SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Professional Growth II

CODE NO. : NUR305   **SEMESTER:** 5

PROGRAM: Nursing

AUTHOR: Linda Tozer-Johnston

DATE: Sept/2001   **PREVIOUS OUTLINE DATED:** Sept/00

APPROVED:

_____   _____
                               DEAN   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): NUR201, NUR210, NUR219

HOURS/WEEK: 4

I.   COURSE DESCRIPTION:

Professional Growth II builds on Professional Growth I and focuses on advanced aspects of professionalism that influence the practice of nursing. In this course, you will explore and analyze your professional self along new dimensions and continue to enter the lived experience of the professional nurse. Nursing is a dynamic and intuitive process, and so you will be expected to demonstrate critical thinking, caring, and self-reflection as you examine the constructs of professional growth.

You will utilize nursing informatics to improve access, transmission, and management of health care information. This will involve exploring new technologies and hospital-based computer applications. Computer knowledge assists you to manage new information in our fast paced knowledge rich age but there are attendant legal, moral and professional issues that have emerged which we will examine.

The many layered systems that impact the profession of nursing include government, health care and professional organizations. You will experience the interrelationships that exist among nurses, have the opportunity to interact within the systems that influence the role and practice of the nursing profession, and get a sense for/observe the dynamic relationship among the systems.

Your understanding of the bureaucratic structures of government and the health care system will help you define your professional role and practice. You will analyze relevant legislative acts which empower and control nursing. Your developing political awareness will be fostered by exploring the development of social change movements, such as the feminist movement.

In first year you may have been successful in designing and making a personal change. In this the third year, your experience of personal change will help you to work for change in the health care environment. Your developing knowledge of the regulations of government and nursing organizations, and understanding of power, both formal and informal, will develop your capacity for political activism. You will examine the political and operational aspects of change and will be empowered with the understanding of how to make a difference.

Nursing systems include patterns of nursing care, nurse practice settings and entrepreneurship. You will learn about the systems that nurses have developed to manage their practice effectively and efficiently. You will examine non-traditional nurse practice settings. You will also explore the how and why of the developing entrepreneurial spirit in nursing and look at the business practices and government regulations which would effect your independent nursing practice.

The concepts described above regarding nurse relationships and the systems under which we practice lead to the development of professionalism. These external concepts, however, are only a portion of professionalism. There are also personal/intrinsic characteristics that will provide balance to your experience of professionalism. Your learning about socialization into the graduate role could include preceptor/mentorship, transition from novice to expert nurse, and personal and professional excellence through adoption of life-long learning.

I.   COURSE DESCRIPTION (Continued)

Thinking as a professional nurse and developing a personal commitment to the profession of nursing is the ultimate end-in-view. If you develop professional attributes, you will be a change agent for health consumers and will help to transform nursing and the health care system.

Your understanding of the workings of government and nursing systems, will facilitate the development of strategies to work the system to change the environment, and be reality based in your problem solving. You will utilize computer technology in learning nursing informatics as a tool to improve your access to and utilization of health care information. Your critical analysis of major trends and issues in health care will give you a clear understanding of some of the problems in the system and a clear vision of what to do. The motivation, knowledge and skill to act is known as enabling.

As the ethical and moral basis of all interactions between nurses and clients is caring, you will critically examine how this concept relates to how nurses become committed professionals as you internalize the commitment that is inherent to caring. As you think through the concepts in Professional Growth II, we hope you will hear the internal call to care that motivates us to engage in political action as change agents for the profession of nursing and the health care system. You will learn where your influence is best placed with its inherent implications for how you could and should best practice nursing.

In learning to identify subtle and overt barriers to change, you will formulate problems and decide how to overcome them. In overcoming even a small part of the problems we identify, there is the possibility that a transformation process will be ignited and thus the chosen direction of growth becomes accelerated. When we, individually and collectively, as members of the largest health care profession in Canada, choose to act, we can effectively influence the health care of Canadians and our own professional image. We must be very sure of the changes that we want, because when it happens, we will have to live with the results. A politically informed nurse, with the capacity to be a change agent in the rapidly changing health care system, will be enabled to advance the profession of nursing.

