

I. COURSE DESCRIPTION:

This course provides an introduction to the profession of nursing. The philosophy and constructs of the nursing program will be examined. The role of nursing and its evolution in society will also be explored, as well as the relationship between theory, practice, and research. Participants will be introduced to the process of critical reflection and reflective learning. Opportunities will be provided for participants to examine professional practice (nurses' work) in a variety of settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-View**

Upon completion of this course, the student will have:

- gained experience in and developed an ability to be a reflective learner,
- the opportunities to develop an awareness of the profession of nursing and nursing roles,
- describe the process of nursing as an evolving profession,
- demonstrated awareness of professional standards to gain insight into their relationship to nursing practice,
- developed a plan to promote and enhance self-directed learning by exploring various learning styles and ways of knowing.
- developed a beginning understanding of group process to enhance collaboration with colleagues
- develop a beginning understanding of nursing research in order to become an informed consumer of research.

Process

The learning activities in this course are designed to assist learners to experience many of the predominant values in nursing, with a view to understanding the basic concepts of the course. Development of your own values will be a necessary consequence. Selected learning experiences will provide opportunities for examination and development of such values. Observation, critical reflection and a variety of seminars and in-class activities will be the format. Active participation and engagement by learners, and self-reflection in dialogue with classmates, all guided by faculty, will allow exploration and formation of all concepts in each learner's unique way.

III. TOPICS:

Course content will be organized around the following concepts and topics:

Program philosophy
Nursing research
Reflective learning/learning styles
Collaboration and group process
Conflict Resolution
Image of Nursing/Nursing Profession
History of Nursing / Nursing Theory
Critical Thinking/ Nursing Process
Evidence Based Practice
Social / Cultural influences

- Sequencing of topics and assignments subject to change based on teacher/learner needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

Chitty, K. (2004). *Professional nursing: Concepts and challenges* (4th ed.). Toronto ON: Saunders

College of Nurses of Ontario. (2000). *Compendium of standards*. (Order At cno@cnomail.org or calling 1-800-387-5526 or download from www.cno.org)

Davies, B. & Logan, J. (2003). *Reading research* (3rd ed.). Toronto, ON: Mosby

Katz, J. (2001). *Keys to nursing success* (2nd ed.). Upper Saddle River, NJ: Prentice Hall

Potter, P., & Perry, A. (2006). *Canadian fundamentals of Nursing* (J. C. Ross-Kerr & M. J. Woods, Eds) (3rd ed.). Toronto, ON: Mosby.

Selected readings and articles will be accessed from the Library or Print Shop.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be evaluated on the following basis:

	MARKS
Midterm Test	15%
Annotated Bibliography	30%
Group Project	30%
Final Exam	25%

Students must complete all of the above assignments to be eligible for a final grade in this course.

Please note, both sections will be scheduled to take exams outside of scheduled class times.

ASSIGNMENTS

1. Article Review

30%

The purpose of this assignment is to introduce the learner to nursing research and the selection, review and critical analysis of professional journal articles.

The learner will choose any one of the course topics/concepts listed in the syllabus and find three recent and pertinent scholarly journal articles (popular magazines are not appropriate). Be careful that internet references are from legitimate sources. Two of these articles must be a research article (one quantitative and one qualitative).

In your written submission, introduce the purpose of the assignment. Cite each reference according to APA format and give a brief summary of the article answering the following questions:

1. What is the type of article? (e.g. research – quantitative/qualitative; nonresearch - editorial, theoretical, informational etc.) Is technical expertise required to read / understand the article?
2. List the credentials of the author and indicate what makes him/her an expert on the topic (level of education, what job/research has he/she done, other publications, etc.)? What sort of supplementary detail (e.g. illustrations, graphs, tables) does the article offer? Assess the references cited - are they relevant, scholarly?
3. What is the fundamental purpose of the article? Does the article provide sufficient background information (the background information should provide the reasons, research etc. to support/indicate why the author wrote on this topic?

4. To what extent does the author explore the topic? This question asks you to analyze whether the author discussed what he/she said they were going to in the purpose. When looking at a research article – how was data collected and analysed? Did the measurement tools used seem to make sense? What were the overall/summarized results of the study? For non-research articles,
5. Who would benefit from reading this article (consider health professionals, people/professions associated with nursing and health care? Why would they benefit from reading this article?

Summary:

In the summary section discuss the three articles used for the assignment. What ideas/key points were similar? What ideas/key points were different? Conclude the assignment by summarizing what you have learned by completing this assignment (literature searches, types of articles, associating readings with concepts, etc.).

Article Review Marking Scheme

Criteria	Journal 1	Journal 2	Journal 3	
Question 1	/3	/3	/3	
Question 2	/6	/6	/6	
Question 3	/6	/6	/6	
Question 4	/6	/6	/6	
Question 5	/4	/4	/4	
Subtotal	/25	/25	/25	/75
Summary of learning				/15
Total Mark				/90

2. Group Project

30%

The purpose of this assignment is to practice working in groups while completing a comprehensive, creative exercise that will explore the image of nursing. The project will cover many different areas discussed in this course. Students are expected to collaborate and work together to complete the assignment. **One final project per group will be submitted by week twelve.**

1. Definition of image issue. – 15 marks
 - The group will explore and identify an image of nursing portrayed in the media. There are many resources depicting nurses or the nursing profession. Examples of these areas include movies, TV. shows, books, magazines, posters, greeting cards, cartoons, buttons, advertisements.
 - After reading or viewing this medium, as a group discuss the image and detail the implications of this portrayal of nursing.
 - Exploration of this image must be supported by the literature.
 - This section is to be 3 pages maximum.

2. Interview one nursing professional and one individual not in nursing regarding their thoughts on the image of nursing - 15 marks

Questions to discuss include (but are not limited to):

- a) What is your image (good/bad) of nursing?
 - b) Describe the factors and experiences that have influenced your image?
 - c) Discuss the person's perception of the media image chosen by the group.
- Provide a brief description of the two people interviewed. (E.g. nurse – area worked, number of years in nursing, male/female; non-nurse – age, previous experience as a patient, male/female)
 - Identify similarities and differences between the two interviews.
 - Discuss if/how the ethical framework and standards of nursing practice link with the images presented.
 - This section is to be 3 pages maximum.

3. Create an action plan of how to change this image - 15 marks

- If given the opportunity, describe in detail how you would plan to change this image?
- Utilize literature and research to support your approach.
- This section is to be 3 pages maximum.

4. Presentation - 10 marks

- The whole group will present together and be graded on the presentation. The presentation should be creative. Each group will have 10 minutes to present. Each individual in the group must be involved in the presentation. Presentations will be evaluated on creativity, clarity, time management, full participation of group members, ability to generate and maintain audience interest, and overall impression of the presentation.

5. Group Evaluation – 5 marks

- The group will evaluate their performance and learning as a group. Discussion should include the critical examination of the contributions of each member to the project (e.g. – how were tasks distributed, were tasks completed on time, were there any conflicts? If so, what tools were used/attempted to reach resolution? Etc) In addition to the group evaluation, each member of the group is to individually evaluate and discuss of her/his learning as it relates to group process. Discussions must be supported by relevant literature.

Total mark: /60

4. <u>Midterm Exam</u>	15%
5. <u>Final Exam</u>	25%
TOTAL	100%

Guidelines for Written Assignment

Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. A second copy should be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed. Late assignments without an extension request ahead of time (prior to the beginning of class) will be given a zero grade.

Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.

Grading System

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.