

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Professional Growth 1

CODE NO. : NURS 1056

SEMESTER: 1

PROGRAM: North Eastern Ontario Collaborative Nursing Program (NEOCNP)

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APPROVED: "Marilyn King"

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 6

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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 well as 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**

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

- gained experience in and developed an ability to be a reflective learner,
- the opportunities to develop an awareness of the profession of nursing and nursing roles,
- described the process of nursing as an evolving profession,
- demonstrated awareness of professional standards to gain insight into their relationship to nursing practice,
- developed a plan to promote and enhance self-directed learning by exploring various learning styles and ways of knowing.
- developed a beginning understanding of group process to enhance collaboration with colleagues
- developed a beginning understanding of nursing research in order to become an informed consumer of research.

Process

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. Development 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.

III. TOPICS:

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

Week	Topic	Assignment
1	Introduction	
2	Program Philosophy	
3	Introduction of Nursing Profession/ Professionalism Image of nursing	
4	Research	Midterm
5	Evidenced Based	
6	Learning Styles	
7	Group Process/Collaboration	
8	Study Week	
9	Conflict Resolution	Essay
10	History of Nursing/ Nursing Theory	
11	Nursing process/ Critical thinking	
12	Social Context of Nursing	Group Project
13	Presentations	
14	Presentations	Individual Evaluations

- **Sequencing of topics and assignments subject to change based on teacher/learner needs.**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

College of Nurses of Ontario. (2000). *Compendium of standards*. Toronto: Author.
(This resource may be obtained from: The College of Nurses of Ontario, 101 Davenport Road, Toronto, ON, M5R 3P1, Tel: 1-800-387-5526, email: cno@cnomail.org, or on the internet at <http://cno.org/pubs/compendium.html>)

Davies, B., & Logan, J. (2008). *Reading research* (4th ed.). Toronto, ON: Mosby

Potter, P., & Perry, A. (2006). *Canadian fundamentals of nursing* (J. C. Ross-Kerr & M. J. Woods, Eds) (3rd ed.). Toronto: Mosby.

Selected readings and articles will be accessed from the Library and on Blackboard

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be evaluated on the following basis:

DESCRIPTION	MARKS
Midterm Test	15%
Essay	30%
Group Project	20%
Final Exam	35%
TOTAL	100%

Students must complete all of the above assignments to be eligible for a final grade in this course.

Please note both sections will be scheduled to take exams outside of scheduled class times.

ASSIGNMENTS**1. ESSAY****30%**

The purpose of this assignment is to develop skills in essay writing through the exploration and analysis of an issue relevant to the discipline of nursing using the nursing and health care literature.

Guidelines for writing the essay:

Select **one** of the following topics listed below to develop a thesis statement and write a **1000 word** (maximum) essay. In writing the essay, you must use **at least three articles** from the literature to defend/support a thesis statement.

For this assignment:

- **“thesis statement”** refers to a clearly worded, concise opinion or proposition. The thesis statement should be clearly stated in the essay’s introduction and then supported throughout the essay by providing arguments and evidence from the literature
- **“literature”** refers to articles published in nursing or health care journals and does not refer to textbook chapters. Information from nursing textbooks may be used for gaining background on your selected topic and referenced accordingly but cannot be used as the main sources for developing arguments to support your thesis statement.

List of topics: (choose one)

1. Using the literature, defend or refute the following statement:
“A possible solution to the current shortage of registered nurses is to increase the scope of care and responsibility for unregulated care providers.”
2. Using the literature, defend or refute the following statement:
“Within the health care team, nurses have a unique contribution to patient care”
3. Using the literature, defend or refute the following statement made by a nurse theorist:
“Caring is the essence of nursing”.
4. Using the literature, defend or refute the following statement:
“Nurses do not play a role in health care policy.”
5. Using the literature, defend or refute the following statement:
“Collaboration among health care disciplines is the link to patient-focused care and better patient outcomes”.
6. Using the literature, defend or refute the following statement:
“In the 21st century it is imperative that nurses be culturally competent”.

Ends-in-view:

In writing the essay the student will:

- Identify and articulate a clear thesis statement which will form the basis of the essay
- Search and identify *relevant* journal articles from the nursing and/or health care literature
- Use the literature to support/defend the thesis statement
- Demonstrate appropriate use of APA to format the essay, cite the literature in the essay and develop a reference list.
- Demonstrate beginning critical thinking skills by describing and analyzing an issue of importance to the discipline of nursing.

****Please note that to demonstrate an understanding of the issues and arguments presented in the essay, students are **strongly encouraged to paraphrase arguments in their own words with appropriate referencing of ideas and avoid direct quotations from the literature.***

Grading scheme for essay:

Articulating a clear thesis statement and describing its context and significance within nursing10 marks

Critical thinking:10 marks

- analysis of the issue
- presentation of arguments and use of the literature to support the thesis statement

Appropriate APA format10 marks

- organization of essay (eg. style, grammar)
- correct referencing and citing of the literature