II.   LEARNING OUTCOMES:

Upon successful completion of this course the student will demonstrate the ability to:

1. apply critical thinking, research and writing skills in analyzing, drawing conclusions and making recommendations.
2. utilize nursing informatics to gather and disseminate data.
3. investigate the federal/provincial governments in relation to the Health Care System and the implications for the nurse in providing care.
4. analyze how current social, economic, and political trends present challenges to the practice of nursing and how nursing can respond.
5. discuss the dominant nursing systems including non-traditional practice settings and entrepreneurship.
6. explore individual and professional political action strategies to influence change.
7. develop insight and personal commitment to the professionalism of nursing.

III.   TOPICS:

1. Nursing Informatics
2. Government and Health Care System
3. Regulatory Nursing Body
4. Nursing Systems
5. Political Awareness
6. Professionalism

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

1. College of Nurses of Ontario (1996). Professional profile: A reflective portfolio for continuous learning. Toronto: CNO.

2. College of Nurses of Ontario, (1999). The ethical framework for nurses   guidelines for professional behaviour. Toronto: CNO.

3. College of Nurses of Ontario (1996). The professional standards for RNs and RPNs. Toronto: CNO.

4. Kerr, J. and MacPhail, J. (1996.). Canadian nursing issues and perspectives (3rd ed.). St. Louis: Mosby Year Book.

5. Kozier, B., Erb, G., Blais, K., & Wilkinson, J. (2000). Fundamentals of nursing: concepts, process and practice. (6th ed.) Redwood City, CA: Addison.

6. Sullivan, E., Decker, P. (2001). Effective leadership and management in nursing. (5th ed.). Prentice Hall.

7. Thede, L. (1999). Computers in nursing: Bridges to the future. Philadelphia: Lippincott.

8. Other College of Nurses of Ontario documents used in Year 1 and 2 will also be required.

9. Web CT. (2001) NUR305: Professional Growth II. Linda Tozer-Johnston.

Recommended Additional Resources:
(All available in the Sault College Learning Resources Centre. Additional resource articles and resources are also on reserve in the Learning Resources Centre.)

Buresh, B. & Gordon, S. (2000) from Silence to Voice. Ottawa. C.N.A. Publications *

Burke, L. & Weill, B. (2000) Information technology for the health professions. Upper Saddle River, N.J. Prentice-Hall *

Case, B. (1997) Career planning for nurses. Toronto. Delmar. *

Catalano, J. (2000) Nursing now! Today's Issues, Tomorrow's Trends. Philadelphia. F.A. Davis*

Chenevert, M. (1997) the Pro-Nurse handbook . Toronto. Mosby.

C.N.A. (1999) A question of respect: nurses and end of life treatment dilemmas. Ottawa. C.N.A. publications *

C.N.A. (2000) Getting Started: A political action guide for Canada's Registered Nurses. Ottawa. C.N.A. Publications *

C.N.A. (1998) Preceptorship resource guide: teaching and learning with clinical role models. Ottawa. C.N.A. publications.

C.N.O. (2000) Compendium of standards of practice for nurses in Ontario. Toronto. C.N.O. *

Creasia, J. & Parker, B. (1996) Conceptual foundations of professional nursing practice. Toronto. Mosby *

DuGas, B. Esson, L, Ronaldson, S. (1999) Nursing foundations: a Canadian perspective. (2nd ed.) Scarborough. Prentice –Hall. *

Ellis, J & Hartley, C. (2001) Nursing in today's world . Philadelphia. Lippincott *

Finkelman, A. (2001) Managed Care: a nursing perspective. Upper Saddle River, N.J. Prentice-Hall *

Grohar-Murray, M. & DiCroce, H. (1997) Leadership and management in nursing. Stamford, CT. Appleton& Lange *

Health Canada. (1999) Toward a healthy future. Ottawa. Minister of Public Works and Government Services Canada. *

Hebda, T, Czar, P. & Mascara,C. (2001) Internet resource guide for nurses and health care professionals. Upper Saddle River, N.J. Prentice- Hall *

Hebda, T, Czar, P. & Mascara,C. (2001) Handbook of informatics for nurses and health care professionals. Upper Saddle River, N.J. Prentice- Hall *

Recommended Additional Resources (cont.):

Hein, E (1998) Contemporary leadership behaviour. Philadelphia. Lippincott *

Keatings, M & Smith O. (2000) Ethical & legal issues in Canadian nursing. 2nd edition . Toronto. W.B. Saunders *

Kerr, J. 7 Sirotnik, M. (1997) Canadian fundamentals of nursing. Toronto. Mosby *

Marquis, B. & Huston, C. (2000) Leadership roles and management functions in nursing. Philadelphia. Lippincott *

Marquis, B & Huston, C. (1998) Management decision making for nurses: 124 Case Studies. Philadelphia. Lippincott *

Picard, Andre (2000) Critical care: Canadian nurses speak for change. Ottawa. C.N.A. publications *

Schwirian, P. (1998) Professionalization of nursing. Philadelphia. Lippincott *

Sibbald, B. & Doyle, B. (1998) Don't touch that keyboard. Ottawa. C.N.A. publications *

Stewart, M. (2000) Community nursing : promoting Canadians' health. Toronto. W.B. Saunders*

Tappen, R. (2001) Nursing leadership and management: concepts and practice. Philadelphia. F.A. Davis *

Tappen, R. Weiss, S , Whitehead, D. (2001) Essentials of nursing leadership and management. Philadelphia. F.A.Davis. *

Yoder-Wise, P. (1999) Leading and managing in nursing Toronto. Mosby *

- Vertical Files
- Nursing Journals in LRC
- Newspapers/Media
- Nursing software
- E-Mail
- Internet
- Word Processing Software
- Presentation Software

In level II, you will gain an enhanced understanding of scholarship through doing your literature reviews independently. Current and timely articles are available to you in professional journals. Particularly interesting journals are The Registered Nurse (of the Registered Nurses Association of Ontario), the College Communique (of the College of Nurses of Ontario), Ontario Nurses Association News (of the Ontario Nurses' Association), the Canadian Nurse (from the Canadian Nurses Association) and Computers in Nursing (for nursing informatics). You will gain access to current information through use of computer, including CD ROM and the Internet.

V. EVALUATION PROCESS/GRADING SYSTEM:

Learning activities will be created collaboratively by the class and the facilitator to enable students to develop an in-depth comprehension of the concepts . At the beginning of the course, you will develop a set of group norms or ground rules for coming to class prepared, working together responsibly and creating a safe, respectful listening environment for resolving differences and disagreements. In this environment, even the most tentative idea is listened to attentively and there is genuine caring and respect.

The generic skills of computer literacy, effective communication and critical reflection will be developed in this course as you engage in active dialogue with your colleagues, facilitators, association representatives, business people and politicians.

There is a high expectation of preparedness for class. This might include reading, preparing questions, gathering or analyzing data. There is the expectation that you will be an active problem solver, contributor and discussant. **The collaborative nature of classroom work dictates that your attendance is required.** The intended consequence of you learning interdependently is that you will gain social responsibility and self- definition as a capable learner.

On a typical day in class you will work with a partner or in small groups to do literature searches, discuss the concepts, relate the information to current issues and to challenge each other to change. The course is focused on experiential learning against a backdrop of caring. Many of your classes will be designed in seminar format to facilitate the sharing, discussion and debate of group and individual learning of the concepts. With your newly developed social interaction skills, you and your peers will emerge as confident and competent members of a nursing group.

