SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PROFESSIONAL GROWTH II: THE NURSING PROFESSION

CODE NO. : NURS2057 **SEMESTER:** 4

PROGRAM: Collaborative BScN

AUTHOR: Heather Jessup-Falcioni, Valerie Wilson, Wendy Malesh, Miereille Walsh

DATE: Dec. /03 **PREVIOUS OUTLINE DATED:** Dec./02

APPROVED:

_____ _____

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 1056

COREQUISITE

EQUIVALENCIES: None

HOURS/WEEK: 3 (classroom)

Copyright © 2003 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

For additional information, please contact the Dean

School of Health and Human Services

(705) 759-2554, Ext. 603/689

A competent professional nurse, in a quality setting, will practice according to standards, engage in practice and ongoing learning, to provide appropriate, effective, and ethical care, that contributes to the best possible health outcome for the client. (CNO, 1996).

I. COURSE DESCRIPTION:

This course will build on the philosophy and concepts examined in Professional Growth I (NURS 1056), and further the inquiry into the nature of the nursing profession within the context of professionalism. Particular emphasis will be placed on advancing the understanding of the culture of nursing by critically examining the mechanisms of the professionalization of nursing and their relationship to professional autonomy, scope of practice and professional conduct. Areas of focus will include: philosophical underpinnings of the Code of Ethics for Registered Nurses, socialization of the nursing profession, the influence of Canadian health care systems on the profession, current issues and trends in nursing and future directions for nursing. The context of the discussions will be primarily within the Canadian and Ontario health care, legal and professional systems.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrat the ability to:

1. Critically analyze selected ethical questions.
2. Critically analyze nursing within a professional context, particularly reflecting on its autonomy.
3. Develop a deeper personal understanding of the meaning of being a professional nurse in practice.
4. Have a clear understanding of CNO's Standards of Practice.
5. Critically examine current issues and trends in nursing.
6. Discuss future directions in nursing.
7. Understand the legal aspects of health care and nursing .

PROCESS:

Learning activities are designed to engage participants in reflection on professionalism in nursing practice and their own professional growth through dialogue, past and present experience and observations from their nursing practice. Case study, presentation, group discussion, self-reflection and formal debate methods of learning will be used.

III. TOPICS:

The course content is organized around two major concepts: professionalism and transitions/change.

Professionalism (The Professional Nursing Culture)

- Self-governance (mechanisms of law, ethics, standards, education)
- Professional socialization (values clarification, professional identity)
- Professional nurse/client covenant (ethics, rights/obligations, privacy, confidentiality)
- Professionalism within a caring framework (ethical frameworks, standards, legal responsibilities, rights/obligations).

Transitions/Changes (The Professional Nurse Context)

- Transitions/changes (health care system, nursing)
- Role socialization within a professional and legal environment
- Hegemony influencing nursing practice (power)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Required:

Blais,K., Hayes,J., Kozier, B., & Erb, G. (2002) *Professional nursing practice: concepts and perspectives* (4th ed.). Upper Saddle River N.J.: Prentice-Hall

Canadian Nurses Association Code of Ethics (November 2002). Available from the Canadian Nurses Association. www.cna-nurses.ca/pages/ethics/ethicsframe.htm

College of Nurses of Ontario: *Compendium of Standards of Practice for Nurses in Ontario*

Keatings, M. & Smith, O. (2000). *Ethical and legal issues in Canadian nursing*. Toronto: Harcourt Brace and Co.

Potter, Patricia A., Perry, anne Griffin, Ross-Kerr, Janet C., Wood, Marilynn J., (2001). *Canadian Fundamentals of Nursing* (2nd ed.). Toronto: Mosby.

