B) following options:

A) Voice Recording to yourself

Students can record (and submit to faculty) a message to themselves using the FOL recording option in the assignment dropbox (maximum 4 minutes). In your message, include:

- a) Your thoughts and feelings about the program so far and how you've managed
- b) Challenges you've overcome/are working on
- c) 2 key things you have learned about nursing
- d) 2 key strengths you have developed or would like to develop as a person/nurse
- e) Message of encouragement to "keep going because you've got this" 👍

Since this is a message to yourself, you can use an informal approach but remain somewhat professional. Your message will only be heard by your faculty and will not be shared with anyone to respect your privacy and confidentiality.

B) Letter to yourself

Students can write a letter to themselves, maximum 500 words, double spaced, and submit to the assignment dropbox as a **word file**. Write the assignment due date, address it to yourself, and use sentences-paragraphs. NO need to use APA 7th ed. or references. In your letter, include:

- a) Your thoughts and feelings about the program so far and how you've managed
- b) Challenges you've overcome/are working on

- c) 2 key things you have learned about nursing
- d) 2 key strengths you have developed or would like to develop as a person/nurse
- e) Message of encouragement to “keep going because you’ve got this” 👍

Since this is a letter to yourself, you can use an informal approach but remain somewhat professional (no swearing). Use sentences and paragraphs. Your letter will only be read by your faculty and will not be shared with anyone to respect your Privacy & Confidentiality.

4. Reflection Assignment (30%)

(relates to Course Learning Outcomes #1-6)

The purpose of this assignment is for you to reflect on a topic or concept in the course that has made you uncomfortable. The topic/concept may have made you uncomfortable because it was something new for you, or because you feel you should have known about it. You may have felt uncomfortable because the topic/concept conflicts with your own personal values/beliefs. Perhaps learning about the topic/concept uncovered feelings of discomfort or made you really think, and/or think differently.

Due Date: Week 12

For this assignment, students can choose one of the two (A and B) following options:

Choose A or B

You can choose one of the following options to complete this assignment:

A. Written reflection

Or

B. Aesthetic representation

A. Written reflection (4 sections- Introduction, Description, Reflection, Conclusion)

The written reflection must be approximately 4 pages in length (1000 words), double-spaced, and formatted according to APA (7th edition). Include a separate cover page (APA). Include references according to APA on a separate reference page. Further details will be posted on the course site.

B. Aesthetic Representation: An aesthetic representation can be an artistic representation of your reflection on a concept/topic that has made you uncomfortable.

You can choose to create a piece of art, write a poem, write a song, create a dance, or create something visual using photography. Students can choose other forms of aesthetic representation, however, please discuss with your course faculty.

Aesthetic representations must also include a written component that explains the aesthetic representation. This written component should be 750 words maximum in length, double-spaced, use paragraphs, and format according to APA (7th edition). Include a separate cover page according to APA. Include references on a separate reference page. Further details will be posted on the course site.

Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on Sakai in the Undergraduate Student Information (<https://owl.uwo.ca>), and for Fanshawe students Online in the Collaborative Program virtual homeroom at www.fanshaweonline.ca

Scholarly Requirements

In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the seventh edition of the Publication Manual of the American Psychological Association (2020), which includes guidelines for both content and format. In addition, all other writing will follow APA (7th ed.) format when citing or referring to an author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Western University and Fanshawe College use a sophisticated AI writing detection solution by Turnitin.com to verify originality. Students may be asked to submit written assignments through this web-based tool. Students may be required to submit written assignments through this web-based tool.

Upon submitting the assignment at Turnitin.com, the student will receive a report. It is the responsibility of the student to review their Turnitin report prior to the final submission.

Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. It is considered plagiarizing when inserting a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to them.

It is also considered plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else.

It is self-plagiarising when you reuse all or part of an assignment that you previously submitted in any course.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University, Fanshawe College or elsewhere.

Late Submission of Assignments

All assignments are to be submitted by the due dates, unless an extension has been granted by the course instructor. If a requests an extension, it is the student's responsibility to negotiate an extension with their academic counsellor (Western site) or faculty member (Fanshawe site)

prior to the due date. This request should not be sent directly to the course instructor. If an extension is not negotiated and the assignment is not submitted on time, there will be a five percent (5%) deduction of the grade per calendar day, to a maximum of ten days. This deduction also included the day the assignment is handed in. After the ten (10) calendar day period, faculty will not grade the assignment.

