

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Introduction to Professional Growth
CODE NO. : NURS1056 **SEMESTER:** 1
PROGRAM: Collaborative BScN
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DATE: Sept/02 **PREVIOUS OUTLINE DATED:** Sept/01

APPROVED:

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): None
EQUIVALENCIES

HOURS/WEEK:

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I. COURSE DESCRIPTION:

This course provides an introduction to the profession of nursing. The philosophy and constructs of the nursing program will be examined. The role of nursing and its evolution in society will also be explored, as will the relationship between theory, practice and research. Participants will be introduced to the process of critical reflection, and reflective learning. Opportunities will be provided for participants to examine professional practice (nurses' work) in a variety of settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN VIEW

The student will:

1. Gain experience and develop an ability to be a reflective learner.
2. Have opportunities to develop an awareness of the profession of nursing and nursing roles.
3. Describe the process of nursing as an evolving profession.
4. Demonstrate awareness of professional standards to gain insight into their relationship to nursing practice.
5. Develop a plan to promote and enhance self-directed learning by exploring various learning styles and ways of knowing.
6. Develop awareness of the philosophy, beliefs and values upon which the program is built.
7. Develop a beginning understanding of group process to enhance collaboration with colleagues.
8. Develop a beginning understanding of nursing research to become an informed consumer of research.

CONTENT OUTLINE

The learning activities in this course are designed to assist learners to experience many of the predominant values in nursing, with a view to understanding the basic concepts of the course. Develop of your own values will be a necessary consequence. Selected learning experiences will provide opportunities for examination and development of such values. Observation, critical reflection and a variety of seminars and in-class activities will be the format. Active participation and engagement by learners, and self-reflection in dialogue with classmates, all guided by faculty, will allow exploration and formation of all concepts in each learner's unique way

CLASS SCHEDULE

Week 1	Introduction, Collaboration, Collegueship	
Week 2	Group process What is nursing?	Introduction of Poster assignment and Nurses' Work assignment
Week 3	Image of the nurse Program Philosophy Theories of Nursing	
Week 4	Nursing Research	
Week 5	Poster Presentation	Mid-term Test
Week 6	Thanksgiving	
Week 7/8	Learning Styles Critical Thinking	
Week 9	Nursing Process	Nurses' Work Assignment
Week 10	Professionalism Standards of Practice Intro to ethical decision- making	Annotated Bibliography
Week 11	Social Construction History of Nursing	
Week 12	Social and Cultural Context of Nursing	
Week 13	Professionalism debate Nurses Work Discussion	

Final Exam in examination week.

*This schedule is tentative and may change depending upon faculty and learner needs.

III. TOPICS:

Course content will be organized around the following concepts and topics:

1. Program Philosophy
2. Collaboration and Collegueship
3. Reflective Learning/Learning Styles
4. Nursing as a Profession
5. Professionalism
6. Context and Culture
7. Nurses' Work
8. Social Construction-Historical Perspective, Socialization, Society's Views and Expectations
9. Group Process
10. Critical Thinking

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Blais,K.K., Hayes, J.S., Kozier, B. & Erb, G. (2002). *Professional Nursing Practice: Concepts and Perspectives* (4th ed). Upper Saddle River N.J., Prentice Hall.

College of Nurses of Ontario. (2000). *Compendium of Standards*.

Potter,P. & Perry,G. Kerr,J. & Wood,M. (Ed.) (2001). *Canadian Fundamentals of Nursing* 2nd ed. St. Louis: Mosby.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5TH ed). Lancaster Press: Pennsylvania.

Selected readings and articles will be accessed from the Library.

RECOMMENDED TEXTS

Twiname, G.B. & Boyd, S.M. (1999). *Student Nurse Handbook: Difficult Concepts Made Easy*. Appleton & Lange: Connecticut.

V. EVALUATION PROCESS/GRADING SYSTEM:

Images of Nursing Poster	10%
Annotated Bibliography	25%
Nurses' Work Presentation	15%
Midterm test	20%
Final test	30%

ASSIGNMENT FORMAT

Written assignments are to be computer generated with page numbers and a header on each page. All assignments are to be free of spelling and grammatical errors, and carefully referenced using APA format. Please use a font size of 12. Up to 10% of the final mark may be deducted for errors in format.

Images of Nursing Poster:

The purpose of this assignment is to practice working in groups while completing a creative exercise that will explore the image of nursing.