TOTAL 30% of course grade

**Evaluation Rubric BN 1056
Essay- Fall 2008**

		A	B	C	F
Thesis statement position 10 Marks	4	Clearly and articulately states position	Clearly states position	Position stated is unclear at times	Unclear what position is being taken
	4	Clearly and articulately describes the context and significance within nursing	Clearly describes context and significance within nursing	Context and significance is somewhat unclear	Context and significance is not addressed or is not valid
	2	Uses outstanding and pertinent *rhetorical devices to support assertions	Uses some pertinent rhetorical devices to support assertions	Rhetorical devices used are not clearly supportive of assertions	Does not use rhetorical devices to support assertions
Critical Thinking 10 Marks	5	Supports position with precise and relevant evidence	Supports position with relevant evidence	Evidence presented is superficial or weak, at times does not clearly support position	Little or no evidence provided. Evidence provided does not support position
	2	Considers counterclaims in a comprehensive fashion	Considers counterclaims	Considers some counterclaims but misses significant concerns	Does not consider counterclaims in analysis
	3	Evidence presented is clear and accurately paraphrased	Evidence presented is paraphrased but unclear at times	Evidence presented includes direct quotations and does not consistently reflect understanding	Frequent use of direct quotes. Understanding of literature not apparent
Format 10 Marks	4	Ideas and arguments are organized in a sustained and logical fashion	Most ideas and arguments are organized in a logical fashion	Some ideas and arguments are presented in an organized and logical fashion	Ideas and arguments are presented in a disorganized fashion
	3	All grammar and spelling are correct	Only one or two errors	More than two errors	Very frequent grammar and or spelling errors
	3	Citations in text and "Works Cited" are completed using APA format, with no more than one error	There are two or three errors in the use of APA format	There are more than three errors in the use of APA format	Very frequent errors in the use of APA format

*Rhetorical devices include appeal to logic through reasoning, appeal to emotion or ethical belief, personal anecdote, case study or analogy

Comments and Grade:

RECRUITMENT GROUP PROJECT

20%

The purpose of this assignment is threefold. This assignment will allow for practice working in groups while completing a comprehensive creative exercise. The project will explore recruitment of nurses; an issue of great importance in the current healthcare system. Finally the project will allow learners the opportunity to: investigate current public views related to nursing and recruitment (interviews), examine current scholarly literature related to recruitment and nursing image, and finally apply research to an intervention strategy and tool created to promote the recruitment of nurses to the profession.

The project consists of 5 elements:

1. Interview
2. Essay
3. Intervention strategy and Tool
4. Presentation
5. Individual evaluation

Interview

Interview one nursing professional and one individual not in nursing regarding their thoughts on nursing and recruitment to the profession

Questions to discuss include:

Nursing Professional:

1. Could you talk about what made you consider the nursing profession as a career?
2. What elements of the nursing profession do you think lead people away from considering nursing as a career?
3. If you were to develop a program to promote the recruitment of nurses to the profession, what elements do you think are the most important to include?

Non-nursing Individual:

1. Could you talk about why you did not choose to go into a career in nursing?
2. What elements of the nursing profession do you think lead people away from considering nursing as a career?
3. If you were to develop a program to promote the recruitment of nurses to the profession, what elements do you think are the most important to include?

Essay - 30 marks

The essay should be made up of four parts

1. Introduction (.5 pages)
 - i. Significance and relevance of recruitment to the profession of nursing
 - ii. Plan for the essay
2. Interview report and literature review (3 pages)
 - i. Review the overall themes from the interview answers and compare to current literature on recruitment
 - ii. Review current literature on recruitment including possible intervention strategies and tools
3. Arguments for chosen intervention strategy and tool (2 pages)
 - i. Choose one recruitment intervention strategy and tool explaining its effectiveness and appropriateness given the identified themes from the interviews and literature

Tool - 15 marks

Create a tool for the recruitment of nurses to the profession

- Could be in any format – multi-media, information package, poster, story book, etc
- Needs to be based in current evidence
- Tools will be marked on creativity, supportive evidence, and quality

Presentation - 10 marks

The whole group will present their intervention strategy and tool. Each group will have 10 minutes to present. Presentations will be evaluated on clarity, time management, full participation of group members, ability to generate and maintain audience interest, and overall impression of the presentation.

Presentation should include:

1. A description/explanation of the intervention strategy and tool
2. Evidence supporting the intervention strategy and tool
3. Presentation of tool to class

Group Process Evaluation – 5 marks

Each student will individually evaluate their performance and learning as a group.

Discussion should include (2 pages):

1. The critical examination of the contributions of each member to the project (e.g. – how were tasks distributed, were tasks completed on time, were there any conflicts? If so, what tools were used/attempted to reach resolution? If not, why did the group process go so well? etc). Discussions must be supported by relevant literature.
2. A description of her/his learning as it relates to group process. Discussions must be supported by relevant literature.

Total – 60 marks

Students are expected to collaborate and work together to complete the assignment. One final project per group will be submitted by week twelve.

TOTAL 20% of course grade

Guidelines for Written Assignment

Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. A second copy should be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed.

LATE ASSIGNMENTS WITHOUT AN EXTENSION REQUEST AHEAD OF TIME (PRIOR TO THE BEGINNING OF CLASS) WILL BE GIVEN A ZERO GRADE. TO RECEIVE APPROVAL FOR LATE ASSIGNMENTS YOU MUST PRESENT ALL YOUR WORK UP TO THE POINT OF THE DUE DATE.

Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.

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 professor should be notified ahead of time via voice mail or email. Absences in excess of 20% may jeopardize receipt of credit of the course.

For more detailed information regarding the content, please refer to the Student Resource Package for this course. Accessible on Blackboard.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Communication:

The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. 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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.