Attendance Policy

Attendance at all clinical learning experiences is mandatory. Students are responsible for monitoring their own health and protecting others from communicable illness by staying home when ill, however there are limited opportunities to make-up missed clinical learning experiences.

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about topics such as, but not limited to:

- peers
- class activities/discussion
- laboratories
- simulated clients (SPs) or simulations
- communications with staff and professors

Students who post content on social media that is cause for concern will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behavior may compromise a student's standing in the program.

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options to obtain help.

MentalHealth@Western http://uwo.ca/health/mental_wellbeing/

Fanshawe College iCopeU <http://icopeu.com/fanshawe/home.html> and Counseling Services <http://www.fanshawec.ca/counselling/>

Student Safety

Please refer to the [Undergraduate BScN Programs Manual](#) section on Student Safety Concerns.

Foundations: Weekly Class Schedule

Week	Topic	Details of the Topic	Weekly Learning Objectives	Course learning Outcome	Assessment and Evaluation
1	Becoming a Nurse Sept. 12	<p>What has shaped one’s view of nursing?</p> <p>Explore preconceptions and stereotypes about nursing (i.e. caring and gender stereotypes, hero narrative) and discuss how stereotypes hinder nursing</p> <p>Critically examine values, beliefs, biases, and stereotypes</p> <p>Activity – Positionality</p>	<p>Examine oneself and positionality.</p> <p>Critically reflect on preconceptions and stereotypes about nursing.</p> <p>Critically examine values, beliefs, biases, and stereotypes and one’s own positionality</p> <p>Explore the formation of personal and professional identity</p>	6, 7	
<p>Class Reading(s): Tatum, B. D. (2000). The complexity of identity: “Who am I?. In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism (pp. 9-14). New York: Routledge.</p>					
2	Becoming a nurse: History of Nursing Sept. 19	<p>History of nursing</p> <p>Culture of healthcare and nursing practice</p> <p>Explore the history of black, Indigenous and racialized nurses in Canada</p>	<p>Examine the history of nursing and the ‘whiteness’ of nursing</p> <p>Examine the “culture” of health care and the medicalization of nursing</p>	1, 5, 7	

<p>Class Reading(s): https://nursingcliclo.org/2021/02/04/moving-beyond-florence-why-we-need-to-decolonize-nursing-history/</p>					
3	<p>Becoming a nurse: Thinking about and with theory Sept. 26</p>	<p>Nursing as a science and an art.</p> <p>Ways of Knowing/Patterns of Knowing in nursing practice.</p> <p>Knowledge, knowledge justice, expertise, and unique nursing knowledge.</p>	<p>Appreciate the historical development of thought related to nursing practice</p> <p>Define and differentiate patterns of knowing in nursing and including Indigenous knowing</p> <p>Explore the dual nature nursing (e.g., the art and science nursing</p> <p>Introduce the values and principles that guide nursing knowledge development and nursing practice (CNA, 2017)</p> <p>Describe challenges inherent in theorizing about nursing practice</p>	2, 3	<p><i>History of Nursing Instagram Post Due (20%) September 25th 11:59 pm</i></p>
<p>Class Reading(s): Reynolds Turton, C. (1997). Ways of knowing about health: An Aboriginal perspective. <i>Advances in Nursing Science</i>, 19(3), 28-36.</p>					
4	<p>Becoming a nurse:</p>	<p>Underpinnings of the W-F program</p>	<p>Explore nursing as a health equity and</p>	1, 2, 3	

