

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: SELF & OTHERS I: PERSONAL DISCOVERY

CODE NO: NURS1206 **SEMESTER: 1**

PROGRAM: Collaborative BScN

AUTHOR: Brenda Warnock: Sault College
Joan Martin Saarinen: Northern College
Kim Sheppard: Cambrian College
Lori Rietze: Laurentian University

DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008

APPROVED: "Lucy Pilon"

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

Copyright © 2009 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course focuses on the learner's personal discovery of self as nurse and self in relation to others. Through interaction and structured 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' (2006) 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 encouraged 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 learning.

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 in 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 NURS1004, you will be required to write structured reflections based on Johns' (2006) model to be integrated within course assignments for NURS1206.

As the learner, you are encouraged to read this outline and the course 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 Learning Management System (LMS). Please check this course site frequently for updates.

III. TOPICS:

Tentative Schedule for NURS1206 Fall 2009		
Week	Class Content	Assignment Due Dates
Week 1 Sept. 11	Welcome: Forming Learning Teams Course Introduction: What brings me here? What do I bring to Nursing?	
Week 2 Sept. 14 & 18	Self awareness: Personal knowledge Self as student nurse Self and Others	
Week 3 Sept. 21 & 25	What is a meaningful nursing experience? Ways of knowing in nursing How do I come to know and find meaning in a nursing experience?	
Week 4 Sept. 28 & Oct. 2	What is reflection? Structured reflection? What is Johns' (2006) Model of Structured Reflection? What is description? Telling my story	
Week 5 Oct. 5 No class Oct. 9	Forming Perceptions Perspectives: Critical lenses	Assignment #1 due Wed. Oct. 7th by 1230hrs in D1093
Week 6 Oct. 16 No Class Oct. 12	Forming Perceptions Perspectives: Critical lenses	
Week 7 Oct. 19 & 23	What factors influence ways of feeling, thinking and acting in nursing? Influences Grid	
Week 8 Oct. 26-30	Reading Week	
Week 9 Nov. 2 & 6	Influencing Factors	
Week 10 Nov. 9 & 13	Influencing Factors	Assignment #2 due Nov. 9th by 1230hrs in D1093
Week 11 Nov. 16 & 20	Other ways of feeling, thinking and responding Reflexivity	
Week 12 Nov. 23 & 27	Praxis and Transformation Framing Perspectives: Insights gained Structured reflection and constructed knowledge	
Week 13 Nov. 30 & Dec. 4	Self Care Self and now Others: Being-in-Relation Course Wrap Up: Assignment #3 work	
Week 14 Dec. 7		Assignment #3 due Dec. 7th by 1530hrs in D1093

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Adler, R., Rolls, J., Proctor, R., & Towne, N. (2009). *Looking out looking in* (Brief Canadian ed.). Toronto, ON: Nelson Education Ltd.

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Picard, A. (2000). *Critical care: Canadian nurses speak for change*. Toronto, ON: HarperCollins.

Tool (i.e. binder, electronic file) for reflective accounts.

Texts from other semester one courses.

Supportive readings: on reserve in library, or found on Sault College or Laurentian University library databases.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment # 1: 25%

Assignment # 2: 30%

Assignment # 3: 45%

Please refer to BScN Student Manual policies regarding assignments. The course assignment and learning activities' package provides detailed assignment descriptions and due dates.

Late assignment/extension request program policies will be strictly followed.

Extension requests must be made in writing prior to due date and time. Written requests via the course LMS are acceptable with permission from the course professor. Written requests must include the new due date and time. Extension penalties for non extenuating circumstances will be 10% per day including weekends and holidays. For example if an assignment is worth 25% then a deduction of 2.5 marks per day will be subtracted from the assignment final grade.

Assignment #1 (**only**) must be submitted to SafeAssign within the course LMS site by the due date and time. Note: an assignment not handed in on time to SafeAssign will be considered a late assignment and program policies regarding late assignments will apply. Paper copies of each assignment are to be given to the professor and electronic copies of assignments two and three need to be emailed to the professor via LMS by the due date and time.

Up to 10% will be deducted for APA errors. Each different type of error is a deduction of 0.25% up to a total of 10%.

Punctual, regular attendance and having class preparatory work completed are highly recommended success strategies in this course and will facilitate quality learning experiences.

Students are encouraged to contact the course professor with any questions about course materials including assignments.

The following semester grades will be assigned to students:

<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% 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.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

All NURS courses require 60% for a passing grade

VI. SPECIAL NOTES:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance 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 unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.