



## I. COURSE DESCRIPTION:

This course focuses on the actualization of the nurse as a professional. By critically reflecting on clinical experiences, learners will experience the significance of their role as generators and disseminators of nursing knowledge in shaping and responding to the challenges of health care in our society. Total of 200 clinical hours.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

**By the end of this course, students will demonstrate the ability to:**

1. Value and internalize educational experiences and program philosophy in a dynamic health care and societal environment.
2. Demonstrate a commitment to ongoing professional development through collaboration (colleagues, faculty and preceptors).
3. Visualize and actualize self as a professional nurse.
4. Demonstrate advanced critical thinking and reflection with respect to nursing care and roles in complex, reality-based situations.
5. Recognize the relationships between participants in a multi-disciplinary team.
6. Engage in collaborative practice.
7. Integrate diverse knowledge bases to direct complex nursing care.

## III. CONCEPTS:

The foundational concepts for this course include:

Praxis	Change
Leadership	Professionalism/Competence/Accountability
Collaboration	Self as Nurse
Practice Context and Culture	Caring
Health Promotion	Knowledge

## IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

### Required Texts:

Marshall-Henty, J. & Bradshaw, J. (Eds.). (2011). *Mosby's prep guide for the Canadian RN exam: Practice questions for exam success (2<sup>nd</sup> Ed.)*. Toronto, ON: Elsevier Canada.

Marshall-Henty, J., Sams, C., & Bradshaw, J. (2009). *Mosby's comprehensive review for the Canadian RN exam*. Toronto ON: Elsevier Canada.

Schow, E., & Murray, C. (2009). *Lippincott's CRNE prep guide*. Philadelphia, PA: Lippincott.

**Required Documents:**

College of Nurses of Ontario (2008). *National Competencies in the context of entry level Registered Nurse Practice*. Toronto, ON: College of Nurses of Ontario. Retrieved from [http://www.cno.org/docs/reg/41037\\_EntryToPracticic\\_final.pdf](http://www.cno.org/docs/reg/41037_EntryToPracticic_final.pdf)

College of Nurses of Ontario (2008). *Registering as a nurse in Ontario*. Toronto, ON: College of Nurses of Ontario. Retrieved from [http://www.cno.org/docs/reg/44036\\_RegAsNurse.pdf](http://www.cno.org/docs/reg/44036_RegAsNurse.pdf)

College of Nurses of Ontario (2010). *Standards and Guidelines*. Toronto, ON: College of Nurses of Ontario. Retrieved from <http://www.cno.org/en/learn-about-standards-guidelines/publications-list/standards-and-guidelines/>

Canadian Nurses Association (2008). *Code of Ethics for Registered Nurses*. Ottawa, ON: Canadian Nurses Association. Retrieved from [http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code\\_of\\_Ethics\\_2008\\_e.pdf](http://www2.cna-aiic.ca/CNA/documents/pdf/publications/Code_of_Ethics_2008_e.pdf)

Canadian Nurses Association. (2010). *Competencies June 2010 – May 2015*. Ottawa, ON: Canadian Nursing Association. Retrieved from <http://www.cna-aiic.ca/en/becoming-an-rn/rn-exam/competencies/>

**Recommended Texts:****Canadian Registered Nurse Examination Prep Guide, 5th Edition \$CAD 74.95**

The Canadian Nurses Association (CNA) has developed the 5th edition of the *Canadian Registered Nurse Examination Prep Guide* to help you prepare for writing the Canadian Registered Nurse Examination (CRNE) from June 2010 to 2015. The prep guide contains multiple-choice practice questions similar to those found on the CRNE that are specifically designed to familiarize you with the CRNE.

Included with the prep guide is an interactive CD-ROM that contains the same questions as the prep guide plus 50 additional questions. Using the CD-ROM, you can receive immediate feedback, create a performance profile and focus your learning on specific competency categories in which you need practice.

ISBN 978-1-55119-283-3

**PLEASE NOTE:** This text cannot be purchased in the Sault College Book Store. It is available for purchase from the Canadian Nurses' Association on-line bookstore, which is found through the following website address: <http://www.cna-aiic.ca/en/becoming-an-rn/rn-exam/prep-tools/>

LaBiondo-Wood, G., Haber, J., & Cameron, C., Singh, M.D. (Canadian Eds.). (2005). *Nursing research in Canada: Methods, critical appraisal and utilization*. Toronto ON: Elsevier.