	Nursing today: Social justice mandate of nursing Oct. 3	The nursing mandate (social justice, equity advocacy, inclusivity) Power and privilege within healthcare and the health care hierarchy Intersectionality Activity – Self Care Contract	social justice movement Introduce intersectionality		
<p>Class Reading: https://www.nursingtimes.net/roles/mental-health-nurses/reimagining-mental-healthcare-by-looking-through-an-intersectional-lens-22-05-2023/</p>					
5	Becoming a nurse: Critical thinking and clinical judgment Oct. 10	Understanding and applying critical thinking and knowledge in nursing What are thinking skills (i.e. reflection, and self-awareness)? The science of clinical reasoning (Benner) Compare Tanner’s model and Caputi’s method	Compare definitions of critical thinking, clinical judgement and clinical reasoning. Compare models/methods of critical thinking in nursing Explore the meaning and application of critical thinking. Apply critical thinking to a case study.	3, 4, 7	<i>In class case study (25%) Due Tuesday October 10th at 11:59 pm</i>
<p>Class Reading(s):</p>					
6	Becoming a nurse: Cultural humility,	Have you ever assumed something was a certain way,	Explore the meaning of assumptions and	1, 2, 5, 6,	

	<p>reflection and reflective practice Oct. 17</p>	<p>only to find out your assumptions were wrong? How assumptions are formed and shape one's thinking</p> <p>How do assumptions shape what one believes to be true? Are assumptions based on truth, experience, others' advice, or one's culture?</p> <p>What is culture? Stereotypes, biases, and stigma?</p> <p>Cultural humility and cultural safety Reflection, reflective practice and critical reflection. Activity - PEP Module Reflective Practice</p>	<p>how they shape one's thinking and actions.</p> <p>Consider how culture is understood in predominantly Western societies, including Canada.</p> <p>Consider the implications of using cultural safety and cultural humility to culture in nursing and health care</p> <p>Distinguish between reflection, reflective practice, and critical reflection.</p>		
<p>Class Reading(s): Varcoe, C., Browne, A. J. & Kang-Dhilion, B. (2020). Culture and cultural safety: Beyond cultural inventories. In D. Gregory, C. Raymond-Seniuk, L. Patrick, & T. Stephen (Eds.), <i>Fundamentals: Perspectives on the art and science of Canadian nursing</i> (pp. 242-261). Wolters Kluwer</p>					
7	<p>Being a nurse: Approaches to nursing practice Oct. 24</p>	<p>The relationship between strengths-based care and a deficit-based approach to care</p> <p>Relational Inquiry – An approach to nursing practice</p>	<p>Distinguish the similarities between SBN, Relational Inquiry and TVIC as approaches to being a nurse and nursing practice.</p>	2, 4	

		Trauma and Violence and Healing Informed Care	<p>Being a Nurse: Compassionate, Curious, Committed, Competent, Non-judgmental</p> <p>Explore how Trauma-and violence-informed care (TVIC) creates safety by understanding the impacts of trauma on health and behavior, and the intersecting impacts of structural and interpersonal violence</p> <p>Reflect on the personal meaning and relevance of relational inquiry as an approach to nursing practice</p>		
<p>Class Reading(s): Doane, G. A. & Varcoe, C. (2021). How are nursing obligations determined? The 5 C's supporting relational inquiry. In G. H. Doane & C. Varcoe (Eds.), <i>How to nurse: Relational inquiry in action</i> (2nd ed., pp. 117-159). Wolters Kluwer.</p>					
<p>Week 8 READING WEEK October 30- November 3</p>					
9	<p>Being a nurse: The Therapeutic Nurse-Client Relationship Nov. 7</p>	<p>The helping relationship The therapeutic nurse-client relationship – Trust, Respect, Empathy, Professional Intimacy, Power</p> <p>Client-centred care</p>	<p>The therapeutic nurse-client relationship is the core of nursing and involves trust, respect, professional intimacy, empathy, power</p> <p>Explore how client/patient-</p>	2, 3, 4	<p><i>Video/email to my future nurse self November 10th 11:59pm (25%)</i></p>

		Define caring, empathy within the TNCR.	<p>centered care as the practice of caring for patients (and their families) in ways that are meaningful and valuable to the individual patient.</p> <p>Identify significant features and therapeutic outcomes of nurse-patient helping relationships</p> <p>Identify the eight dimensions of patient-centred care: patients' preferences, emotional support, physical comfort, information & education, family & friends, access to care, coordination of care, continuity & transition</p>		
<p>Class Reading(s): CNO – Therapeutic Nurse-Client Relationship</p>					
10	Being a nurse: Professional nursing Nov. 14	<p>What does it mean to be a professional?</p> <p>How is power implicated in being a professional? Benner's novice to expert</p> <p>Why do some equity deserving people not see themselves in the</p>	<p>Critically explore the meaning of being a professional.</p> <p>Explore the meaning of a professional identity.</p> <p>Examine the meaning of power and how power is implicated</p>	3, 5, 7	