Resources:

- Professional publications
- Selected readings
- Peers/colleagues
- E-mail and web sites of professional associations
    - Registered Nurses Association of Ontario (RNAO) www.rnao.org
    - College of Nurses of Ontario (CNO) www.cno.org
    - Canadian Nurses Association (CNA) www.cna-nurses.ca
    - International Council of Nurses www.icn.ch
    - Canadian Association of University Schools of Nursing (CAUSN) www.causn.org
    - Canadian Nursing Students' Association (CNSA) www.cnsa.ca/
    - Ontario Hospital Association (OHA) www.oha.com
    - Ministry of Health and Long-Term Care www.gov.on.ca/health
    - Ontario Legislation www.e-laws.gov.on.ca

V. EVALUATION METHODS

Ethical Debate Paper	25 %
Debate Presentation	15 %
Quiz # 1	15 %
Quiz # 2	15%
Final Exam	30%

GUIDELINES FOR WRITTEN ASSIGNMENT:

Written assignments are to be in A.P.A. style (5th edition). Students may lose up to 10% of the total possible mark for poor form, whether or not marks are specifically assigned to form.

Written assignments must follow the "Guidelines for Written Assignments" as outlined in the Bachelor of Science Degree in Nursing Student Manual (p.21-22).

Late assignments **will not be accepted** unless a new due date has been negotiated with the course professor. This means that the late assignment will be given a mark of zero. Extention requests must be made prior to the due date and time. Extensions may be granted for up to five working days. Students may loose up to 10% of the total possible mark per day past the deadline for a late assignment. Requests for additional extensions will be considered for extenuating circumstances.

Nurs 2057: Professional Growth II

Assignment – The Debate

Overview

The debate format is designed to aid in the discussion of controversial issues often encountered by nurses. The debate should heighten the learner's awareness of conflicting points of view, minimize emotional reactivity and personal bias, lend credibility to each side of the issues and enhance the depth and breadth of understanding (Garrett, Schoener, & Hood 1996). It should develop the learner's skills for presentation of health issues.

A debate is a formal means to present opposing points of view on an issue… the "pro" and "con" arguments on a specific issue. Preparation for a debate requires that the student thoroughly examine and research the problem or question and use reason, logic and analysis when formulating opinions about an issue (Garret et al., 1996).

Ends-in-View

The debate will promote critical thinking on controversial nursing issues through the process of presenting opposing points of view. It will advance verbal communication skills through the process of developing and presenting an argument to the class. The debate will also create awareness and appreciation of the variety of professional issues facing nurses which impact on their personal values and working experience.

Debate Procedure

- There are two speakers on each team. There are two teams per debate – the "Pro" side and the "Con" side.
- There are 2 "Pro" side speakers and 2 "Con" side speakers and each speaker has an opportunity for rebuttal.
- Each side sits at a table at the front of the class facing each other.
- There are no interruptions during the presentation.
- The presentation is formal with recognition of the audience and opponents, an introduction of the position taken, points of argument and a summary/conclusion

References

Garrett, M., Schoener, L., & Hood, L. (1996). Debate: A teaching strategy to improve communication and critical-thinking skills. *Nurse Educator*, 21(4).

Introduction
↓
Constructive speeches (20 minutes)
1st speaker of "Pro" side speaks for 5 minutes
↓
1st speaker of "Con" side speaks for 5 minutes
↓
2nd speaker of "Pro" side speaks for 5 minutes
↓
2nd speaker of "Con" side speaks for 5 minutes
↓
Rebuttal preparation (3 minutes)
↓
Rebuttal Speeches (8 minutes)
1st speaker of "Con" side speaks for 2 minutes
↓
1st speaker of "Pro" side speaks for 2 minutes
↓
2nd speaker of "Con" side speaks for 2 minutes
↓
2nd speaker of "Pro" side speaks for 2 minutes
↓
Summary / Conclusion/Discussion

Constructive Speeches

The purpose of the first "Pro" side speaker's opening speech is to persuade the audience in favour of his/her position. He/she defines the terms, develops and supports the main case, and summarizes salient points.

The purpose of the first "Con" side speaker's opening speech is to present opposing arguments. He/she may refute definitions, outline opposing case and support it, may rebut some of the "Pro" side arguments and summarizes important elements of the opposing view.

- The second "Pro" side and "Con" side speakers build on the constructive arguments for their team's position on the issue.

Rebuttal Speeches

Rebuttal speeches must *answer* opposing arguments and *reinforce* their own arguments. It is not a continuation of the constructive speech, but a rebuttal.

- There will be 3 minutes for each side to prepare the rebuttal.
- Members of the audience may present their written suggestions for rebuttal to the speakers who are preparing the rebuttal.
- Ideas and arguments can be a bit freer wheeling, picking apart opponents arguments, although it still remains formal with no interruptions.
- There is limited use of cue cards.
- The rebuttal presentation is 2 minutes per speaker.

Moderator

- Each debate may be facilitated by a moderator who introduces the topic of the debate, the debating team and the timekeeper. He/she closes the debate by thanking the participants and terminating the debate
- The moderator may be pre-selected from the group of students who are not debating at that session.

Timekeeper

The timekeeper reminds speakers of the time and notifies them when there is 1 minute left and when the allotted time has expired. The speaker must stop speaking immediately when the allotted time is up.

The timekeeper will be pre-selected from the group of students who are not debating at that session. A mechanism for signaling the speaker will be determined prior to the beginning of the debate.

Speaker (debater) responsibility

1. Examine relevant literature
2. Analyze the data
3. Develop a solution or hypothesis
4. Present ideas clearly and formidably during debate
    a. Engage and *Influence* your audience to agree with your point of view
    b. Your presentation and communication style should be persuasive.
    c. DO NOT READ YOUR NOTES – use cue cards with your main points
    d. Verbal communication is your only tool. There are no overheads or gimmicks allowed. Rehearsal and practice will help to keep you on time and on track.
5. Each debate side will submit a paper (8-10 pages) of the presentation, plus their reference list, to the professor at least **1 week prior to the debate**. (See guidelines for paper.)
6. Each "Pro" side and each "Con" side will prepare a one-page referenced summary of their debate issue and argument for the class to read ***1 week prior to the debate date***. The summary is to be referenced and recommended supplementary reading is to be listed for the class. Each site will determine how the summaries will be distributed to the class and the professor. (Marks may be deducted form the team debate paper for late or non-distribution of the summary).

Class Responsibility

1. Read the pro and con summary prepared by the debate teams. Additional reading of the recommended supplementary readings will prepare the audience for enhanced participation.
2. Listen attentively.
3. Contribute any new ideas to the pro or con team during their rebuttal preparation time. This is to be by written note given to the team.
4. Participate in post-debate discussion.

Faculty Responsibility

1. Lead post-debate discussion
   - What impact do these issues have on nursing?
   - Did the discussion help you clarify your own values on the issue?
   - Did anyone change his or her views on the issue as a result of the debate?

2. Evaluate the caliber of the debate arguments, the quality of the presentation, the paper and references submitted, and assign a grade for each debater.

Evaluation – 40 marks
Presentation (15 marks)
(An individual mark will be assigned to each team member)

- Professional comportment: dress, poise, confidence, eye contact, voice quality. Engaged the audience
- Debating skills- Constructive speech
  - Organized
  - Quality of arguments: Persuasive
  - Minimal use of notes
- Debating skills- Rebuttal speech
  - Addressed opponents and their arguments
  - Organized
  - Quality of arguments: Persuasive
  - Minimal use of notes
- Time frame
  - Constructive speech
  - Rebuttal speech

Paper (25 marks)

- 8-10 pages
- Due one week prior to the scheduled debate
- A paper should be submitted for each debate team (one paper for the “pro” side and one paper for the “con” side).
- Marks may be deducted from the team paper for late or non-distribution of the debate summary sheet for the class (to be distributed the week prior to the debate)
- Components
  - Introduction
  - A narrative of the points which support the debaters point of view and argue against the oppositions point of view
  - Summary of points
  - Conclusion with comments on why this issue is important to nursing
  - References
  - APA style (5th edition)

Note: Topics discussed in the debates may be on the quizzes.

EVALUATION POLICY

1. Attendance at scheduled quizzes, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, presentations, examinations will be graded "0" **unless alternate arrangements** are made with the professor prior to the scheduled times.

Attendance in Class

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or a written note, prior to the class.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
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: 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.

VI. SPECIAL NOTES:

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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:
Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

VII. 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.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.