

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Professional Growth 2
CODE NO. : PNG232 **SEMESTER:** 3
PROGRAM: Practical Nursing Program
AUTHOR: W. Malesh
Northern Partners in Practical Nursing Education
DATE: Sept/2004 **PREVIOUS OUTLINE DATED:** Sept/2003

APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	2	
PREREQUISITE(S):	N/A	
HOURS/WEEK:	2	

Copyright ©2004 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Associate Dean,
School of School of Health and Human Services
(705) 759-2554, Ext. 603/689

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. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Examine the history and evolution of the practice of nursing.
Potential Elements of the Performance:
 - i. Participate in activities which outline the historical development of nursing from ancient times to the present
 - ii. Describe the role of religion in the development of the practice of nursing
 - iii. Describe the contributions of selected nurses to nursing and society
 - iv. Explore, from a historical perspective, the contribution of the nursing profession to society
 - v. Explore the evolution of professional nursing organizations

2. Explain the role of professional organizations in the practice of nursing.
Potential Elements of the Performance:
 - Name the professional organizations which support or regulate the practice of Practical Nurses and compare /differentiate them from organizations that support or regulate other regulated health professions.
 - Describe the mandate and responsibilities of each of the professional organizations which support or regulate the practice of Practical Nurses.
 - Describe how the Standards of Practice ensure competent & ethical nursing practice.

3. Examine the regulation of nursing practice.
Potential Elements of the Performance:
 - Explore the evolution of legislation impacting on nursing.
 - Identify the primary sources of law and types of legal actions
 - Describe the purpose, essential elements and impact of the Regulated Health Professions Act and the Nurses Act.
 - Explore the essential legal aspects of selected nursing practice issues (e.g. malpractice, informed consent, DNR orders, abuse, documentation of care, incident reports)
 - Describe the impact of collective bargaining on nursing practice.
 - Define and describe the rationales for licensure and registration.
 - Describe clients rights
 - Describe nurses/caregiver rights

4. 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.

5. Describe a variety of nursing theories.
Potential Elements of the Performance:
 - Examine the development of theory in nursing.
 - Describe the nature of knowledge development
 - Compare the theoretical approach of selected nurse theorists
 - Differentiate between the terms *concept, conceptual framework, conceptual model, construct, proposition, theory, and hypothesis*
 - Describe the relationship between nursing process and nursing theory

6. Explore personal values and potential biases.
Potential Elements of the Performance:
 - Examine the evolution of professional nursing codes of ethics
 - Participate in values clarification exercises
 - Compare personal values about nursing to accepted nursing codes of ethics (e.g. CNA or ICN).
 - Explore values transmission
 - Explore how nurses can assist clients to clarify their values.
 - Develop skills with reflection/reflective practice as a professional development tool.

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. Professionalism, Self-governance (sources and mechanisms of law, , reflective practice, ethics, standards)
2. Professional socialization (moral development, values clarification; professional identity)
3. Professional Nurse/client covenant (ethics, rights/obligations, privacy, confidentiality, professional practice)
4. Historical perspectives and evolution of nursing and professional nursing organizations.
5. Contributions of selected nurses to nursing and society, nursing theorists and theory
6. Nursing informatics (professional nursing practice, education, research)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Blais, K. K., Hayes, J. S., Kozier, 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: College of Nurses of Ontario. Available at <http://www.cno.org>

Potter, P.A., & Perry, A. G. (2001) *Canadian fundamentals of nursing*. (2nd edition). Toronto: Mosby.

Resources:

- Professional and Union publications
- Selected readings
- Peers/colleagues
- WebCt (Sault College of Applied Arts & Technology)
- E-mail and web sites of professional associations
 - Canadian Nurses Association (C.N.A.) www.cna-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:

Reflective Practice Assignment:	10%
Mid-term Exam:	20%
Nursing Theorist Project Paper	25%
Nursing Theorist Group Presentation	15%
Final Exam:	30%

Written assignments must follow “Assignment Procedures”, and “Preparation of a Scholarly Paper” as outlined in the Practical Nursing Program Student Success Guide for 2004-2005. Additionally, students are advised to carefully review the “Assignment Critiquing Criteria”.

