

1. 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.

11. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**ENDS-IN-VIEW**

Upon completion of this course, the student will have:

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

111. TOPICS:

Course Schedule 2009

Week	Date	<u>Topic</u>	<u>Assignment</u>
1	Sept 9-10	Introduction to Course and Program Philosophy	
2	Sept 14-16	Introduction of Nursing Profession/ Professionalism	
3	Sept 21-23	Research	
4	Sept 28-30	Image of Nursing	Midterm
5	Oct 5-7	Collaboration/Group Process/Conflict Resolution	
6	Oct 12	THANKSGIVING DAY (NO CLASSES)	
	Oct 14	Wednesday's Class - Independent Study	
7	Oct 19-21	Nursing Process/ Critical Thinking	
8	Oct 26	Study Week October 26-30	
9	Nov 2- 4	History of Nursing/ Nursing Theory	Essay due Nov.2nd at 1230 hours
10	Nov. 9-11	Evidence Based Practice	
11	Nov. 16-18	Social/Cultural Context of Nursing	
12	Nov. 23-25	Presentations	
13	Nov.30-Dec.2	Presentations	Group Project Essay due Dec.2nd @1230hours

Assignments must be submitted on the due date. Sequencing of topics and assignments subject to change based on teacher/learner needs.

IV REQUIRED RESOURCES/TEXTS/MATERIALS:

There are textbooks required for this course. Required readings related to each earning activity will be assigned. These readings consist of current and classic articles relevant to the subject of the nursing profession.

- North Eastern Ontario Collaborative Nursing Program, Bachelor of Science Degree in Nursing, Student Manual 2009-2010.
- Weekly learning activities posted on WebCT.
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- College of Nurses of Ontario. (2009). *Standard and Quality Practice: cno@cnomail.org*
- Potter, P., & Perry, A. (2009). *Canadian fundamentals of nursing*. (4thed.). Toronto, ON: Mosby.
- Wilkinson, J.M. (2007). *Nursing Process and Critical Thinking* (4th ed.).

V. ATTENDANCE:

Sault College is committed to student success. Classes are held weekly, from 0830 to 1130. Punctual and regular attendance at the various academic exercises is required of all learners. Attendance will be taken at each class. If there are circumstances bearing upon a learner's absence, the course professor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course

VI. GUIDELINES FOR WRITTEN ASSIGNMENTS:

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.

Requirements for Essay

PURPOSE

The purpose of the 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. In writing the essay, learners will:

- Identify and articulate a clear thesis statement which will form the basis of the essay.
- Search and identify *relevant* journal articles from 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, learners are encouraged to paraphrase viewpoints in their own words with appropriate referencing of ideas and avoid direct quotations from the literature.*

PAGE LIMIT

Essays must be **three** pages in length, excluding reference list and appendices.

GUIDELINES FOR WRITING THE ESSAY

Select **one** of the following topics listed below to develop a thesis statement.

In writing the essay, you must use **at least three articles** from the literature to defend/support a thesis statement.

For the essay, **“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 excludes textbook chapters. Information from nursing textbooks may be used for gaining background on your selected topic and referenced accordingly, however, cannot be used as the main sources for developing arguments to support your thesis statement.

DUE DATE: November 2nd 2009 at 1230 hours

Essays are to be submitted on **Monday, November 2nd 2009**. Submit one hard copy of the essay, one **clean** copy of each of the three selected articles from the nursing or health care literature. A second electronic copy of the essay *without articles* is to be emailed to the course professor using LMS on the same due date.

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”.

VII. EVALUATION PROCESS/GRADING SYSTEM:

The passing grade for this course is a “C” (60%). The grade for NURS 1056 will be based on the following methods of evaluation as described below.

All evaluation strategies must be submitted in order to receive a credit for the course.

