

**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

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**DATE:** Sept/2009 **PREVIOUS OUTLINE DATED:** Sept/2008

**APPROVED:** "Lucy Pilon"

	<b>CHAIR, HEALTH PROGRAMS</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	2	
<b>PREREQUISITE(S):</b>	PNG112	
<b>HOURS/WEEK:</b>	2	

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*For additional information, please contact the Chair, Health Programs*  
*School of Health and Community Services*  
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**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:
  - Participate in activities which outline the historical development of nursing from ancient times to the present
  - Describe the role of religion in the development of the practice of nursing
  - Describe the contributions of selected nurses to nursing and society
  - Explore, from a historical perspective, the contribution of the nursing profession to society
  - 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:**

College of Nurses of Ontario. (n.d.). *Compendium of standards of practice for nurses in Ontario* (2<sup>nd</sup> ed.). Toronto, ON: Author. (download from CNO Web Site [www.cno.org](http://www.cno.org) )

Kelly, P., & Crawford, H. (2008). *Nursing leadership and management* (1<sup>st</sup> Canadian ed.). Nelson Education

Kozier, B., Erb, G., Burke, K., Bouchal, D.S., & Hirst, S.P. (2004). *Fundamentals of nursing: the nature of nursing practice in Canada* (1<sup>st</sup> Canadian ed.). Upper Saddle River, NJ: Prentice Hall.

**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](http://www.cna-nurses.ca)
  - College of Nurses of Ontario (CNO) [www.cno.org](http://www.cno.org)
  - International Council of Nurses (ICN) [www.icn.ch](http://www.icn.ch)
  - Registered Practical Nurses Association of Ontario (RPNAO) [www.rpnao.org](http://www.rpnao.org)

**Government Sites:**

- [www.e-laws.gov.on.ca](http://www.e-laws.gov.on.ca)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Reflective Practice Assignment:	20%
Mid-term Exam:	30%
Nursing Theorist Group Presentation	15%
Final Exam:	35%

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

**Note:** There will be no re-writes, supplemental assignments, tests or examinations in this course.

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.

**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 or in person, if unable to attend class. Be sure to have a student colleague collect notes and materials for you.

Students receiving borderline marks (59, 69, 79, 89) will have their marks advanced to the next category if they have attended at least 80% of the classes.

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%	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.

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

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:

### 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.

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.

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.