

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Professional Growth I
CODE NO. : PNG117 **SEMESTER:** 1
PROGRAM: Practical Nursing
AUTHOR: Northern Partners in Practical Nursing Education/
Gwen DiAngelo, Donna Alexander
DATE: Sept/09 **PREVIOUS OUTLINE DATED:** Sept/08
APPROVED: "Lucy Pilon"

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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*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 will examine personal learning styles, the concepts of teaching and learning, and their importance in the practice of nursing. The use of information technology will be applied to reading and understanding research reports. The concepts of caring, standards of practice, and reflective practice will be introduced. The learner will have the opportunity to explore the evolution of nursing, nursing theories, and the philosophy of nursing.

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. Examine the history and evolution of the practice of nursing.

Potential Elements of the Performance:

- Participate in activities which outline the historical development of nursing from ancient times to the present
- Describe the role of religion in the development of the practice of nursing
- Describe the contributions of selected nurses to nursing and society
- Explore, from a historical perspective, the contribution of the nursing profession to society
- Explore the evolution of professional nursing organizations

3. Describe a variety of nursing theories/theorists.

Potential Elements of the Performance:

- Examine the development of theory in nursing.
- Describe the nature of knowledge development
- Compare the theoretical approach of selected nurse theorists
- Differentiate between the terms concept, conceptual framework, conceptual model, construct, proposition, theory, and hypothesis
- Describe the relationship between nursing process and nursing theory

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

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. 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

7. Demonstrate understanding of the use of information technology in nursing practice, education and research.
Potential Elements of the Performance:
 - Describe how information technology is used in nursing.
 - Discuss various issues related to the use of information technology.
 - Utilize electronic databases to locate research articles.
 - Describe computer documentation of client information and care.
 - Explain how confidentiality of client information is maintained when using computerized health information systems.
 - Communicate with and transmit information to faculty and/or classmates using e-mail or electronic messaging systems such as LMS.

8. Explore the role of the nurse and the professional organizations in the practice of nursing.
Potential Elements of the Performance:
 - Participate in activities to discover the role of the professional caring nurse
 - Name the professional organizations, which support or regulate the practice of practical nurses
 - Describe the mandate and responsibilities of each of the professional organizations which support or regulate the practice of practical nurses
 - Describe how the Standards of Practice ensure competent and ethical nursing practice

9. Demonstrate knowledge of the philosophy and theoretical frameworks used in nursing practice.
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

III. TOPICS:

1. Personal Learning Styles
2. Evolution of Nursing
3. Nursing Theories/Theorists
4. Professional Organizations/Standards
5. Research
6. Teaching and Learning
7. Information Technology
8. Role of the Nurse
9. Philosophy

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario. *Compendium of standards of practice for nurses in Ontario*. Toronto, ON: Author. (available on-line at www.cno.org)

Potter, P. & Perry, A. (2009). *Canadian Fundamentals of Nursing* (4th ed.). Elsevier W.B. Saunders

LMS, Sault College Student Web

V. EVALUATION PROCESS/GRADING SYSTEM:

Test #1	20%
Test #2	20%
Test #3	15%
Final Examination	45%

1. Written assignments must follow "Assignment Procedures", and "Preparation of a Scholarly Paper" as outlined in the Practical Nursing Program Student Success Guide. Students are advised to carefully review the "Assignment Critiquing Criteria".
2. There are no rewrites for assignments and no supplemental tests or examinations available in this course.
3. The pass mark for this course is **60%**.

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%	
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:

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.

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:

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.

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

Substitute course information is available in the Registrar's office.

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.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*