



**I. COURSE DESCRIPTION:**

This course focuses on the Learner's personal discovery of self as nurse and self in relation to others. Through interaction and structured reflection, emphasis is placed on understanding how select concepts relate to and impact on our experiences with self and others.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****TEACHING/LEARNING PROCESS:**

This course, through guidance and dialogue with others (especially peers) is experientially based. Student learning emerges from various learning activities such as class and group discussions, as well as guided reflection. The learner is encouraged to think about self in relation to choices and behaviours as a basis for structuring the reflective process. The learner is expected to bring preparatory and reflective work to each class to help guide his/her learning.

Although the materials selected for classes facilitate self-directed learning, participation in preparatory and in-class work is highly recommended. The intent of the learning materials is to engage the learner in the challenge of becoming a professional nurse. As a learner in a professional school, he/she is encouraged to find "critical peers" and to access other forums for collegial exchange. In relation to NURS 1004, you will be required to write structured reflections based on John's Model of Structured Reflection (2006) to be integrated within the course assignments for NURS 1206.

As a learner, you are encouraged to read this syllabus and the course learning activity package in complement with the student handbook. Browse through the course information to get a sense of the course as a whole. Note due dates (and record such on your calendar now) for the preparatory and assigned work. As you progress through this course, keep in contact with the course instructor to prevent confusion and alleviate any concerns you may have regarding the course. This course is supported by the D2L. It is your responsibility to check this course site frequently for informational updates.

## ENDS-IN-VIEW

This course introduces learners to a guided exploration of self. As opposed to “self-analysis”, it focuses on illuminating aspects of self as a precursor to the development as a professional. The transformation from a self-focus, towards being a nurse requires that the student continually reflects on the presence of self for an understanding of living the nurse’s role. As a complement to the learning process, John’s Model of Structured reflection (2006) will facilitate the expansion of the personal blueprints of thinking, to begin charting a way in becoming a nurse.

### III. REQUIRED RESOURCES/TEXTS/MATERIALS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington DC: Author.

Texts from other semester one courses.

#### Supportive readings:

On reserve in the library or found on the Sault College or Laurentian University library databases.

Picard, A. (2000). *Critical care: Canadian nurses speak for change*. Toronto, ON: Harper Collins.

### IV. TOPICS:

#### CONCEPTS FOR EXPLORATION

Scholarly writing expectations  
Self as a student nurse  
Nursing Knowledge  
Ways of Knowing in Nursing  
Self-awareness, self-knowledge, self-reflection  
John’s Model of Structured Reflection (2006)  
Examples “telling my story”  
Forming perceptions and perspectives  
Utilizing critical lenses  
Influencing factors  
Reflexivity  
Praxis and transformation  
Self-care  
Self and others: being in-relation

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

1. Assignment #1: Self Mandala Art and Written Reflection (3 pages) (25%) **Due before the start of class on Monday, September 30, 2013**
2. Assignment #2: Written Reflection (Nursing Story Picard/ r/t Nursing Experience) (3 pages) (30%)  
**Due before the start of class on Monday, October 28, 2013**
3. Assignment #3: Written Reflection (Johns Model – Growth and Change) (45%) **Due before the start of class on Monday, November 25, 2013**

Please remember that the assignments be written in a way that protects the right to privacy for the individual and the institution. References to individuals or institutions should be generically documented in that they cannot be identifiable. Some examples include made up names/initials, generic labels like mother, father, resident, client, nurse, nurse administrator, hospital, nursing home, etc...

**GRADING SCALE**

<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.	

**VI. SPECIAL NOTES:**

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.

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.

Personal Electronic Devices in the Classroom:

Students are asked to turn off their cell phones during class times and labs.

**VII. COURSE OUTLINE ADDENDUM:****COURSE OUTLINE ADDENDUM**

1. 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.
2. 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.

3. 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.

4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

6. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. 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>.

9. 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.