



**I. COURSE DESCRIPTION:**

This course focuses on the learner's personal discovery of self and self in relation to others. Through interaction and reflection, emphasis is placed on understanding how select concepts relate to and impact on our experiences with self and others.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Ends-in-view:**

This course introduces learners to a guided exploration of self. As opposed to 'self analysis', it focuses on illuminating aspects of self as a precursor to the development as a professional. The transformation from a self focus, towards being a nurse requires that the student continually reflects on the presence of self for an understanding of living the nursing role. As a complement to the learning process, Johns' (1994) concept of reflection will facilitate the expansion of the personal blueprints of thinking, to begin charting a way in becoming a nurse.

**Process:**

This course, through guidance and dialogue with others, especially with peers, is experientially based. Student learning emerges from various learning activities such as class and group discussions, as well as guided reflection. The learner is expected to think about self in relation to choices and behaviours as a basis for structuring the reflective process. The learner is expected to bring to each class preparatory and reflective work to help guide their knowledge.

Although the materials selected for classes facilitate self-directed learning, participation in preparatory and in-class work is highly recommended. The intent of the materials is to engage the learner into the challenge of becoming a nurse. As a learner in a professional school, he/she is encouraged to find 'critical peers' and to access other forums for collegial exchange. In relation to NURS1006, you will be required to write structured reflective accounts or clinical journals based on Johns' (1994) concepts to be integrated within course assignments for NURS1206.

As the learner, you are encouraged to read the outline and assignment/learning activity package in complement with the student manual. Browse through the course information to get a sense of the course in its entirety. Note due dates assigned for the preparatory and assignment work. As you progress through this course, keep in contact with the course professor. This will help prevent confusion and alleviate concerns you may have regarding the course.

This course is supported by webCT. Please check this course site frequently for updates.

III. TOPICS:

<b>Tentative Schedule for NURS1206 Fall 2005</b>		
<b>Week</b>	<b>Class Content</b>	<b>Assignment Due Dates</b>
Week 1	Welcome What is this course about?	
Week 2	Why am I here? What are my views of self as a student nurse?	
Week 3	What is a nursing experience? What are ways of knowing about a nursing experience? How do I come to know and find meaning in a nursing experience?	
Week 4	What is this thing called reflection?	<b>Assignment #1</b>
Week 5-7	What is Johns' Model of Structured Reflection? How does such a model help me to become self-aware? What role does perception play in reflection? How do factors such as culture, gender etc. affect my reflection? What have I learned?	
<b>Week 8</b>	<b>Reading Week</b>	
Week 9	How does reflection highlight other ways of knowing and doing nursing, being a nurse?	<b>Assignment #2</b>
Week 10	What is Praxis? What is the relationship between praxis and reflection?	
Week 11	So what?	
Week 12	Why am I here, again?	
Week 13	Where do I go from here?	<b>Assignment #3</b>

- **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* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Binder: to hold reflective accounts

Supportive readings: on reserve in library, posted on course webCT, given out in class or found on library databases.

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

Assignment # 1: 25%

Assignment # 2: 35%

Assignment # 3: 40%

Please refer to Student Manual policies regarding assignments. The course assignment and learning activity package provides assignment descriptions and due dates. All assignments are due at the beginning of class unless otherwise directed. **Late assignments without an extension request ahead of time (prior to the due date and time) will be given a zero grade.**

Punctual and regular attendance at classes is highly recommended as a success strategy in this course.

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
F (fail)	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.	
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 instructor 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 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.