

INTRODUCTION TO PROFESSIONAL GROWTH

I. COURSE DESCRIPTION:

This course provides an introduction to the profession of nursing. The philosophy and constructs of the nursing program will be examined. The role of nursing and its evolution in society will also be explored, as will the relationship between theory, practice, and research. Participants will be introduced to the process of critical reflection and reflective learning. Opportunities will be provided for participants to examine professional practice (nurses' work) in a variety of settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Ends-in-View

1. Develop an awareness of the profession of nursing and nursing roles.
2. Describe the concept of nursing as an evolving profession.
3. Demonstrate awareness of professional standards to gain insight into nursing practice.
4. Develop a plan to promote and enhance self-directed learning by exploring various learning styles and ways of knowing.
5. Develop an awareness of the philosophy, beliefs, and values upon which the program is built.
6. Develop a beginning understanding of group process to enhance collaboration with peers.
7. Develop a beginning understanding of nursing research to become an informed consumer.

PROCESS

The learning activities in this course are designed to assist learners to experience many of the predominant values in nursing, with a view to understanding the basic concepts of the course.

The development of your own values will be a necessary consequence.

Selected learning experiences will provide opportunities for examination and development of such values.

Observation, critical reflection, a variety of seminars, and in-class activities will be the format of this course.

III. TOPICS:**Course Schedule 2011**

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1	Sept. 7-8	Introduction to Course and Program Philosophy	
2	Sept. 12-14	Nursing Profession/ Professionalism	
3	Sept. 19-21	Nursing Research	
4	Sept. 26-28	Images of Nursing	Midterm in Class
5	Oct. 3-5	Nursing Process/Critical Thinking	
6	Oct. 10-12	THANKSGIVING/INDEPENDENT STUDY	
7	Oct. 17-19	Collaboration & Group Process/Conflict Resolution	
8	Oct. 24-28	BScN FALL STUDY WEEK	
9	Oct.31-Nov.2	History of Nursing/ Nursing Theory	Essay due Monday Oct. 31st @ 1200hours
10	Nov. 7-9	Evidence Based Practice	
11	Nov. 14-16	Social/Cultural Context of Nursing	
12	Nov.21-23	Presentations	Group Project Essay due Monday Nov. 28 @ 1200hours
13	Nov.28-30	Presentations	

Final Exam will be scheduled during exam period.

Sequencing of topics/assignments is subject to change based on teaching/learning needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Active participation and engagement by learners, and self-reflection in dialogue with classmates, all guided by Course Professor will allow exploration and formation of concepts in each learner's unique way.

There are textbooks required for this course. Required readings related to each learning activity will be assigned. These readings consist of current and classic articles relevant to the subject of the nursing profession.

- North Eastern Ontario Collaborative Nursing Program, Bachelor of Science Degree in Nursing, Student Manual 2011-2012.
- Weekly learning activities posted on WebCT.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- College of Nurses of Ontario. (2009). *Standard and Quality Practice: cno@cnomail.org*
- Potter, P., & Perry, A. (2009). *Canadian fundamentals of nursing*. (4th ed.). Toronto, ON: Mosby.
- Wilkinson, J.M. (2007). *Nursing Process and Critical Thinking* (4th ed.).
- Anderson, C.E., Carrell, A.T., & Widdifield, Jr. J.L. (2010). *What Every Student Should Know about...Citing Sources with APA Documentation*

Several of these texts are also required materials for other nursing course in the BScN program

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

Grade		Grade Point Equivalent
A+	90-100%	
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 situation 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: Midterm grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grades are an interim grade and are subject to change.

GRADING SYSTEM:

The passing grade for this course is a "C" (60%). The grade for NURS 1056 will be based on the following methods of evaluation as described below.

All evaluation strategies must be submitted in order to receive a credit for the course.

