

I. COURSE DESCRIPTION:

In this course, standards, legislation, regulations and professional nursing organizations governing practical nurses and their practice will be examined from the perspective of the evolution of nursing and management of the health care system. The principles and concepts of teaching and learning will be introduced. This course will also examine the use of information technology in nursing practice, education and research. A variety of theoretical nursing models will be explored. The learner will be offered the tools that assist nurses in identifying, understanding and working through ethical dilemmas and challenges. Reflective nursing practice will be developed and by the conclusion of the course, the learner will have developed personal and professional values about nursing and established a professional portfolio.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Utilize knowledge of personal learning styles and reflective journaling to demonstrate self-awareness and enhance success.

Potential Elements of the Performance:

- Examine learning theories
- Discover personal learning style
- Identify ways to enhance personal learning style
- List activities that will enhance learning style
- Develop a plan to promote and enhance self-learning
- Define reflection
- Describe the purpose of reflective journals
- Create reflective journals using the College of Nurses of Ontario LEARN steps for reflection

2. Demonstrate knowledge of the philosophy and conceptual framework of the Practical Nursing program, including caring as a core theme.

Potential Elements of the Performance:

- Define philosophy
- Identify own personal philosophy of nursing
- Examine the philosophy of the Practical Nursing program
- Compare personal and program philosophies
- Define a conceptual framework
- Examine the Practical Nursing program conceptual framework

3. Describe the concepts of teaching and learning.

Potential Elements of the Performance:

- Define teaching and learning
- Describe the similarities and differences between teaching and learning.
- Explore the domains of learning
- Describe the assessment of learning needs, planning of teaching and evaluation of learning
- Describe teaching/learning strategies
- Discuss the elements of a teaching plan

4. Describe the concept of a profession and the role of Standards of Practice/Professional Organizations in the regulation/practice of Nursing.

Potential Elements of the Performance:

- Describe the attributes and characteristics of a profession
- Describe nursing as a profession
- Define ethical framework
- Describe ethical behaviour in nursing based on professional organization guidelines
- Explain the mandate of the College of Nurses of Ontario
- Examine how the Standards of Practice ensure competent and ethical nursing practice
- Participate in activities to discover the role of the professional caring nurse
- Examine the steps of the nursing process (assessing, planning, implementing and evaluation)
- Explore the mandate and responsibilities of each of the professional organizations which support/regulate the practice of nursing

5. Describe the importance of nursing research and the research expectations of practical nurses.

Potential Elements of the Performance:

- Define research
- Explain the use of research in nursing practice
- Explain how nursing research influences practice
- Describe how the practical nurse participates in research
- Explain the importance of practical nurse participation in research
- Identify key findings in non-complex research articles

6. Demonstrate understanding of the use of information technology in nursing practice, education and research.

Potential Elements of the Performance:

- Describe how information technology is used in nursing
- Identify various issues related to the use of information technology
- Utilize electronic databases to locate research articles.
- Describe computer documentation of client information and care
- Explain how confidentiality of client information is maintained when using computerized health information systems.
- Communicate with and transmit information to faculty and/or classmates using e-mail or electronic messaging systems such as WebCT

7. Explore moral and ethical dilemmas from a variety of perspectives.

Potential Elements of the Performance:

- Describe moral development
- Differentiate between moral and ethical dilemmas
- Describe essential nursing values and behaviours.
- Describe methods of processing an ethical dilemma
- Participate in learning activities to clarify decision-making when confronted with a moral or ethical dilemma related to nursing practice.

III. TOPICS:

1. Learning Styles
2. Reflective Journal/Practice
3. Philosophy of Nursing
4. Teaching and Learning
5. Nursing as a Profession/Professional Organizations
6. Standards of Practice
7. Role of the Nurse/Caring
8. Nursing Process
9. Nursing Research
10. Nursing Informatics
11. Moral and Ethical Dilemmas

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Zerwekh, J & Clabom, J. (2006) *Nursing Today: Transitions and Trends* (5th ed.) Elsevier.

College of Nurses of Ontario. (n.d.). *Compendium of standards of practice for nurses in Ontario* (2nd ed.). Toronto, ON: Author. (download from CNO Web Site <http://www.cno.org/pubs/compendium.html>)

Resources:

- Professional and Union publications
- WebCT, Sault College Student Web
- Peers/colleagues
- E-mail and web sites of professional associations
 - Canadian Nurses Association (C.N.A.) www.can-nurses.ca
 - College of Nurses of Ontario (CNO) www.cno.org
 - International Council of Nurses (ICN) www.icn.ch
 - Registered Practical Nurses Association of Ontario (RPNAO) www.rpnao.org

Government Sites:

- www.e-laws.gov.on.ca

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation Methods:

Reflective Journal Using LEARN Steps	15%
The Role of the Nurse Paper	25%
Nursing Research Article Review	20%
Mid-Term Test	15%
Final Examination	25%
Total	100%

2. One rewrite will be allowed for assignments receiving a grade below 59%. Rewrites are not intended for late or unsubmitted assignments. Arrangements **must** be made with the professor within the week of receiving the grade. The maximum grade given for a rewrite is **60%**.
3. The pass mark for this course is **60%**. The final course mark is composed of written assignments, a mid-term test and final examination.

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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 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.

A minimum of a “C” grade is required to be successful in all PNG coded courses.

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 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.

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.

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.