

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. TEACHING/LEARNING PROCESS:

This course, through guidance and dialogue with others (especially 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 preparatory and reflective work to each class to help guide his/her 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 learning materials is to engage the learner in the challenge of becoming a professional 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 NURS 1004, you will be required to write structured reflections based on John's Model of Structured Reflection (2006) to be integrated within the course assignments for NURS 1206.

As a learner, you are encouraged to read this syllabus and the course learning activity package in complement with the student handbook. Browse through the course information to get a sense of the course as a whole. Note due dates (and record such on your calendar now) for the preparatory and assigned work. As you progress through this course, keep in contact with the course instructor to prevent confusion and alleviate any concerns you may have regarding the course. This course is supported by the Learning Management System (LMS). It is your responsibility to check this course site frequently for informational updates.

III. 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 nurses role. As a complement to the learning process, John’s Model of Structured reflection (2006) will facilitate the expansion of the personal blueprints of thinking, to begin charting a way in becoming a nurse.

IV. COURSE RESOURCES: Required:

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: Harper Collins.

Texts from other semester one courses.

Supportive readings:

On reserve in the library or found on the Sault College or Laurentian University library databases.

V. CONCEPTS FOR EXPLORATION

Scholarly writing expectations
Self as a student nurse
Nursing Knowledge
Ways of Knowing in Nursing
Self-awareness, self-knowledge, self-reflection
John’s Model of Structured Reflection (2006)
Examples “telling my story”
Forming perceptions and perspectives
Utilizing critical lenses
Influencing factors
Reflexivity
Praxis and transformation
Self care
Self and others: being in-relation

VI. GRADED ACTIVITIES:

1. Assignment #1: Written Reflection (25%) **Due Friday October 14, 2011**
At 0830 before the start of class (all students will meet On Friday this week because of Thanksgiving that Monday).
2. Assignment #2: Written Reflection (30%) **Due for Group A before the start of class at 1230 hours on Monday, November 7, 2011; and for Group B before the start of class at 0830 hours on Friday, November 11, 2011.**
3. Assignment #3: Written Reflection (45%) **Due for Group A before the start of class at 1230 hours on Monday, November 28, 2011; and for Group B before the start of class at 0830 hours on Friday, December 2, 2011.**

Please remember that the assignments be written in a way that protects the right to privacy for the individual and the institution. References to individuals or institutions should be generically documented in that they cannot be identifiable. Some examples include made up names/initials, generic labels like mother, father, resident, client, nurse, nurse administrator, hospital, nursing home, etc...

GRADING SCALE

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.*

VII. SPECIAL NOTES:

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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0. All NURS courses require 60% for a passing grade.

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.

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.

Personal Electronic Devices in the Classroom:

Students are asked to turn off their cell phones during class times and labs.

Communication:

The College considers **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. Information contained therein is privileged and confidential. Any unauthorized use, dissemination or copying is strictly prohibited.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form a part of this course outline. Please refer to your NURS 1206 syllabus for additional information.