



**I. COURSE DESCRIPTION:**

The student will utilize advised critical thinking skills in the fulfilment of praxis. Students will explore a variety of nursing theories and integrate a theory of their choice in their nursing practice situation. Collaboratively with peers and facilitator, the student will synthesize a multidimensional health challenge from the practicum experience into a holistic plan for care. Nursing inquiry, its concepts, methodology and applications will be explored.

**II. LEARNING OUTCOMES:**

Upon successful completion of this course, the student will have reliably demonstrated the ability to:

1. utilize advanced critical thinking individually and in seminar groups in researching, analyzing and integrating the course concepts.
2. analyze applicable nursing theories and integrate one into a nursing practice situation.
3. apply quantitative and qualitative research methodology to answer a nursing research question.
4. discuss the implications of nursing inquiry to nursing practice and health outcomes.
5. understand and respond with caring to the multidimensional health challenges experienced by persons cared for in practicum.
6. value the dialogues and interactions that take place in small groups.

**III. TOPICS:**

Concepts:     Nursing Theories  
                  Nursing Inquiry-Research  
                  Multidimensional Health Challenges

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Glendon, K.J., Ulrich, D.L. (2001). *Unfolding case studies: Experiencing the realities of clinical nursing practice*. Upper Saddle River, NJ: Prentice Hall

Smeltzer, S.C. & Bare, B.G. (1999) *Brunner and Suddarth's textbook of medical-surgical nursing*. (9th ed), Toronto: Lippincott

Multidimensional Health Challenges. (Handout)

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

***Recommended Resources:***

Langford, R.W. (2001). *Navigating the maze of nursing research*. Toronto: Mosby.

Ross-Kerr, J., Wood, M. J. (2002). *Canadian nursing issues and perspectives*. (4th ed.). Mosby.

Kozier, B., Erb, G., Blais, K., Wilkinson, J. (1998). *Fundamentals of Nursing: concepts, process and practice*. (5<sup>th</sup> ed.). Don Mills: Addison Wesley.

Pagana & Pagana (1997). *Mosby's diagnostic and laboratory test reference*. (4<sup>th</sup> ed.). Toronto: Mosby.

Porth, C. (1998). *Pathophysiology: Concepts of altered health states*. Philadelphia: Lippincott.

**Additional Resources**

George, J. (2002). *Nursing theories*. (5<sup>th</sup> ed.). Saddle River, New Jersey: Prentice Hall.

Polit, D.F., Beck, C.T., Hungler, B.P. (2001). *Essentials of nursing research*. Philadelphia, PA: Lippincott.

Nursing Diagnoses Text

Nursing Journals in the Learning Resource Centre

Internet

It is an expectation that students will access the Library and Learning Resource Centre texts and journals, newspapers/media and the Internet.

V. **EVALUATION PROCESS/GRADING SYSTEM:**

Tests/examinations/assignments must be written/submitted at the time specified.

Requests for adjustments to that schedule must be made before the test/exam/assignment date to the faculty member. Failure to do so will result in a mark of "0", unless an illness/emergency can be proven with appropriate documentation at no cost to the college.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. **The pass mark for the course is 60%.** The course mark may be composed of assignments, papers, reflective journals, individual and group presentations and tests. Marks will be assigned as follows:

Nursing Theories	25%
Nursing Inquiry/Research	25%
Multidimensional Health Challenges	50%

2. Refer to the "Student Success Guide" for policies relating to assignment and examination procedures.

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

**VI. SPECIAL NOTES:**

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.