

I. COURSE DESCRIPTION:

In this course, the learner will explore personal learning styles, providing the base from which they can develop skills, strategies and resources that will enhance their success. The concept of teaching and learning and its place in the practice of the Practical Nurse will be introduced. Standards of Practice will be introduced and journaling will be used to enhance the learner's understanding of reflective practice.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Utilize knowledge of personal learning styles and reflective journaling to demonstrate self-awareness and enhance success.

Potential Elements of the Performance:

- Examine learning theories
- Discover personal learning style
- Identify ways to enhance personal learning style
- List activities that will enhance learning style
- Define reflection
- Describe the purpose of reflective journals
- Create reflective journals using the College of Nurses of Ontario LEARN steps for reflection
- Examine John's Model as a tool to use for guided reflection and journaling

2. Demonstrate knowledge of the philosophy and conceptual framework of the Practical Nursing program, including caring as a core theme.

Potential Elements of the Performance:

- Define philosophy
- Examine own personal philosophy of nursing
- Describe the philosophy of the Practical Nursing program
- Compare personal and program philosophies
- Define a conceptual framework
- Describe the Practical Nursing program conceptual framework

3. Describe the concepts of teaching and learning.

Potential Elements of the Performance:

- Define teaching and learning
- Describe the similarities and differences between teaching and learning.
- Explain the domains of learning
- Describe the assessment of learning needs, planning of teaching and evaluation of learning
- Describe teaching/learning strategies
- Discuss the elements of a teaching plan

4. Describe the concept of a profession and the role of Standards of Practice in the regulation of Nursing as a profession.

Potential Elements of the Performance:

- Describe the attributes and characteristics of a profession
- Describe nursing as a profession
- Define ethical framework
- Describe ethical behaviour in nursing based on professional organization guidelines
- Explain the mandate of the College of Nurses of Ontario
- Describe the Standards of Practice, including how they influence nursing practice
- Participate in activities to discover the role of the professional caring nurse
- Examine the steps of the nursing process (assessing, planning, implementing and evaluation)

5. Describe the importance of nursing research and the research expectations of practical nurses.

Potential Elements of the Performance:

- Define research
- Explain how research is used
- Explain how nursing research influences practice
- Describe how the practical nurse participates in research
- Explain the importance of practical nurse participation in research
- Identify key findings in non-complex research articles
- Use research to inform practice (ie best practice guidelines)

6. Examine the critical thinking process.

Potential Elements of the Performance:

- Define critical thinking
- Explore the importance of critical thinking for nurses
- Discuss the five ways of knowing as the core of nursing knowledge
- Identify critical thinking skills and nursing attitudes
- Evaluate own critical thinking skills
- Discuss the relationship between critical thinking and nursing process
- Identify guidelines to enhance critical thinking

III. TOPICS:

1. Philosophy of Nursing
2. Role of the Nurse
3. Nursing as a Profession
4. Reflective Journal
5. Standards of Practice
6. Learning Styles/Teaching and Learning
7. Nursing Process
8. Nursing Research
9. Critical Thinking

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario. (n.d.). *Compendium of standards of practice for nurses in Ontario*. Toronto, ON: Author. (download from CNO Web Site www.cno.org)

Kelly, P., & Crawford, H. (2008). *Nursing leadership and management* (1st Canadian ed.). Nelson Education

Kozier, B., Erb, G., Burke, K., Bouchal, D.S., & Hirst, S.P. (2004). *Fundamentals of nursing: the nature of nursing practice in Canada* (1st Canadian ed.). Upper Saddle River, NJ: Prentice Hall.

Resources:

- Peers/colleagues
- Professional and Union publications
- Student Success Guide
- WebCT/LMS, Sault College Student Web
- Web sites of Professional and Union Associations
 - Canadian Auto Workers Union (CAW) www.caw.ca
 - Canadian Nurses Association (CNA.) www.cna--aiic.ca
 - Canadian Nursing Students' Association (CNSA) www.cnsa.ca
 - Canadian Practical Nurses Association (CPNA) www.pncanada.ca
 - College of Nurses of Ontario (CNO) www.cno.org
 - International Council of Nurses (ICN) www.icn.ch
 - Ontario Nurses Association (ONA) www.ona.org
 - Registered Practical Nurses Association of Ontario (RPNAO) www.rpnao.org

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation Methods:

Personal Learning Style Assignment	5%
Ethics Assignment	5%
Reflective Journal	10%
Nursing Research Assignment	10%
Role of the Nurse Group Presentation	10%
Mid-Term Test	25%
Final Examination	35%

Total 100%

2. There are no rewrites, supplemental assignments, tests or examinations in this course.

3. The pass mark for this course is **60%**.

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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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.

A minimum of a “C” grade is required to be successful in all PNG coded courses.

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

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 2703 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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 transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an official transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.