Note: There will be no re-write for failed examinations in this course. A rewrite is available for the Nursing Theory Project Paper portion only. The rewrite is not available for late or un-submitted assignments. The highest mark that can be achieved on the rewritten paper is 60%.

Written assignments must be submitted at the beginning of class on the due date. Late assignments will not be accepted unless a new due date has been negotiated with the course professor prior to the beginning of class (use 'Request for Extension" form).

The pass mark for this course is 60%. The final course mark is composed of written and in-class assignments, a mid-term exam and a final exam.

Reflective Practice Assignment: Professional Growth: 10%

"Reflection allows one to look back on experiences in a new way. It involves an understanding of routine activities, contemplative moral judgment, and careful thought that results in self-discovery and personal meaning. The process of reflection validates care and empowers the nurse to continue to care because of powerful and meaningful patient/family responses" (Schaefer, 2002, p 288)

Students may choose one of the following professional practice areas to complete the reflective practice assignment. For each topic, review the criteria provided.

- 1) **Caring, or**
- 2) **Ethical Decision making, or**
- 3) **Advocacy**

Criteria for the reflective practice paper:

- 6 pages not including cover page, references.
- APA format including referencing
- Cover page APA format
- Typed - font size 12 Times New Roman (marks will be deducted for larger font)
- Reference page in APA format. Citations in text must match or marks will be deducted.
- **must** incorporate at least 3 references to literature from professional scholarly nursing journals. **In addition**, there may be reference material from professional organizations and text books.
- Must demonstrate evidence base supported by the literature and a reflective focus.
- 0.25 % will be deducted for each of spelling, grammatical or APA errors. Maximum deduction will be 20%. Eg. If assignment marked out of 10 points, maximum deduction will be 2 points.

1. Selection - Caring:

Caring is demonstrated in behaviors, actions and attributes of nurses (CNO).

Using the CNO LEARN method as a guide to reflective practice, reflect on a particular clinical situation you experienced as a practical nursing student. Other reflective practice guides may be used to support your framework. Be sure to reference your sources related to reflective practice tools or frameworks.

For the caring assignment, the experience described will be one that provided you with insight into caring and the meaning of caring to yourself as a professional nurse and for the client/others who were recipients of your caring.

Explain how this experience impacted your own professional growth. Reflect on the meaning that caring has for you. Incorporate in into your writing what you learned about caring from selected readings. Explain how your nursing practice has improved or is enhanced as a result of the experience and your learning.

#2: Selection - Ethical Decision Making

“Ethical nursing care means promoting the values of client well-being, respecting client choice, assuring privacy and confidentiality, respecting sanctity and quality of life, maintaining commitments, respecting truthfulness, and ensuring fairness in the use of resources. It all includes acting with integrity, honesty and professionalism in all dealings with the client and other health team members.” (CNO, 2002, p. 9).

Using the CNO LEARN method as a guide to reflective practice, reflect on a particular clinical situation you experienced as a practical nursing student. Other reflective practice guides may be used to support your framework. Be sure to reference your sources related to reflective practice tools or frameworks.

For the ethical decision making assignment, the experience described will be one that provided you with insight into ethical decision making and the meaning of ethics, principles, and professional values to yourself as a professional nurse and for the client/others.

Explain how this experience impacted your own professional growth. Reflect on the meaning that ethical nursing care has for you. Incorporate in into your writing what you learned about ethics from selected readings. Explain how your nursing practice has improved or is enhanced as a result of the experience and your learning.

#3 Selection - Advocacy

Nurses promote client well-being; ensure and respect client choice in decision making; assure privacy and maintain confidentiality; respecting sanctity and quality of life; and maintain a commitment to the client, self, profession, and employer (CNO, 2002). "The primary goal of the client advocate is to protect the rights of clients." (Blais et al., 2002, p. 61)

Using the CNO LEARN method as a guide to reflective practice, reflect on a particular clinical situation you experienced as a practical nursing student. Other reflective practice guides may be used to support your framework. Be sure to reference your sources related to reflective practice tools or frameworks.

For the advocacy assignment, the experience described will be one that provided you with insight into the meaning of advocacy and the role and responsibilities and actions of nurses as advocates (for the nurse and for the client/others).