Students will be evaluated on the following basis:

DESCRIPTION	MARKS
Group Project	30%
Essay	30%
Midterm Test	15%
Final Test	25%

Grading Scheme for Essay

COMPONENTS	GRADING
Articulating a clear thesis statement. Describing the thesis statement context and significance within nursing.	10
Critical thinking: <ul style="list-style-type: none"> • analysis of the issue • presentation of arguments and use of the literature to support the thesis statement • 	10
Appropriate APA formatting: <ul style="list-style-type: none"> • title page • body of paper • citing and referencing of the literature • academic writing • reference list 	10

TOTAL 30% of course grade

**Evaluation Rubric for Assignment
NURS 1056
Essay- Fall 2009**

		A	B	C	F
Thesis statement position 10 Marks	4 marks	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

		A	B	C	F
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:

Requirements for Recruitment Group Project

PURPOSE

The purpose of the assignment is threefold. The 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. The project will also 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 apply research to an intervention strategy and tool created to promote the recruitment of nurses to the profession. Learners are expected to collaborate and work together to complete the assignment.

PAGE LIMIT

Group project papers must be **five** pages in length, excluding reference list and appendices.

DUE DATE

One final project per group will be submitted by week thirteen on **Wednesday Dec. 2nd 2009 @ 1230 hours.**

GUIDELINES FOR GROUP PROJECT

A working group will consist of five learners. The project consists of four parts: interview; intervention strategy and or tool; essay; and presentation.

PART I. INTERVIEW:

Interview one nursing professional and one individual not in nursing regarding their thoughts on nursing and recruitment to the profession. The interview process will provide themes for analysis. 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?

PART II. INTERVENTION STRATEGY AND OR TOOL:

The group is to create an intervention strategy and or tool for the recruitment of nurses to the profession in light of the identified themes captured in the interview data. Refer to Recruitment Group Project Tool Marking Scheme. Created intervention strategies and or tools are theoretical in nature, and therefore are unintended for implementation purposes.

Recruitment Group Project Tool Marking Scheme

COMPONENTS	GRADING
If given this opportunity, describe in detail an intervention strategy and or tool that you could utilize for the recruitment of nurses to the profession. Provide literature evidence to support your approach.	10
Intervention strategy and or tools will be marked on creativity, and quality. Could be in any format – multi-media, information package, poster, story book, or other.	5

Tool - 15 marks**PART III. ESSAY:**

The group will explore and identify themes from the interview data regarding recruitment of nurses to the profession. Refer to Recruitment Group Project Essay Marking Scheme.

Recruitment Group Project Essay Marking Scheme

COMPONENTS	GRADING
Plan for the paper: <ul style="list-style-type: none"> • Significance and relevance of recruitment to the profession of nursing 	5
Interview report and literature review: <ul style="list-style-type: none"> • Review the overall themes from the interview data • Compare identified themes to current literature on recruitment 	10
In light of identified themes in the interview: <ul style="list-style-type: none"> • Describe a strategy and /or tool for the purpose of recruiting nurses • Explain effectiveness and appropriateness of chosen intervention strategy and/or tool 	10
Appropriate APA format: title page, body of paper, citing and referencing of the literature, academic writing, reference list.	5

Essay - 30 marks

**Evaluation Rubric
NURS 1056
Recruitment Group Project Fall 2009**

Team Members:

	A	B	C	F
Essay 30 marks	Clearly and articulately describes the significance and relevance of recruitment to the profession of nursing (3 marks)	Clearly states significance and relevance of recruitment to the profession of nursing.	States significance and relevance but misses some elements.	Does not describe significance or relevance or misses critical Elements.
	Outlines an organized and logical plan for the development of the essay. (2 marks)	Outlines a plan for the development of the essay.	Outlines a plan for the essay but plan is not well organized.	Does not outline a plan for the development of the essay.
	Clearly and articulately describes current and appropriate literature on recruitment, including strategies and tools. (15 marks)	Clearly describes current and appropriate literature on recruitment, including strategies and tools.	Describes current literature at a superficial level. Some sources not appropriate.	Description of literature is unclear. Literature used is dated or not relevant.
	Clearly and articulately describes themes from interviews. Compares these to current literature on recruitment (5 marks)	Clearly describes themes from interviews. Compares some of the themes to the current literature.	Identifies themes from interviews. Compares themes to the literature at a superficial level.	Does not identify themes from the interviews. Does not compare themes to the literature.
	Clearly justifies choice of recruitment strategy (effectiveness and appropriateness) relevant to both the literature and the interview themes. (5 marks)	Justifies choice of recruitment strategy from either the literature or the interview themes.	It is unclear how chosen recruitment strategy (effectiveness and appropriateness) is relevant to literature or interview themes.	No attempt is made to support choice through the literature or interview themes.