As stated above, you are actively encouraged to attend and participate in class. Any absence reduces your opportunity to participate, to learn, and to be successful in this course. If you are unable to attend class, please notify me prior to class. If you do miss a class, you will need to have someone pick up any handouts for you and also to give you an account of what took place in class.

A mark has been assigned for this class for attendance. Students are expected to attend 90% of all classes. 90% attendance will receive a mark of 5. For the 12 weeks of classroom activities, 90% attendance can be achieved by attending all but one full 4-hour class, or missing one two-hour theory and one two-hour computer lab class. Exceptional circumstances which are documented appropriately will be taken into considerations.

The student must achieve 60% to be successful in this course.

V.   EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION:

PROJECTS		DUE DATE

1. Self Reflective Journal Entries:
 	
  1. Meaning of being a professional practitioner *
  2. Changing assumptions *
  3. Philosophy of nursing
 	
  4. Professional goals
  5. Nursing career versus job *
  6. Commitment to a caring profession *
  7. Self contribution to professional organizations *
 	
  8. Standards of Nursing Practice *
  9. Professional leadership *
  10. Concept of preceptor/mentor *
	20%
	
	Each worth 10%
	
	SUBMIT 3. ONE WILL NOT COUNT IN FINAL MARK
	
	* = eligible for submission	

2. Nursing Informatics: Lab Test	10%	

3. Current Trends in Health Care:
  a) Collection, summary and analysis of current media reports on health care issues
  b) Political action strategies/Power Point Presentation
	20%
	
	(10%)
	
	(10%)	

4. Thesis (Issues Paper)	30%	
5. Presentation of Thesis Topic	15%	
6. Attendance 90%	5% (90% = 5) (80% = 3)	
7. BONUS: Peer Critique of Thesis Paper	5%	

V.   EVALUATION PROCESS/GRADING SYSTEM:

DESCRIPTION OF ASSIGNMENTS:

1.   Self Reflective Journal Entries (20% = 10/Journal)

This assignment will build on self reflective journal entries that you did in previous courses. Self-reflection stimulates critical thinking, and makes implicit your ideas and values regarding certain issues. As you begin the process of completing this nursing educational experience, understanding professionalism and your commitment to the profession of nursing is crucial in the development of a caring practitioner.   Therefore, it is important that these are submitted for marking regularly (to be determined with your facilitator). As well these journals will be the basis of small group and class dialogue (chat groups on the computer).

In order to gain full marks for each journal, the following criteria must be met:

1. 400-600 words
2. reflects critical thinking
3. reflects the literature on the topic
4. must be free of spelling and grammatical errors, with cover page, in pen or typed
5. must have 2 references from professional nursing journals incorporated
6. referencing and citations in APA format

Entry #1:   Meaning of Being a Professional Practitioner
                 (Eligible for submission.)

In this entry, describe what it looks like, sounds like, feels like to be a professional nurse. What does it mean to have a professional attitude?   How do you see yourself as a professional nurse? What is the meaning of being a professional nurse and why is it important?

Entry #2:   Changing Assumptions
                 (Eligible for submission.)

Go back in time to semester I and describe the assumptions that you had about nursing prior to entering nursing. Explain where these assumptions came from. Explain how your assumptions about nursing have changed and why they have changed?   What has influenced you to reconsider your assumptions?

Entry #3:   Philosophy of Nursing

Write a personal philosophy of professional nursing. You may want to begin with the statement "I believe that professional nursing is .....". Include in your philosophy your set of values and beliefs about the profession.   Compare this philosophy with the journal entry you did in Semester I. Has it changed? How? Why? What influenced this change?

V.   EVALUATION PROCESS/GRADING SYSTEM:

DESCRIPTION OF ASSIGNMENTS (Continued)

Entry #4:   Professional Goals

Where do you want to be professionally in 5 years, 10 years and 20 years from graduation? Determine some professional goals for yourself after reflecting on your career path.

Entry #5:   Nursing Career Versus Job
          (Eligible for submission.)