Students will be evaluated on the following basis:

Course Evaluation

EVALUATION	MARKS
Midterm Exam	15%
Essay	30%
Group Project	30%
Final Exam	25%

VI. GUIDELINES FOR WRITTEN ASSIGNMENTS:

- Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. A second copy should be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed.

- **LATE ASSIGNMENTS WITHOUT AN EXTENSION REQUEST AHEAD OF TIME (PRIOR TO THE BEGINNING OF CLASS) WILL BE GIVEN A ZERO GRADE. TO RECEIVE APPROVAL FOR LATE ASSIGNMENTS YOU MUST PRESENT ALL YOUR WORK IN A WRITTEN FORMAT UP TO THE POINT OF THE DUE DATE.**

VII SPECIAL NOTES:

ATTENDANCE:

Sault College is committed to student success. Classes are held weekly on Mondays and Wednesdays from 1230 to 1530. Punctual and regular attendance at the various academic exercises is required of all learners. Attendance will be taken at each class. If there are circumstances bearing upon a learner's absence, the course professor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course

1. Attendance at scheduled exams and presentations is mandatory for all learners.
2. Missed assignments, presentations, and examinations will be graded "0".
3. Learners must submit all assignments and complete all exams to be eligible for a final grade in NURS 1056.

Course Professor

When contacting the Course Professor via email, learners are to use their **LMS account**. It is unexpected that the Course Professor will respond to emails outside of university office hours. If learners wish to meet with the Course Professor outside of scheduled classes, appointments can be requested by any means such as in person, voice mail, or email.

Cell phone ring tones must be turned off during for classes. Laptops are welcome for class related activities only.

Regulations for Assignments

All assignments must adhere to the School of Nursing Policies as outlined in the Program Manual Refer to "Guidelines for Written Assignments". If the learner is unable to meet assignment deadlines, it is the learner's responsibility to contact the Course Professor prior to the due date. If an assignment is late without permission, there will be a loss of 10% per day, for up to 5 days. After 5 days, no late assignments will be accepted. Learners are responsible and accountable for submitting one hard copy and one electronic copy of their assignment to the Course Professor.

Requirements for Essay

PURPOSE

The purpose of the assignment is to develop skills in essay writing through the exploration and analysis of an issue relevant to the discipline of nursing using the nursing and health care literature. In writing the essay, learners will:

- Identify and articulate a clear thesis statement which will form the basis of the essay.
- Search and identify *relevant* journal articles from nursing and/or health care literature.
- Use the literature to support/defend the thesis statement.
- Demonstrate appropriate use of APA to format the essay.
- Demonstrate beginning critical thinking skills by describing and analyzing an issue of importance to the discipline of nursing.

Please note that to demonstrate an understanding of the issues and arguments presented in the essay, learners are encouraged to paraphrase viewpoints in their own words with appropriate referencing of ideas and avoid direct quotations from the literature.

PAGE LIMIT

Essays are a maximum of three pages in length, excluding reference list and appendices. Essay content beyond three pages will be excluded from grading.

DUE DATE

Essays are to be submitted in my office D1093 on Monday October 31st **at 1200 hours**. Submit one hard copy of the essay to the professor and one electronic copy via Safe Assign on the same due date.

GUIDELINES FOR WRITING THE ESSAY

Select **one** of the following topics listed below to develop a thesis statement.

In writing the essay, you must use **at least three articles** from the literature to defend/support a thesis statement.

For the essay,

- **“thesis statement”** refers to a clearly worded, concise opinion or proposition. The thesis statement should be clearly stated in the essay’s introduction and then supported throughout the essay by providing arguments and evidence from the literature.
- **“Literature”** refers to articles published in nursing or health care journals and excludes textbook chapters. Information from nursing textbooks may be used for gaining background on your selected topic and referenced accordingly, however, cannot be used as the main sources for developing arguments to support your thesis statement.

