

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

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COURSE TITLE: PROFESSIONAL GROWTH 1

CODE NO.: NUR 110

SEMESTER: 1

PROGRAMME: NURSING &. PRACTICAL NURSING

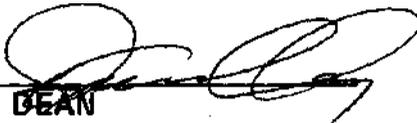
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BRENDA WARNOCK**

DATE: SEPTEMBER, 1996

PREVIOUS OUTLINE DATED: 09A95

APPROVED:

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PREREQUISITEfSI 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.

U. **LEARNIH& 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:

1. explain the factors influencing the development of the image of nursing
2. investigate the roles of Registered Nurses and Registered Practical Nurses.
3. describe the concept of nursing as an evolving profession.
4. develop a plan to promote and enhance self learning.
5. explain factors influencing the evolution of nursing and nursing education in Canada.

in. **TOPICS IO BE £Q)£REI1:**

The following concepts will be included:

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Collaboration and collegueship
Images of nursing
Nursing as a profession
Self Regulation
Nursing Organization
Philosophy of nursing
Nursing's Ethical Framework
Nursing's Knowledge Base
Learning Styles
Critical Thinking
Ways of Knowing
Historical Development of Nursing
and Nursing Education
Central Concepts of Nursing
Nursing Roles & Functions
Nursing Process

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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 one test, exam or assignment. The highest mark that can be achieved on a rewrite is 60%. 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:

- Images of Nursing Assignment	15%
- The Role of the Nurse Paper	25%
- History of Nursing Group Presentation	20%
- Class Preparation & Participation	10%
- Test	<u>30%</u>
	100%

VI. PRIOR LEARNING & ASSESSMENT:

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

VII. REQUIRED RESOURCES:

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1. Standards of Practice for RNs and RPNs
2. Guidelines for Professional Behaviour

Kozler, B., Erb, G., Blais, K., Fundamentals of Nursing: Concepts, Process and Practice, 5th ed., Addison-Wesley Publishing Co., Don Mills, Ontario, 1995

Professional Growth 1 Student Resources Package, 1996

VIII. ADDITIONAL RECOMMENDED RESOURCES:

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

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IX. SEEOAL NQIES:

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.

CmiBSE ANALYSIS SUEEX: