



**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 syllabus and the course 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:

<b>Tentative Schedule for NURS1206 Fall 2010</b>		
<b>Week</b>	<b>Class Content</b>	<b>Assignment Due Dates</b>
Week 1 Sept. 13 & 17	Welcome: and Course Introduction Getting to know each other Scholarly writing expectations Self as student nurse	
Week 2 Sept. 20 & 24	Nursing knowledge: Practice wisdom Ways of knowing in nursing	
Week 3 Sept. 27 & Oct. 1	Self awareness/Self knowledge Self reflection	
Week 4 Oct. 5 No Friday class (8 <sup>th</sup> )	Structured reflection Johns' (2006) Model of Structured Reflection Telling my story	
Week 5 No Monday class (11 <sup>th</sup> ) Oct. 15	Structured reflection Johns' (2006) Model of Structured Reflection Telling my story	<b>Assignment #1 due Wed. Oct. 13<sup>th</sup> by 1230hrs in D1093</b>
Week 6 Oct. 18 & 22	Forming perceptions and perspectives Critical lenses	
<b>Week 7 Oct. 25-29</b>	<b>Reading Week</b>	
Week 8 Nov. 1 & 5	Influencing Factors	
Week 9 Nov. 8 & 12	Influencing Factors	<b>Assignment #2 due Nov. 8<sup>th</sup> by 1200hrs in D1093</b>
Week 10 Nov. 15 & 19	Influencing Factors	
Week 11 Nov. 22 & 26	Reflexivity Praxis and Transformation Insights gained: Framing perspectives	
Week 12 Nov. 29 & Dec. 3	Self Care Self and now Others: Being-in-Relation Course Wrap Up	
Week 13		<b>Assignment #3 due Dec. 6<sup>th</sup> by 1530hrs in D1093</b>

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

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

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

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

Texts from other semester one courses.

Supportive readings: on reserve in library (see Appendix A in learning activity handout), or found on Sault College or Laurentian University library databases.

**V. EVALUATION PROCESS/GRADING SYSTEM:****Assignment # 1: 25% due Wednesday, October 13<sup>th</sup> by 1230hrs in D1093**

- Hard copy to be given to professor. Electronic copy in its entirety to be submitted to SafeAssign within the course LMS site by the due date and time.

**Assignment # 2: 30% due Monday, November 8<sup>th</sup> by 1200hrs in D1093**

- Hard copy to be given to professor. Electronic copy in its entirety to be emailed to professor using the course LMS email by due date and time.

**Assignment # 3: 45% due Monday, December 6<sup>th</sup> by 1530hrs in D1093**

- Hard copy to be given to professor. Electronic copy in its entirety to be emailed to professor using the course LMS email by due date and time.

**Assignment Guidelines and Policies**

- Punctual, regular attendance and having class preparatory work completed are highly recommended success strategies in this course and will facilitate quality learning experiences and writing of assignments.
- Students are encouraged to contact the course professor with any questions about course materials including assignments.
- Late assignment/extension request policies will be strictly followed. Please review assignment policies found in the BScN Program Manual. Extension requests must be in writing with an agreed upon revised due date and time.
- Late assignments must be handed directly to the professor. If the professor is not available the assignment must be signed and dated including time of submission by a Health Program staff or faculty member.
- Late SafeAssign submission or emailing of electronic copies of assignments will result in a deduction of one mark from total assignment mark.

- 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%.
- Assignments in this course can be written in first person.
- Hard copies of assignments are to be submitted using the envelope provided. Reference articles used in writing the assignment do not need to be submitted.
- Use the provided marking schemes/rubric to guide your work

### Marking Rubric

The following rubric will be used when marking each assignment.

A (80 – 100)	B(70 – 79)	C(60 – 69)	D/F (0 – 59)
Comprehensively addresses each component of assignment	All components of assignment addressed	Most components of assignment addressed	Minimal to no assignment components addressed
Consistent coherent and logical unfolding of topic/theme throughout work	Coherent development of topic/theme – may at times waver from theme	Some coherent logical development of topic/theme – difficulty following theme throughout work	Minimal to no coherent logical development of topic/theme – theme not evident
Many new ideas and insights presented: creative thought evident	Some new ideas and insights presented: creative thought evident at times	Few new ideas and insights presented –	Rare to no new ideas and insights presented
Excellent integration of relevant scholarly literature. Primary sources evident. References mostly paraphrased with a few quotes. Goes beyond assignment expectations for number of references	Good integration of relevant scholarly literature. Use of primary sources evident. Use of paraphrases and quotes. Meets assignment requirements for minimum number of references	Some integration of relevant scholarly literature. Little use of primary sources. Heavy use of quotes. Disconnection between references and work. May not meet assignment requirements for minimum number of references	Very few references used. Use of non scholarly resources. Primary sources not included. Only quotes used within work. Does not meet assignment requirements for minimum number of references
Writing consistently clear, succinct, scholarly and professional	Writing clear, succinct, scholarly and professional	Writing somewhat unclear, rambling, non scholarly, unprofessional	Writing somewhat unclear, rambling, non scholarly, unprofessional
Free of grammatical spelling and APA errors	A few grammatical, spelling and/or APA errors	Many grammatical, spelling and/or APA errors	Numerous spelling and/or APA errors

**ASSIGNMENT ONE DESCRIPTION**

The purpose of this assignment is for you to apply your new knowledge about nursing. Choose one of the nursing stories in Picard's (2000) book. In view of the story you select you are expected to answer each of the following questions.

The maximum length of this assignment is 3 pages, excluding the title and reference pages. Assignment content beyond the 3 page limit will not be marked.

Your assignment is to include a minimum of one scholarly nursing journal article related to your identified theme. The article is to be beyond the required readings in the course. Additional scholarly references such as course texts, recommended readings or professional documents can be used and are welcomed.

Please note Picard is the primary author of all the stories in his book.

**ASSIGNMENT ONE MARKING SCHEME**

<b>Questions/Directions</b>	<b>Marks</b>
Describe the main theme of the story.	3
Describe why you identified this theme in relation to who you are as a student nurse. Relate how your perspective/frame of reference influenced your chosen theme of the story.	3
Using Carper's (1978) ways of knowing identify and describe the nurse's ways of knowing. Describe how the nurse's ways of knowing influenced his/her actions.	6
Address how your journal article relates (supports or refutes) the theme of the story.	5
Describe how the theme of the story, the nurse's ways of knowing and your journal article connect/link together.	8
APA/Writing Format	
Total Grade	25
Comments	

**Confidentiality:** Please note it is important that assignments 2 & 3 be written in a way that protects the right to privacy of people and institutions. References to individuals and/or institutions should be generic in that they cannot be identified. Some examples include: made up names/initials or generic labels such as father, mother, resident, client, nurse administrator, staff nurse, nursing home, hospital.

## **ASSIGNMENT TWO DESCRIPTION**

The purpose of this assignment is to use components of Johns' (2006) Model of Structured Reflection (see Appendix B) to reflect on a student nursing experience that was meaningful to you.

The core question of this assignment is: What information do I need access to in order to learn from this experience?

The nursing experience may have taken place in the lab, classroom or clinical setting. You can use a personal experience given the following: it is within a health related context, it occurred within the last 2-3 years and it was an experience that happened to you directly.

The maximum length of the assignment is 4 pages excluding the title and reference pages. Assignment content beyond the 4 page limit will not be marked.

Your assignment is to include a minimum of one scholarly nursing journal article related to your identified theme. The article is to be beyond the required readings in the course. Additional scholarly references such as course texts, recommended readings or professional documents can be used and are welcomed.

## **ASSIGNMENT THREE DESCRIPTION**

The purpose of this assignment is to demonstrate how you as a learner have grown and changed, and continue towards becoming a nurse. In order to complete this assignment you will need to demonstrate an understanding and address all aspects of Johns' (2006) Model of Structured Reflection (see Appendix B)

The core questions of this assignment are: What information do I need access to in order to learn from this experience? and How have I grown as a student nurse?

Using Johns' (2006) Model of Structured Reflection write a reflection based on a nursing experience in the clinical setting. You can start with one of the reflections you submitted in your NURS1004 clinical rotation. Students not enrolled in NURS1004 are to meet with the course professor to discuss an alternative assignment.

The maximum length of the assignment is 6 pages excluding the title and reference pages. Assignment content beyond the 6 page limit will not be marked.

Your assignment is to include a minimum of two different scholarly nursing journal articles beyond those identified as required readings in the course and not utilized in assignments one and two. Additional scholarly references such as course texts, recommended readings or professional documents can be used and are welcomed.

## ASSIGNMENT #2 MARKING SCHEME

**Core Question: What information do I need to access in order to learn from this experience?**

Reflective Cue	Marks
Focus on a description of an experience that seems significant in some way. What particular issues seem significant to pay attention to?	8
How were others feeling and why did they feel that way? How was I feeling and why did I feel that way? What was I trying to achieve and did I respond effectively? What were the consequences of my actions on the patient, others and myself?	6
What factors influence the way I was/am feeling, thinking and responding to this situation? (personal, organizational, professional, cultural) What knowledge did or might have informed me?	10
What have I learnt through reflecting? Highlight 3 insights and support/compare with literature.	6
APA/Writing Format	
Total Grade	30
Comments	

**ASSIGNMENT #3 MARKING SCHEME**

**Core Questions: What information do I need access to in order to learn from the experience?  
and  
How have I grown as a student nurse?**

<b>Reflective Cue</b>	<b>Marks</b>
Focus on a description of an experience that seems significant in some way. What particular issues seem significant to pay attention to?	7
How were others feeling and why did they feel that way? How was I feeling and why did I feel that way? What was I trying to achieve and did I respond effectively? What were the consequences of my actions on the patient, others and myself?	4
What factors influence the way I was/am feeling, thinking and responding to this situation? (personal, organizational, professional, cultural) What knowledge did or might have informed me?	8
To what extent did I act for the best and in tune with my values? How does this situation connect with previous experiences? Given the situation again, how might I respond differently? What would be the consequences of responding in new ways for the patient, others and myself? What factors might constrain me from responding in new ways?	10
How do I now feel about this experience? Am I able to support myself and others better as a consequence? What insights have I gained? (Framing perspectives: Ways of Knowing, Carper, 1978) Am I more able to realise desirable practice? (Being Available Template, Johns, 2006)	8
What have I learnt through reflecting? Highlight 3 main insights and support/compare with literature.	8
APA/Writing Format	
Total Grade	45
Comments	

<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:

### Communication

This course's LMS site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination or copying is strictly prohibited.

### Electronic Devices in the Classroom:

Students are asked to turn off their cell phones during class time and labs. For extenuating circumstances where a student needs to have continued phone contact, permission from the professor is required to have the phone set for vibrate. Students found talking or texting on their phone during class or labs will be asked to leave.

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.

**VII: COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.