This assignment involves the production of a poster or video depicting various images of nursing. The assignment is to be done in pairs, therefore you must choose a partner with whom to work. The poster or video will be a graphic representation of two images of nursing: one from a media source (excluding the internet) and one from an interview. Learners are expected to be creative in their presentation.

1. Choose a resource depicting nurses or nursing from the suggestions below or choose one of your own. After reading or viewing the medium, decide the image of nursing that is depicted and make a representation of that image on your poster or video.

Movie	Magazine	Greeting card	TV show
Poster Cartoon	Bumper sticker	Novel	
Children's Book	Advertisement	Button	

2. Interview a family member or friend who has been cared for by a nurse. Ask this person to remember this experience and to describe the nurse in one word adjectives, for example, caring, intelligent, cold. Make a graphic representation on the poster/video of the image that is being suggested by the list of descriptive words.

The posters/videos will be shared in class on the due date. The specific process for presenting and evaluating will be discussed in class. A written one page description of the poster/video is to be submitted for evaluation on the day of the presentation.

Images represented and meaning explained	3 marks
Descriptive words from the interview included	3 marks
Reflects creativity and originality	3 marks
References/sources identified	1 mark

Posters will be marked by faculty and peers with each contributing to 50% of the grade.

Annotated Bibliography

The purpose of this assignment is to introduce the learner to nursing research and the review and critical analysis of professional journal articles.

Learners will choose any one of the course topics/concepts listed in the course outline and find five recent scholarly journal articles pertaining to it (popular magazines are not appropriate). Be careful that internet references are from legitimate sources. It may be helpful to refer to the following:

Hackett, L.L. (2002). Selected web resources for Canadian nurses. *Canadian Nurse*, 98 (04), 32-34.

In your written submission introduce the purpose of the annotated bibliography. Cite each reference according to APA format and give a brief summary of the article by answering the following questions:

- What is the fundamental purpose of the article? What is its basic thesis, if it has one?
- What are the credentials of the author being considered an expert on the topic?
- Does the article provide sufficient background information? Does it require technical expertise?
- What is the scope of the article?
- What sort of supplementary detail (ie, illustrations, diagrams) does the article offer?
- What is the general usefulness of the article?

Conclude the annotated bibliography by summarizing what you have learned by completing this assignment.

Marking Scheme

Criteria	Journal #1	Journal #2	Journal #3	Journal #4	Journal #5
#1 /3 marks					
#2/ 3marks					
#3/ 3marks					
#4/ 3marks					
#5/ 3marks					
Totals					

Summary: 5 marks

Total: 80 marks

Nurses' Work Presentation

Read the following in preparation for this assignment:

Blais, Hayes, Kozier & Erb, Chapter 7 and Chapter 9.

Chitty, K.K. (2001). *Professional Nursing: Concepts and Challenges (3rd ed.)* Toronto: W.B. Saunders. Chapter 5.

Potter & Perry, pp. 387-400.

Form groups of three students. The course professor will assign clinical areas of practice to each team of students.

Each team will interview a Registered Nurse who works in the area that they have been assigned. Your professor will assist you if you have difficulty finding a nurse to interview.

Each team of students will submit a Nurses' Work Report that begins by introducing their nurse (5 marks) then addresses the following questions:

1. a) List what most comes to mind as the main characteristic of the work this nurse does.
b) What does this nurse do for and with his/her clients? (5 marks)
2. In what ways does the nurse promote health (as you understand it from the program philosophy). (5 marks)
3. a) How does this nurse feel about nursing? What is satisfying? What is frustrating?
b) What impression did you get about how this nurse views nursing? (5 marks).
4. Describe knowledge and decision-making within the role of this nurse.(5 marks)
5. What else did you learn? What more do you want to investigate? (5 marks)

Midterm Test:

The midterm test will consist of multiple choice and short answer questions. It may contain a selection of true/false and fill-in-the-blank questions as well.

Final Comprehensive Test:

The final will consist of multiple choice and short answer questions.

ATTENDANCE POLICY

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit of the course.

EVALUATION POLICY

1. Attendance at scheduled tests, quizzes, laboratory sessions, clinical experience, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, laboratory reports, presentations, examinations will be graded "0" unless alternate arrangements are made with the professor prior to the scheduled times. **(2002-03 Student Manual)**.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

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 E1204 or call Extension 493, 717, or 491 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.