LIST OF TOPICS: (choose one)

1. Using the literature, defend or refute the following statement:
“Within the healthcare team, nurses have a unique contribution to patient care.”
2. Using the literature, defend or refute the following statement made by a nurse theorist:
“Caring is the essence of nursing.”
3. Using the literature, defend or refute the following statement:
“Nurses play a role in healthcare policy.”
4. Using the literature, defend or refute the following statement:
“Collaboration among healthcare disciplines is the link to patient-focused care and better patient outcomes.”

Grading Scheme for Essay

COMPONENTS	GRADING
Identify and develop a clear thesis statement. Introduce 3 distinct points of discussion to defend or refute the thesis statement. Describe the nursing significance of the thesis statement while using literature.	8
Critical thinking: <ul style="list-style-type: none"> • analysis of the points of discussion must be supported by the literature for the purposes of : <ol style="list-style-type: none"> 1. identifying two reasons supporting each point of discussion 2. incorporating an opposing view from the literature for each point of discussion • analysis of the points of discussion must also demonstrate critical thinking in writing 	12
Appropriate APA formatting: <ul style="list-style-type: none"> • title page • body of paper • accurate and relevant citing and referencing of the literature • academic writing • reference list 	10

TOTAL 30% of course grade

Requirements for Group Project

PURPOSE

The assignment will allow for the experience of working in groups while completing a comprehensive critical thinking activity in writing and oral formats. The project will explore critical reflection, a skill of great importance in the current healthcare system. The project will also allow learners to gain knowledge of the relationships between concepts learned in the classroom and clinical experiences.

Learners are expected to collaborate to complete the assignment. Each group will include 8 members, with 4 pairs. Each pair will be assigned a priority patient from the identified case study. Pairs will work together to critically think of **3 reasons** why their patient care is priority over the other patients in the case study. Pairs are required to identify supportive literature for each of the 3 critical thinking explanations.

Groups will incorporate each pairs' written rational into one paper. Refer to Group Project **Essay** Marking Scheme. Each group will then present one power point presentation revealing each pair's findings. Refer to Group Project **Presentation** Marking Scheme. Learners are to attend 1 of the 2 presentation sessions.

DUE DATE

The group project **essay** will be submitted to the professor by Monday, November 28th, 2011. Submit one hard copy of the essay and one electronic copy to the Course Professor using Safe Assign by the same due date.

A hard copy of the group's power point **presentation** will be submitted in class prior to the presentation, and one electronic version of the power point will be forwarded to the Course Professor by November 28th, 2011. Note that one member of each group will be responsible for providing electronic copies of the essay and power point presentation to the Course Professor.

PAGE LIMIT

Group project **essays** must be written within a three page limit, excluding reference list and appendices. Content extending beyond the three page limit will be excluded from grading.

CASE STUDY

As a nursing student, you receive the messages almost simultaneously:

- Mr. C. requested pain meds: "I am hurting real bad, please come now."
- Mrs. A. is confined to bed and asks for a drink of water.
- Mrs. B. needs help to ambulate to the bathroom now: "Hurry, please!"
- RPN says: "Come quick, Mr. D's dressing is wet with blood, and it's trickling out from under it."

Group Project Essay Marking Scheme

COMPONENTS	GRADING
<ul style="list-style-type: none"> Describe the significance of critical thinking in the profession of nursing. 	2
<ul style="list-style-type: none"> Identify the overall themes from each pair on the reasons for patient care priority. 	4
<ul style="list-style-type: none"> Describe the effectiveness of each chosen priority (from each pair) with supportive literature. 	9
Appropriate APA format: title page, body of paper, accurate and relevant citing and referencing of the literature, academic writing, reference list.	5

TOTAL 20% of course grade

Group Project Presentation Marking Scheme

COMPONENTS	GRADING
In your pair, present 3 critical thinking explanations why your assigned patient should have priority care.	4
Support each of your explanations in your presentation with relevant literature.	4
Respect the 10 minute time line presentation.	1
Submit one hard copy in class of power point prior to group presentation and one electronic version by November 28 th , 2011.	1

TOTAL 10% of course grade