Differentiate between nursing as a career or as a job. Relate to your beliefs about professionalism. How will this perception of career or job affect your professional practice? How do you think most practicing nurses view their employment-- as a job or career? Support your opinion. What are the implications of this view for the nursing profession?

Entry #6:   Commitment to a Caring Profession
          (Eligible for submission.)

What does it mean to commit oneself to a caring profession? How will this shape your nursing practice? Differentiate between caring and non-caring behaviours in health institutions. Include in your explanation examples of caring and non-caring behaviours from your nursing experiences.

Entry #7:   Self Contribution to Professional Organizations
          (Eligible for submission.)

Write a letter to a "non-nursing" friend. Explain the purpose of a professional organization and how participation in this organization contributes to the professionalization of nursing. Describe how you will contribute to the professional organization.

Entry #8:   Standards of Nursing Practice
          (Eligible for submission.)

Explain the purpose of the Standards of Nursing Practice and the implications for your nursing practice. What is the meaning of self-regulation in the nursing profession? Do these Standards influence health care - explain your response?

Entry #9:   Professional Leadership
          (Eligible for submission.)

How do you see yourself as a leader? What do you believe are your strengths and qualities that contribute to leadership? What areas do you need to develop? Give examples of current leaders in nursing and describe what makes them a leader.

V.   EVALUATION PROCESS/GRADING SYSTEM:

DESCRIPTION OF ASSIGNMENTS (Continued)

Entry #10:   Concepts of Preceptorship and Mentorship
              (Eligible for submission.)

Describe the concepts of preceptorship and mentorship. What are the similarities and differences? Describe situations where you have been a preceptor for a peer/colleague - what was this like for you and for your peer? What qualities would you find helpful in a preceptor/mentor? What is the role of a preceptor/mentor in professional nursing practice?

2.   Nursing Informatics 10%

Use of software programs, E-Mail and Internet. Knowledge of computer terminology and issues related to computerized patient information systems.

You will be expected to initiate and participate in chat groups related to professional growth issues and to utilize computer packages for word processing. You will access various sites on the Internet doing presentations and working with nursing systems. Attendance is a must in order to demonstrate these skills. Searching the Internet for credible research material is an important component.

The thesis is a major part of your course and therefore, it is important for you to begin collecting your reading material early. Because the literature review is important in assisting you to gain knowledge and insight into your topic, it is expected that your reference list will be substantial.

A timed limited computer lab test will be scheduled in mid November. You will be tested on computer terminology and concepts; and your ability to use the college computer system to do the following: log on and off; email the professor with an attached file; word process, create and save a file; use search engines to locate credible articles on a health related topic; save short articles from the Internet sites to a 3 ½ " disk; print articles found on the internet.

3.   Current Trends in Health Care 20%:

a)   Collection, Summary and Analysis of Current Media Reports on Health Care Issues (10%).

        This assignment will help you become knowledgeable regarding current health care issues and trends. This knowledge will enable you to make informed opinions and decisions about health care issues, legislation and policies. It will form the basis for political action strategies in advocating for change. The information collected will be used in ongoing class discussions which will contribute to your class participation.

3. **Current Trends in Health Care 20%:**

>   You will develop a vertical file collection of current media reports on health care issues. These reports can be gathered from the following sources: newspaper such as The Globe and Mail, The Star, The Sun, your local newspaper; magazines such as MacLeans; videos/audios of relevant, scholarly newscasts or programs. These reports will be summarized regularly and submitted in a file to your facilitator as negotiated. The collection of summaries will be analyzed to identify a trend(s) and the implications for the nursing profession.

> b)   Political Action Strategies (10%)

>   In groups of 3 or 4, choose **one** issue from the analysis in (a). Develop a political action plan for nurses around this issue. Discuss the rationale behind the political action strategies and the relationship of change theory in implementing the plan. Display examples of letters, posters, pamphlets, newspaper articles, interviews, press releases etc. that you have developed and would use. This action plan will be presented to the class (about 10 minutes) using "Powerpoint" or another computer presentation package. This presentation must trigger class discussion.