	A	B	C	F
Recruitment Tool 15 marks	Tool demonstrates creativity and uniqueness. May be novel. (5 marks)	Tool demonstrates creativity.	Tool is similar to those commonly used in recruitment.	Tool is familiar and uninteresting.
	Tool is of professional quality. Could be used as a public recruitment strategy. (5 marks)	Tool is of good quality. Could be used as a public recruitment strategy	Tool is of satisfactory quality. Would require improvement before use in public.	Tool is poorly constructed and is inappropriate for public use.
	Tool is aesthetically appealing. Very eye-catching. (5 marks)	Tool is aesthetically appealing.	Tool is attractive.	Tool is unattractive.

PART IV. PRESENTATION:

Each group will have 10 minutes to present their created intervention strategy and or tool. Presentation should include: a description/explication of the intervention strategy and or tool; evidence supporting the intervention strategy and or tool; and presentation of intervention strategy and or tool to the class. Refer to Recruitment Group Project Presentation Marking Scheme.

Recruitment Group Project Presentation Marking Scheme

Group Identification: Names:	
COMPONENTS	GRADING
Description of Intervention Strategy and or Tool	4
Evidence Supporting Intervention Strategy and or Tool	4
Presentation (clarity, time management, participation of group members, ability to maintain audience interest, overall impression)	7

Presentation - 15 marks**TOTAL 60% of course grade**

Evaluation Rubric Presentation
NURS 1056

Presentation 10 marks	Presentation is well-organized with full participation of group members and collaboration evident. (3 marks)	Presentation is well-organized with full participation of group members	Presentation somewhat disjointed. Full participation of group members not evident.	One or two group members dominated presentation. Presentation disjointed.
	Time used wisely. Comprehensive presentation done within 10 minutes. (2 marks)	Presentation completed in 10 minutes but time not always used wisely.	Presentation completed in 10 minutes but rushed as an attempt is made to present too much material.	Presentation not completed in 10 minutes resulting in the omission of material. Presentation may also have been excessively short.
	Clear and articulate description of strategy and tool. Evidence presented strongly supports intervention. (3 marks)	Clear description of strategy and tool. Evidence presented supports intervention.	Strategy and tool described superficially. Unclear how evidence supports tool.	Strategy and tool not described. Little or no evidence supporting the choice of intervention provided.
	Class fully engaged in presentation (2 marks)	Most of class engaged in presentation.	Some of class disinterested in presentation.	Most of class disinterested in presentation.
Group Process Evaluation 5 Marks	Clearly and articulately describes the group's dynamics (contributions, conflict resolution, etc.) (1 mark)	Clearly describes the group's dynamics (contributions, conflict resolution, etc.)	Describes the group dynamics but is vague or unclear at times	Description of group dynamics is vague, incomplete or not done at all
	Uses varied, current and appropriate literature when describing group dynamics (2 marks)	Uses current and appropriate literature when describing group dynamics	Some literature used is questionable in terms of appropriateness and/or currency	Literature used is not appropriate, and/or dated. No literature used to support discussion

	Clearly and articulately describes learning related to group process. Shows depth in reflection (2 marks)	Describes learning related to group process.	Description of learning related to group process is unclear at times. May not demonstrate accurate insight into self.	Description of learning related to group process is vague or absent. Does not reflect insight into self.
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The following semester grades will be assigned to students:

<u>Grade</u>	Definition		<u>Grade Point Equivalent</u>
A+		90 – 100%	
A		80 – 89%	4.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VIII. SPECIAL NOTES:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

When contacting the course professor via email, learners are to use *WebCT/LMS* rather than other email addresses. It is not expected that the course professor will respond to emails outside of College office hours. If learners wish to meet with the course professor outside of scheduled classes, appointments can be requested by any means such as in person, voice mail, or email.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Cell phone ring tones must be turned off during for classes. Laptops are welcome for class related activities only.