

I. COURSE DESCRIPTION:

This course focuses on the critical examination of complex nursing practice issues. Opportunities are provided for learners to reflect upon their development as novice practitioners informed by evidence and standards of practice. Learners are required to integrate new and concurrent learning. (lec/sem 3) cr 3

PREREQ: BSCN 4056, BSCN 4206, BSCN 4416

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

The focus of this course is to continue to foster the students' professional growth, a challenging process shaped by complex professional, institutional, health and social issues. Previous course work served to highlight nurses' understanding and responses to dilemmas in relation to numerous factors such as professional self-awareness, ethical decision-making, cultural sensitivity, and the climate of his/her community of practice. The student will demonstrate critical appraisal of the nursing and health care literature and critical thinking skills in the examination of professional and practice issues. Emphasis is on growth of the learner as a professional nurse who is critically reflective.

For both novice and advanced practice nurses, critical examination of issues for the purpose of moving towards purposeful action is not necessarily a linear process. The goal of this course is to increase students' sensitivity, capacities and responsible decision making (Burkhardt, Nathaniel & Walton, 2010) by assisting them to map their evolving nursing practice in relation to a few contemporary influences. These can include one of the following:

- Patient safety or nurses safety,
- The health of Aboriginal peoples or marginalized peoples,
- Chronicity and health trajectories,
- Environmental health, and
- Self-regulation of nurses

Given the scope of each of these topics, students' critical thinking skills informed by evidence will reveal each topic's complexities as well as provide a roadmap regarding concrete strategies for professional development. The paper does not need to be based on one of these themes.

Process

Following an initial mandatory orientation session on campus, this course will be delivered primarily in an internet (web based) learning environment. A hybrid of delivery methods will be used. This will be two additional on –site classes scheduled. This schedule will be given to you in the first class session. As well, the use of electronic strategies will be used in order to support the course process.

All students are expected to be active participants in the course in order to fulfill requirements of the course. Your active participation will be demonstrated by attendance of the orientation class, other classes as scheduled, the completion and submission of all assignments and regular use of the D2L communication tools. Emphasis is on demonstration of critical thinking about nursing practice and professional issues.

In this course D2L will be used as a means for student-initiated questions, value clarification, problem solving, decision making, sharing/exchange of resources and reflections.

III. TOPICS:

1. Critical examination of current nursing issues
2. Critical thinking towards purposeful action
3. Professional profile, career planning and development

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

TEXT

McIntyre, M., & McDonald, C. (2014). *Realities of Canadian nursing: Professional, practice and power issues* (4th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

ONLINE RESOURCES:

College of Nurses of Ontario. (2014). Competencies for entry- level Registered Nurse practice. Available @ http://www.cno.org/Global/docs/reg/41037_EntryToPractic_final.pdf

College of Nurses of Ontario. (2013). College Documents. Available @ <http://www.cno.org/en/learn-about-standards-guidelines> (you will determine which of this documents will support your portfolio documents)

College of Nurses of Ontario (2014). QA Program. (note toolbar at top left and two webcasts). Available @ <http://www.cno.org/en/myqa/>

HealthForceOntario. (2013). Career Assistance Information for Nurse Graduates.

Available @

http://www.healthforceontario.ca/en/Home/Nurses/Training_%7C_Practising_In_Ontario/Nursing_Strategy/Nursing_Graduate_Guarantee/Career_Assistance

RNAO (n.d). Careers in Nursing. Available @ <http://careersinnursing.ca/becoming-nurse/career-services/job-preparation#coverletters>

* In addition, it is expected that in preparing assignments students will make use of textbooks previously required for other nursing courses as well as database resources to seek out relevant articles in the nursing and health care literature.

This course's LMS - D2L 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.

V. EVALUATION PROCESS/GRADING SYSTEM:

A passing grade of 60% is required in all nursing courses. The grade for NURS4057 will be based on the following methods of evaluation.

Students are required to complete and submit all evaluations listed below in order to be eligible for a final grade in NURS4057.

DESCRIPTION	MARKS
EVALUATION # 1: Scholarly Postings	20%
EVALUATION #2: Professional Issue Paper	40%
EVALUATION #3: Professional Binder	40%

PAY CLOSE ATTENTION TO ALL ASSIGNMENT DUE DATES.

Extensions for assignments will not be granted.

A penalty of 10% per day will be deducted to any assignment handed in after the due date or time of the assignment. After 5 days the assignment will not be accepted.

See the course syllabus for additional information about the format and submission of assignments.

GUIDELINES FOR WRITTEN ASSIGNMENTS

It is expected that work you submit is your best effort. Ensure that you are clear about the course expectations (e.g. Ends-In-View, assignment guidelines). Start on assignments as soon as possible, by preparing an outline of what you think is required. If you are not clear about something then ask the course professor for clarification. It is expected that students who have experienced difficulties with writing competency in past courses will seek help prior to submission of their assignment.

The school policy on written assignments applies to all assignments (*see Policy and Regulation Manual*). APA format is required unless specifically stated otherwise. Assignments must be written with clarity and demonstrate analysis and synthesis of ideas.

Remarking assignments or supplemental assignments/tests are not available in this course as per the School of Nursing Policy – see BScN Policy and Regulation Manual. *If a student is unsuccessful on an assignment/test the student is encouraged to make an appointment with the course Professor to discuss strategies to achieve the course Ends-In-View.*

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.

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.

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: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.

VII. COURSE OUTLINE ADDENDUM:

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