Explain how this experience impacted your own professional growth. Reflect on the meaning that advocacy has for you. Incorporate in into your writing what you learned about advocacy from selected readings. Explain how your nursing practice has improved or is enhanced as a result of the experience and your learning.

Nursing Theory Paper (Individual) 25% and Presentation (Group) 15%

This assignment consists of **two parts**:

1. Part one is an individual scholarly paper on nursing theory uniquely written by each student and submitted as the student's own work. An individual grade for the paper will be assigned (individual mark out of 25%).
2. Part two is a group presentation outlining the theoretical work of a pre-selected nursing theorist (group mark out of 15%). The team members will collaboratively complete a typed handout for the class for study purposes and creatively present an overview of the nursing theory for the class.

Group presentation dates and dates for the respective papers will be scheduled by the end of class 3 to allow advance preparation time for papers and presentations to be completed prior to or for the latter half of the course.

Scholarly Paper: 25 %

- Components
 - i. Introduction to the paper and the theorist.
 - ii. Examine the theoretical framework of the selected nurse theorist.
 - iii. Explain in an understandable way the theoretical approach of the theorist, assumptions, and definitions.
 - iv. Outline key concepts of the theoretical framework.
 - v. Describe the relationship between this theoretical framework and the nursing process.
 - vi. Describe how the framework relates to client care in the practicum setting.
 - vii. Conclude why this nursing framework is important to nursing.
 - viii. Utilizes appropriate nursing literature and APA format.
 - 7 pages minimum; 10 pages maximum (body) (not including the cover sheet and reference pages).
 - APA format double spaced.
 - Plus Cover page APA format
 - Typed - font size 12 Times New Roman (marks will be deducted for larger font)
 - APA format including referencing.
 - Plus reference page(s) in APA format. Citations in text must match or marks will be deducted.
 - must incorporate at *minimum* 3 references to literature from scholarly professional nursing journals. *Additionally*, referencing to textbooks and professional nursing organizations may be and should be included.
 - 0.25 % will be deducted for each of spelling, grammatical or APA errors. Maximum deduction will be 20%.
 - Must demonstrate evidence base supported by the literature

Group Presentation: 15% (group mark)

- A typed *and referenced* handout (5 points of the 15) is to be distributed to the class on the assigned date of the presentation for exam study purposes. This can be in bullet point form, but must include the following information:
 - i. Nurse theorist, name, date of work
 - ii. Theoretical approach – major components of the theory, conceptual framework/conceptual model
 - iii. Concepts and proposition of the theory.
 - iv. Relevant factors of the theory/primary focus
 - v. Provide clinical examples (your own or from the literature) of how the nursing theory has been or could be applied to an individual or group.
 - vi. Key points are summarized.
 - vii. References

(Since each student has researched the nursing theorist for an independent paper, the group is encouraged to discuss key points for the hand-out sheet and collaboratively create the hand-out for the class).

- The group presentation (10 points of the 15) should be as creative as possible, stimulating, and involving the audience where possible. The presentation should not be in lecture format. Web-links, photos, posters, video, audio-visual, skits, games and other creative elements are possible.
- Each group will have 20 minutes for the presentation.

Criteria for marking the presentation will include:

- Creativity, clarity and organization
- Criteria outlined for the handout is covered in the presentation and is accurately presented.
- Stimulates audience discussion, participation, and/or questions.

Group Process:

“Each nurse establishes and maintains respectful, collaborative, therapeutic and professional relationships”. (CNO, 2002) “A nurse demonstrates this standard by using a wide range of communication and interpersonal skills to effectively establish and maintain collegial relationships”; and by “demonstrating effective conflict resolution skills” (CNO, 2002).

In working together to prepare a collaborative presentation, each student must be prepared to work effectively as a contributing team member. The mark assigned is for a group effort. Problems related to the team and requiring the assistance of the course professor are to be addressed a *minimum* of one week prior to your scheduled presentation with aim to resolution.

Attendance:

Punctual and regular attendance will facilitate optimum learning for the student. Attendance will be taken during class. As a courtesy, please notify the professor via voice mail, in person, or by written note if unable to attend class. Be sure to have a student colleague collect notes and materials for you.

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%	
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.

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 instructor and/or the Special Needs office (Room E1101, extension 703) 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.