

I. COURSE DESCRIPTION:

This course focuses on the learner's discovery of self as nurse and self in relation to others. Opportunities are provided to engage in structured reflection guided by the literature and interaction with others. Emphasis is placed on understanding how select concepts relate to and impact on experiences with self and others. Learners are required to integrate concurrent learning. (lec/sem 3) cr 3.

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.

Humans have the capacity to introspectively consider the activities that they engage in and then moderate their future activities. Learning from experiences – reflection-on-action is the ability to reflect after an experience has occurred (retrospective), and will be each learner's goal of this course. Reflection-in-action - the ability to reflect on an experience while in the moment (real-time) will be the goal of your nursing career. This will take years of practice to achieve, and the first step is learning the process of reflection-on-action.

Although the materials selected for classes facilitate self-directed learning, participation in preparatory and in-class work is an expectation. 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 BSCN 1004, you will be required to write structured reflections based on a model used for reflection which will be integrated within the course assignments for BSCN 1206.

As a learner, you are encouraged to read the syllabus in complement with the Policy and Regulation Manual. 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 of therapeutic engagement with another. The transformation from a self-focus towards being a nurse within a professional relationship requires that the student continually reflect on the presence of self for an understanding of living the nursing role. As a complement to the learning process, Johns (2009) model of structured reflection 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 (6th ed.)*.

Washington DC: Author.

Howatson-Jones, L. (2016). *Reflective practice in nursing (3rd ed.)*. Los Angeles CA: Sage.

Hudacek, S. (Ed.). (2004). *Making a difference: Stories from the point of care (Volume II)*. Indianapolis, IN: Sigma Theta Tau International.

Weekly learning activities available on D2L

IV. TOPICS:**CONCEPTS FOR EXPLORATION**

Relational Practice and Reflective Practice
Nursing Knowledge
Ways of Knowing in Nursing
Self-awareness, self-knowledge, self-reflection, Self-care
Models of Reflection
Forming perceptions and perspectives
Utilizing critical lenses
Influencing factors
Reflexivity
Praxis and transformation

V. EVALUATION PROCESS/GRADING SYSTEM:

See course syllabus for detailed descriptions.

1. Assignment #1: Self Portrait Art and Written Reflection (3 - 4 pages) (25%) Week 5
2. Midterm Exam (35%) Week 7
3. Assignment #3: Written Reflection (Growth and Change) (40%) Week 12
4. Laurentian Online Library Workshop Certificate (S/U)

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%	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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 BSCN 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.

As active participants in the learning process, it is expected that all student will attend classes. Absence in excess of 20% may jeopardize receipt of credit for the course (refer to Policy and Regulation Manual).

Personal Electronic Devices in the Classroom:

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

VII. COURSE OUTLINE ADDENDUM:

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