

I. COURSE DESCRIPTION:

This course will examine personal learning styles, the concepts of teaching and learning, and their importance in the practice of nursing. The use of information technology will be applied to reading and understanding research reports, and to understand the impact and implications of information and technologies in healthcare. The learner will be introduced to the College of Nurses of Ontario's (CNO) standards of practice and reflective practice process. The learner will explore the evolution of nursing, select nursing theorists and the development of a personal philosophy of nursing.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Utilize personal learning styles and reflective journaling to demonstrate self-awareness and enhance success.

Potential Elements of the Performance:

- 1.1 Examine learning theories.
- 1.2 Discover personal learning style.
- 1.3 Identify ways and activities to enhance personal learning styles.
- 1.4 Define reflection.
- 1.5 Describe the purpose of reflective journals.
- 1.6 Produce reflective journals using a theoretical model or framework.

2. Examine the concepts of teaching and learning.

Potential Elements of the Performance:

- 2.1 Define teaching and learning.
- 2.2 Describe the similarities and differences between teaching and learning.
- 2.3 Explain the domains of learning.
- 2.4 Describe the assessment of learning needs.
- 2.5 Explain the planning and implementation stage of the teaching and learning process. (e.g. teaching strategies)
- 2.6 Describe methods of evaluating and refining teaching plans.

3. Explore the evolution of nursing.

Potential Elements of the Performance:

- 3.1 Explore the historical development of nursing.
- 3.2 Describe the role of religion in the development of the practice of nursing.
- 3.3 Describe the contributions of selected nurses to nursing and society.
- 3.4 Explore, from a historical perspective, the contribution of the nursing profession to society.
- 3.5 Explore the evolution of professional nursing organizations.

4. Examine the philosophy and theoretical frameworks used in nursing practice.

Potential Elements of the Performance:

- 4.1 Define philosophy.
- 4.2 Examine own personal philosophy of nursing.
- 4.3 Describe the philosophy of the practical nursing program.
- 4.4 Compare personal and program philosophies.
- 4.5 Describe conceptual and theoretical frameworks of nursing.
- 4.6 Examine the development of theoretical knowledge in nursing.
- 4.7 Compare theoretical approaches of selected nursing theorists and their work.
- 4.8 Describe the practical nursing program conceptual framework.
- 4.9 Describe the relationship between the nursing process and nursing theories.

5. Explore the role of the nurse and the professional organizations in the practice of nursing.

Potential Elements of the Performance:

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- 5.1 Participate in activities to discover the role of the professional caring nurse.
- 5.2 Identify the professional organizations which support or regulate the practice of practical nurses (e.g. Registered Practical Nurses Association of Ontario and the CNO/Self-Regulation).
- 5.3 Describe the mandate and responsibilities of each of the professional organizations in the practice of nursing.

6. Examine the CNO's Standards of Practice and the associated professional implications.

Potential Elements of the Performance:

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- 6.1 Describe the Professional Standards of Practice, and their influence in competent and ethical nursing practice.
- 6.2 Describe attributes and characteristics of the nursing profession.
- 6.3 Identify an ethical framework.
- 6.4 Describe ethical behaviour based on professional guidelines.

7. Examine the importance of nursing research.

Potential Elements of the Performance:

- 7.1 Define research and how it is used in nursing.
- 7.2 Explain how nursing research influences practice.
- 7.3 Describe how the practical nurse participates in research.
- 7.4 Explain the importance of the practical nurse's participation in research.
- 7.5 Analyze evidence-based research studies and identify key findings.

8. Investigate the use of information technology in nursing practice, education and research.

Potential Elements of the Performance:

- 8.1 Describe how information technology is used in nursing.
- 8.2 Explore the Documentation Standard from the CNO in relation to the electronic documentation of client information and care.
- 8.3 Apply the Professional Standard and Confidentiality and Privacy Personal Health Information Standard from the CNO when using electronic documentation systems.
- 8.4 Define nursing informatics.
- 8.5 Describe the eHealth Education Program.
- 8.6 Evaluate the impact and implications of informatics and technologies in health care.
- 8.7 Utilize electronic databases to locate scholarly articles.

III. TOPICS:

1. History and Evolution of Nursing
2. Role of the Nurse
3. Concept of a Profession/Professional Organizations/Regulation/Standards
4. Information Technology/Confidentiality/Privacy
5. Personal Learning Styles/Learning Theories
6. Journaling/Reflective Practice
7. Teaching and Learning
8. Nursing Research
9. Philosophy
10. Nursing Theory/Theorists

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

College of Nurses of Ontario (website available on-line at www.cno.org)

Davies, B. & Logan, J. (2011). *Reading Research: A user-friendly guide for health professionals* (5th ed.). Toronto: ON. Elsevier, Mosby.

Kozier, B. [et al.]. (2014). *Fundamentals of Canadian nursing*. (3rd Canadian ed.). Pearson Canada.

Sault College LMS/D2L

V. EVALUATION PROCESS/GRADING SYSTEM:

Quizzes (on-line/LMS)	
• Quiz #1	10%
• Quiz #2	10%
• Quiz #3	10%
Tests (in-class)	
• Midterm Test	30%
• Final Test	30%
Research Article Critique	
• Group Discussion, Submission and Presentation	10%

Note:

1. There are no supplemental presentations, tests, or rewrites available in this course.
2. Students are to write tests on the dates assigned. All assignments are due by the designated date and time. Any assignment submitted late will not be accepted and a zero grade will be assigned. Refer to the Student Success Guide for Assignment Procedures and Test/Examination Procedures and Protocol.
3. The pass mark for this course is 60%.

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%	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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

Cell Phones

Respectful and responsible use of cell phones is expected at all times.

VII. COURSE OUTLINE ADDENDUM

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.