4. **Thesis - 30%:**

A thesis is a major paper on an issue relevant to professional growth that reflects critical thinking, integration of knowledge and consolidation of the concepts of the course. Some possible thesis topics are listed in this section. This thesis will be developed throughout the semester in stages with facilitator and peer feedback. It is suggested that at various points during the writing process, you get feedback from each other. The following is a suggested outline for thesis development:

1.   Selection of topic and narrowing down of topic.

>   Selection and writing of the purpose of your thesis and the development of a thesis statement. This will be handed in by *September 18, 2001*, for a mark of 2% towards your final thesis mark.

2.   Outline of paper: introduction, body of the paper, and conclusion. This outline will demonstrate how you will be writing your paper, how you will shape your argument and discussion, what major points you will be making, and how you will conclude your paper. This will be submitted by *October 2, 2001* for a mark of 5% towards your final thesis mark.

3.   Draft of paper: This draft will illustrate an initial attempt at writing your paper. This will show all the salient parts of your paper but is still in the draft stage, i.e. can be reworked.   This draft must have correct sentence structure, grammar and spelling or marks will be lost. The draft must be 18-20 pages and follow guidelines of a scholarly paper. This will be handed to a classmate for a peer edit by *October 23, 2001*. Peer edits with draft of paper will be returned by *October 30, 2001*.

V.   EVALUATION PROCESS/GRADING SYSTEM:

DESCRIPTION OF ASSIGNMENTS (Continued)

4.   Completion of paper: The draft of the paper is modified based on feedback to create a complete paper..

   This will be submitted for final marking by *November 20, 2001* for a mark of 23% towards the final thesis mark. **A peer review will be submitted with the final paper**.

   ✳   Criteria for the bonus mark on peer edits will be discussed in class.

   Please review Student Success Guide for policies relating to extensions and late assignments.

Possible Thesis Topics:

See web site http://www3.sympatico.ca/jjohnsto/ltj for a full listing or Web CT: NUR305

1.   Degree as entry to practice
2.   Implications of workplace restructuring
3.   Community versus hospital nursing
4.   Nurse's role in health care system
5.   Role of the nurse in health promotion
6.   The nurse as a change agent
7.   Historical implications of nursing
8.   Implications of feminist perspective on the development of nursing profession
9.   Development of nursing as a profession
10. Role of nursing theory in practice
11. Nurse as political activist
12. Implications of a self-regulatory profession
13. The role of unions in the nursing profession
14. Role socialization
15. Empowerment in the nursing profession
16. Sexual Harassment and Discrimination
17. Other topics related to professional growth may be negotiated with your facilitator

Use the Guidelines for Preparation of a Scholarly Paper when preparing assignments.

V.   EVALUATION PROCESS/GRADING SYSTEM:

    5.   **Presentation of Thesis Topic 15%**

Students will do a 20-30 minute presentation of their thesis topic. Criteria for evaluation will be developed collaboratively. A summary handout will be prepared for classmates and will include references in APA format. Times for presentations will be negotiated in class. Presentations begin mid November.

There is no final exam or supplemental exam in this course. One rewrite is available following the policies for rewrites in the Student Success Guide.

GRADING SCHEME:

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

Grade	Definition	Grade Point Equivalent
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 *Policies & Procedures Manual – Deferred Grades and Make-up*).	
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.

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:
Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results whether collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented by use of APA format.

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. (Refer to ENG120/CMM110 for full information.)

PLEASE REFER TO THE FOLLOWING WEBSITE FOR DOING RESEARCH ON LINE, SEARCHING THE INTERNET AND PLAGIARISM!
http://www.algonquincollege.com/lrc/staff/plagiarism.html .

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.

Sault College wishes to acknowledge the contribution that Georgian College has made to this course.

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.