McIntyre, J., Thomlinson, E., & McDonald C. (2006). *Realities of Canadian nursing: Professional, practice, and power issues* (2<sup>nd</sup> ed.). Philadelphia PA: Lippincott.

### Recommended Articles

Brown, C., Ecoff, L., Kim, S., & Wickline, M. (2010). Multi-institutional study of barriers to research utilization and evidence-based practice among hospital nurses. *Journal of Clinical Nursing*, 19(13/14), 1944.

Burger, J., Parker, K., Cason, L., & Hauck, S. (2010). Responses to work complexity: The novice to expert effect. *Western Journal of Nursing Research*, 32(4), 497.

Delaney, C. (2003). Walking a fine line: Graduate nurses' transition experiences during orientation. *Journal of Nursing Education*, 42(10), 437-443.

### Recommended websites

Canadian Nurses Association: <http://www.cna-nurses.ca>

College of Nurses of Ontario: <http://www.cno.org>

Registered Nurses Association of Ontario (RNAO) best practice guidelines: <http://www.rnao.org>

National Guideline Clearinghouse (public resource for evidence-based clinical practice guidelines): <http://www.guideline.gov>

Google Search: <http://scholar.google.com>

### Online Data Bases

It is expected that students will access recent peer-reviewed journal articles, necessary legislation and current evidence based reviews and practice guidelines. Be sure to access online data bases, such as: **Proquest, Ovid, CINAHL, Medline, Cochrane Library, EBSCO host.**

Other resources (i.e., agency policy and procedures, etc.) are also available in the acute care and community settings. These resources should be explored fully during your clinical placement.

It is expected that you will also regularly access your textbooks from previous courses as required (i.e., Medical Surgical Nursing, Mental Health Nursing, Maternal-Child Nursing, Community Nursing, Pharmacology, Physical Examination & Health Assessment, Pathophysiology, Pediatrics, Teaching and Learning, Research, etc.).

*The following will be helpful*

- CNO Documents and RNAO Best Practice Guidelines
- Standards for the Therapeutic Nurse-Client Relationship

Be advised that additional resources are available in the library, acute care facilities and in the community setting. These should be explored fully.

## V. EVALUATION PROCESS AND GRADING SYSTEM:

A passing grade of 60% is required for NURS 4084 and the student must also achieve a satisfactory level of competence in the practicum portion.

In order to facilitate the integration of previous learning, students will participate in activities and or discussions where various topics will be examined. Students will be expected to participate by identifying areas where additional learning is needed. Students will submit written work to their advisor and to the professor – details are below. A final examination will be written during the examination period.

Success in NURS 4084 will be determined through the following evaluative mechanisms.

### Description of Evaluative Mechanisms: See Course Syllabus for Specifics

	<b>Evaluation Strategy</b>	<b>Date Due</b>	<b>% Final Grade</b>
<b>1</b>	<b>Clinical Evaluations (Midterm &amp; Final)</b> Advisor/Preceptor/Learner	Dec 5 <sup>th</sup>	Pass / Fail
<b>2</b>	<b>Clinical Placement Learning Plan</b> Advisor	Sept 25 <sup>th</sup>	S/U
<b>3</b>	<b>2 journals</b> Advisor	Oct 19 <sup>th</sup> Dec 5 <sup>th</sup>	S/U
<b>4</b>	<b>Discussion Board Posting</b> Course Professor	Nov. 9th	10%
<b>5</b>	<b>Response To Peer</b>	Nov. 23 <sup>rd</sup>	5%
<b>5</b>	<b>Major Paper</b>  Case Study and Nursing Care Plan  <b>OR</b>  Community Setting only: Conundrum or Case Study/Care Plan <b>Course Professor</b>	Nov. 30rd	25%
<b>6</b>	Final Exam <b>Course Professor</b>	Date Scheduled by Registrar	60%

PLEASE NOTE: Failure to attain success in the clinical area, or submit any written assignments or exams, constitutes failure to meet the requirements of this course and will result in failure in NURS 4084.

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.***

## VI. SPECIAL NOTES:

### 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.*

## VII. COURSE OUTLINE ADDENDUM:

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