

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Professional Growth I
CODE NO. : PNG1120 **SEMESTER:** 1
PROGRAM: Practical Nursing
AUTHOR: Northern Partners in Practical Nursing Education/
Gwen DiAngelo
DATE: Sept/02 **PREVIOUS OUTLINE DATED:** N/A
APPROVED:

	DEAN	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	None	
HOURS/WEEK:	3	

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I. COURSE DESCRIPTION:

In this course, the learner will explore personal learning styles, providing the base from which they can develop skills, strategies and resources that will enhance their success. The concept of teaching and learning and its place in the practice of the Practical Nurse will be introduced. Standards of Practice will be introduced and journaling will be used to enhance the learner's understanding of reflective practice.

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
- 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 them.

Potential Elements of the Performance:

- Define philosophy
- Examine own personal philosophy of nursing
- Describe the philosophy of the Practical Nursing program
- Compare personal and program philosophies
- Define a conceptual framework
- Describe 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.
- Explain the domains of learning
- Describe the assessment of learning needs, planning of teaching and evaluation of learning
- Describe teaching/learning strategies

4. Describe the concept of a profession and the role of Standards of Practice in the regulation of Nursing as a profession.

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
- Describe the Standards of Practice, including how they influence nursing practice
- Participate in activities to discover the role of the professional caring nurse

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

Potential Elements of the Performance:

- Define research
- Explain how research is used
- 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

III. TOPICS:

1. Learning Styles
2. Reflective Journaling
3. Philosophy of Nursing
4. Role of the Nurse
5. Teaching and Learning
6. Nursing as a Profession
7. Standards of Practice
8. Nursing Research
9. Caring

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Blais, K.K., Hayes, J.S., Koziar, B., & Erb, G. (2002) *Professional nursing practice concepts and perspectives* (4th edition). Upper Saddle River, New Jersey: Prentice Hall

College of Nurses of Ontario. (2001). *Compendium of standards of practice for nurses in Ontario*. Toronto: CNO.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation Methods:

(LEARN) Journals (choose 1 of 3)

- Personal Philosophy of Nursing
- Description of Nursing as a Profession
- Impact of Personal Learning Style on Own Learning

The Role of the Nurse Paper	25%
Nursing Research Article Presentation	15%
Mid-term Test	20%
Final Examination	30%
Total	100%

2. The pass mark for this course is 60%. The final course mark is composed of written assignments, a mid-term test and final examination.

3. Students with a mark below 60% will be eligible to rewrite one exam or resubmit an 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 the Student Success Guide (2002-03) for specific policies.

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.