

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE- MARIE, ON

COURSE OUTLINE

COURSE TITLE: **PROFESSIONAL GROWTH I**

CODE NO.: **NUR 110** SEMESTER: **I**

PROGRAMME: **NURSING & PRACTICAL NURSING**

AUTHOR: **JUDI MAUNDRELL AND BRENDA WARNOCK**

DATE: **SEPTEMBER, 1995** PREVIOUS OUTLINE DATED: **NEW**

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III, TOPICS TO BE COVERED;

The following concepts will be included:

- Self as learner
 - Collaboration and collegueship
 - Learning styles
 - Critical thinking
 - Philosophy of education
 - Ways of knowing
- Role of the nurse
 - Philosophy of nursing
 - Nursing as a profession
 - Code of ethics
 - Roles of Registered Nurses and Registered Practical Nurses
- Social constructs
 - Images of nursing
 - Historical development of nursing
 - Past, present and future of nursing education

IV. LEARNING ACTIVITIES/RESOURCES:

Refer to teacher/student resource and learning packages for learning activities/resources.

V. EVALUATION:

1. The pass mark for this course is 60%. The course mark is composed of term written assignments and presentations.
2. Students with a mark below 60% will be eligible to rewrite or resubmit the test, exam or assignment. The higher of the two marks will be recorded as the student's mark. This rewrite will be negotiated between the student and the teacher. Refer to "General Information and Practicum Experience Booklet" for specific policies.
3. Evaluation Methods:

- The Role of the Nurse Paper	30%
- Images of Nursing Assignment	30%
- History of Nursing Group Presentation	30%
- Class Preparation St Participation	<u>10%</u>
	100%

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TOTAL CRKDITS: 2

PREREQUISITE(S): NONE

I. PHILOSOPHY/GOALS:

This course will provide the students with an opportunity to explore several ways of knowing and to examine personal assumptions about learning. Critical thinking will be introduced and utilized in the learning activities. The nurse's role will be a major focus in this course, including the student's personal values about nursing and the diversity of occupational roles for registered nurses and registered practical nurses. The evolution of nursing and its influence on nursing education will be investigated. Nursing process will be introduced.

II. LEARNING OUTCOMES:

In this course, many learning activities are designed to foster collaborative learning in small groups. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with colleagues and the teacher. It is therefore to the learner's benefit that the learner attend and participate in class.

Upon completion of this course, the student will have:

1. assessed personal assumptions about learning and compared them to the nursing program's philosophy.
2. compared several ways of knowing to identify own preferred learning style.
3. applied selected approaches to learning using analytical thinking skills.
4. identified personal values that led to nursing as a career choice and compare them to professional values and the code of ethics for nursing.
5. discovered the diverse roles for nurses (R.N.) and practical nurses (P.N.).
6. collaborated with other students to investigate the past, present and future of nursing and nursing education.
7. examined the components of the nursing process and the relationship to nursing practice.
8. examined the central concepts of nursing (nurse, health and environment) and their significance in nursing practice.

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VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VII. REQUIRED RESOURCES:

Berger, K. J. & Williams, M. B., Fundamentals of Nursing: Collaborating for Optimal Health, Prentice-Hall, Toronto, 1992

College of Nurses of Ontario Booklet Package

Hamilton, P., Realities of Contemporary Nursing, r^{ewest} ed., Addison-Wesley Publishers, 1992

Professional Growth I_ Student Resources Package, 1995

VIII. ADDITIONAL RECOMMENDED RESOURCES:

Refer to the student/teacher resource and learning packages for additional recommended resources.

IX. SPECIAL NOTES:

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

Sault College wishes to acknowledge the contribution Georgian College has made to this process.

X. COURSE ANALYSIS SHEET: