

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Professional Growth III: Transpersonal Teaching and Learning.

**CODE NO. :** NURS 3056 **SEMESTER:** 5

**PROGRAM:** Collaborative BScN

**AUTHOR:** Johanne Carbonneau, Emily Donato, Wendy Fostey, Sharolynn Mossey, Mary Lou Trowell

**DATE:** Sept, 2009 **PREVIOUS OUTLINE DATED:** May, 2008

**APPROVED:** "Lucy Pilon"

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**CHAIR**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NURS 2057  
Recommended Co-requisite: Clinical Practice Course

**HOURS/WEEK:** 3

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*For additional information, please contact the Chair, Health Programs*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2689*

**I. COURSE DESCRIPTION:**

This course focuses on the concepts of transpersonal teaching and learning and the phases in the teaching learning process as they relate to nursing care. It encourages participants to review the major teaching-learning and motivational theories and examine the assumptions underlying a variety of learning perspectives and methodologies. It considers the uniqueness of teaching and learning within a health/healing context, and through active reflection encourages participants to explore personal beliefs and values in relation to theoretical perspectives and personal experiences. Through praxis and building on concepts in Professional Growth I and II, participants will have opportunities to experience a variety of teaching/learning encounters with a focus on prevention and health promotion, as both teacher and learner.

Prerequisite: NURS 2057

Recommended Co-requisite: Clinical Practice Course

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****Ends-in-View**

- Opportunities will be provided for participants to experiment in teaching and learning and to explore and experience the role of health educator first hand with individuals and groups in a variety of contexts, including the clinical and community settings and microteaching labs with peers.
- Through thoughtful discussion and personal reflection participants will critique educational theories and their relevance to nursing.
- Throughout the course, the focus will be on personal meaning-making, and the personal and professional transitions that occur when we move freely back and forth as both learner and teacher with others.

**Process**

This course is designed to promote professional growth as a teacher and a learner. Conceptual and experiential understanding of course concepts is developed during interactive class discussions, and the sharing of personal reflections. Praxis will occur in both the classroom and a community setting. All participants in the classroom will experience different ways of being both a learner and a teacher, and share observations in active dialogue. It is expected that due to the nature of learning, what and how each participant learns will vary. Individuals will modify what is presented or experienced through a personal model of reality, and a process of learning. That is why active engagement in dialogue supports the successful growth of the entire class.

**III. TOPICS:**

Through the use of a variety of learning activities, the course content will reflect the following concepts:

- Paradigm shifts in education and learning. Historical beliefs/vision
- Exploring theoretical and personal perspectives on teaching and learning
- Factors affecting assessment of the learner (Assessment)
- Assessing the need to know, setting ends-in-view, negotiated learner (planning)
- Ways of being as nurse teacher, involved in mutual planning (process)
- Ways of facilitating as nurse teacher, creating the teaching moment, managing structure and complexity (strategies)
- Ways of facilitating as nurse teacher, pragmatic principles of teaching
- Assessing for personal meaning (evaluation)

Others topics may be added as student/faculty needs suggest.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Bastable, S. (2008). *Nurse as educator: Principles of teaching and learning for Nursing practice* (3<sup>rd</sup> ed.). Sudbury, MA: Jones & Bartlett Publishers.

**Recommended (on reserve)**

Keiger, A.(2004). *Teaching for health.*(3<sup>rd</sup> ed.).Toronto: Churchill Livingstone.

Knowles, M., Holton, E., & Swanson, R. (2005). *The Adult Learner.* (6<sup>th</sup> ed.) Boston: Elsevier.

MackRacher, D. (2004). *Making sense of adult learning* (2<sup>nd</sup> ed.). Toronto: University of Toronto Press Inc.

Rankin, S.H., & Stallings, K.D., & London, F. (2005). *Patient education in Health and Illness.* (5<sup>th</sup> ed.). Philadelphia, PA: Lippincott.

Redman, B.K. (2001). *The practice of patient education* (9<sup>th</sup> ed.). Toronto: Mosby.

Redman, B. (2006). *The practice of patient education: A case study approach* (10<sup>th</sup> ed. )Toronto: Mosby

RNAO Best Practice Guidelines:

RNAO(Registered Nurses Association of Ontario) BPG 2002, *Client Centered Care*, available online  
[http://www.rnao.org/bestpractices/PDF/BPG\\_CCCare.pdf](http://www.rnao.org/bestpractices/PDF/BPG_CCCare.pdf)

RNAO (Registered Nurses Association of Ontario) BPG 2005, *Educator's Resource. Integration of best practice guidelines*, available online  
<http://www.rnao.org/Page.asp?PageID=924&ContentID=822>

## ATTENDANCE

Punctual and regular attendance at the various academic exercises is required of all students. After a lecture has begun, students may not be admitted to a classroom without the instructor's permission. 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 for the course.

## V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required for all nursing courses. The grade for Nursing 3056 will be based on three assignments related to teaching/learning. There is no examination in this course.

1. Mid term: In class case study learner assessment 30%
2. Assignment # 1 35%  
"Microteaching" and evaluation of teaching
3. Assignment # 2 35%  
"Creating teaching moments": Design and implementation of a teaching plan, teaching strategy/ tool/ session, or innovation intended for a community-based learning group.

Detailed information about assignments can be found in the NURS 3056 course syllabus.

The school policy on written assignments applies to all assignments (see *Student Manual*). APA format is required unless specifically stated otherwise. Those not submitted by the due date and time will not be accepted. *Extensions will not be granted on the day that the assignment is due.*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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:**

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.

Elective courses require 50% for a passing grade.

***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.***

## VI. 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.

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.

### 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, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

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.

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.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**This course’s Blackboard site, its features, and its contents are for the exclusive use of nursing students registered in this section of this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination, or copying is strictly prohibited.**