		traditional notion of being a professional?	within professional relationships.		
Class Reading(s):					
11	Being a nurse: Ethical and legal responsibilities of nursing practice Nov. 21	<p>What nurses must, should, and ought to do in their practice.</p> <p>Self-governance and the impact of professional, ethical and legal responsibilities of nursing practice (Regulated Health Professions Act, Scope of Practice, Practice Guidelines, Code of Ethics)</p> <p>An introduction to the professional standards of nursing practice</p> <p>Entry to practice competencies (roles of nurses)</p> <p>What does the scope of practice for a registered nurse look like in Ontario? What types of activities can registered nurses do, and what can't they do?</p>	<p>Describe the work of nurses.</p> <p>Describe the purpose of professional regulation and self-regulation.</p> <p>Identify the ways regulatory bodies influence what you need to learn by the time you graduate to be eligible for registration.</p> <p>Describe a registered nurse's scope of practice.</p>	3, 5	
Class Reading(s):					
12	Being a nurse: Ethical and safe practice Nov. 28	Meeting professional, ethical, and legal responsibilities of RNs.	Explain the relationship between ethics and	3, 5	Reflection Assignment (30%)

		Ethics and boundaries in the therapeutic nurse-client relationship Describe ethical principles in nursing and examine ethical dilemmas.	professional nursing practice. Explore morals and ethical issues in nursing. Describe ethical principles in nursing and examine ethical dilemmas.		Dec 1st 11:59 pm
Class Reading(s):					
13	Being a nurse: Nursing leadership Interprofessional Team Dec. 5	What makes a good leader? Are you a leader? Why are nursing leaders critical in today's health care environment and interprofessional teams?	Discuss why nurses are leaders? Discuss interprofessional collaborative practice Discuss the current tensions within nursing leadership? Explore the professional nursing discourse of nursing leadership	1,4,5,6,7	
Class Reading(s):					

Required Learning Resources

- No textbook required for this course
- Learning activities will be posted online each week.
- Readings will either be posted or found online.

Recommended Learning Resources

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th ed., revised). American Psychological Association.

Undergraduate Program Site

All students are required to visit the Undergraduate Program Site and be familiar with its contents. The Undergraduate Program Manual and full list of School of Nursing Policies can be accessed under content on the Collaborative Nursing Program Homeroom site (NSG3-HR) on Fanshaweonline/FOL here (requires login to FOL):

Program Manual:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/12227152/View>

School of Nursing Policies:

<https://www.fanshaweonline.ca/d21/le/content/101482/viewContent/13885634/View>

On Western's system here (requires login to UWO learning management system/OWL):

<https://uwoca.sharepoint.com/sites/NursingUndergraduateInformation?e=1%3A9bcb11eb675d42f1867e859267a302ae&CT=1690304572539&OR=OWA-NT&CID=d6022dc4-883c-f129-18eb-4f2f5576da36>

Attendance

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

Assignments

All assignments must be submitted by the due date. Assignments must be submitted in Microsoft Word format and NOT as PDFs. If a student has grounds for an extension or other accommodation due to medical, academic, or compassionate reasons, accommodation must be sought PRIOR to the assignment due date, or as close to as possible. Students should contact their Academic Advisor (Western) or Course Lead (Fanshawe) for guidance ASAP.

Scholarly Requirements

All scholarly writing will follow the 7th edition of the *Publication manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

Artificial Intelligence (AI)

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry and allows them to produce original written contributions.

Review of Graded Assignments

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support:

Fanshawe (select Fanshawe Library Learning Commons):

<https://www.fanshawec.ca/students/support/academic-support>

Western: (<http://writing.uwo.ca/>)

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/> or <http://www.fanshawec.ca/appeals>).

Electronic devices

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of social media, internet, and handheld devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

Social Media

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director (Western) or Associate Dean (Fanshawe). Such behaviour may compromise a student's standing in the program.

Mental Health

Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> or Fanshawe Health and Wellness <https://www.fanshawec.ca/students/support/health-wellness/counselling> for a complete list of options for obtaining help.