

“A competent professional nurse, in a quality setting, will practice according to standards, engage in practice and ongoing learning, to provide appropriate, effective, and ethical care, that contributes to the best possible health outcome for the client.” (CNO as cited in Mackay & Risk, 2001, p. 19).

I. COURSE DESCRIPTION:

This course will build on the philosophy and concepts examined in Professional Growth I (NURS 1056), and further the inquiry into the nature of the nursing profession within the context of professionalism. Particular emphasis will be placed on advancing the understanding of the culture of nursing by critically examining the mechanisms of the professionalization of nursing and their relationship to professional autonomy, scope of practice and professional conduct. Areas of focus will include: philosophical underpinnings of the Code of Ethics for Registered Nurses, socialization of the nursing profession, the influence of Canadian health care systems on the profession, current issues and trends in nursing and future directions for nursing. The context of the discussions will be primarily within the Canadian and Ontario health care, legal and professional systems.

II. LEARNING OUTCOMES/POTENTIAL ELEMENTS OF THE PERFORMANCE: ENDS-IN-VIEW

The intention of this course is to provide the learners with opportunities to engage in:

1. The critical analysis of selected ethical questions.
2. The critical analysis of nursing within a professional context, particularly reflecting on its autonomy.
3. The development of deeper personal understanding of the meaning of being a professional nurse in practice.
4. A clear understanding of CNO's Standards of Practice.
5. Critical examination of current issues and trends in nursing.
6. Discussion of future directions in nursing.
7. Understanding of the legal aspects of health care and nursing .

LEARNING PROCESS:

Learning activities are designed to engage participants in reflection on professionalism in nursing practice and their own professional growth through dialogue, past and present experience and observations from their nursing practice. Case study, presentation, group discussion, LMS bulletin board postings, self-reflection and formal debate methods of learning will be used.

III. CORE CONCEPTS: OVERVIEW

The course content is organized around two major concepts: professionalism and transitions/change.

Professionalism (The Professional Nursing Culture)

- Self-governance (mechanisms of law, ethics, standards, education)
- Professional socialization (values clarification, professional identity)
- Professional nurse/client covenant (ethics, rights/obligations, privacy, confidentiality)
- Professionalism within a caring framework (ethical frameworks, standards, legal responsibilities, rights/obligations).

Transitions/Changes (The Professional Nurse Context)

- Transitions/changes (health care system, nursing)
- Role socialization within a professional and legal environment (role conflict, internal and external to the profession)
- Hegemony influencing nursing practice (power)

IV. RESOURCES/TEXTS/MATERIALS:

Required:

Canadian Nurses Association (2008). *Code of Ethics*. Ottawa: Author.
Available from the Canadian Nurses Association web-site.
http://cna-aiic.ca/cna/default_e.aspx

College of Nurses of Ontario: A list of relevant documents will be provided in week 1 and/or in the learning activities. Students should download these and save them to PDF files or print a hard copy. <http://www.cno.org>

College of Nurses of Ontario: Learning Modules found at www.cno.org.

Keatings, M. & O'Smith, O. (2010). *Ethical and legal issues in Canadian nursing*. (3rd Ed.) Toronto: Mosby Elseviers

Potter, P., & Perry, A. (2009). *Canadian Fundamentals of Nursing*. (4th Ed.) Toronto: Mosby Elsevier

Resources:

- Professional publications
- Selected scholarly readings
- Peers/colleagues
- E-mail and web sites of professional associations
 - Registered Nurses Association of Ontario (RNAO) www.rnao.org
 - College of Nurses of Ontario (CNO) www.cno.org
 - Canadian Nurses Association (CNA)
http://cna-aiic.ca/cna/default_e.aspx
 - International Council of Nurses www.icn.ch
 - Canadian Association of Schools of Nursing (CASN) www.casn.ca
 - Canadian Nursing Students' Association (CNSA) www.cnsa.ca/
 - Ontario Hospital Association (OHA) www.oha.com
 - Ministry of Health and Long-Term Care www.gov.on.ca/health
 - Ontario Legislation www.e-laws.gov.on.ca
 - International Council of Nurses www.icn.ch

Recommended On-line Databases

It is expected that learners will also access recent peer-reviewed journal articles and necessary legislation. Be sure to access online data bases, such as: Proquest, Ovid, CINAHL, Medline, Cochrane Library, EBSCOhost, etc.

V. EVALUATION METHODS AND VALUE:

Midterm Exam	25 %
Final Exam	35%
Ethical Debate Paper	25 %
Debate Presentation	15 %

LMS Scheduled On-line learning activity including posting, response to peer posting and submission of the CNO on-line learning participation form:

Complete/Incomplete

NOTE: Failure to: a) attend the midterm exam, b) complete the on-line learning activities, c) actively participate in all aspects of the group debate assignment or d) attend the final exam, will constitute failure to meet the requirements of this course, and as such, will result in an incomplete grade submission and/or a failure of NURS 2057.

GUIDELINES FOR THE WRITTEN ASSIGNMENT:

Written assignments are to be in A.P.A. style (6th edition). Students may lose up to 10% of the total possible mark for poor form, whether or not marks are specifically assigned to form. Students are expected to pay particular attention to proper citation, paraphrasing and quotation in order to avoid issues pertaining to plagiarism and academic dishonesty.

Written assignments must follow the “Guidelines for Written Assignments” as outlined in the Bachelor of Science Degree in Nursing Student Manual.

Late assignments **will not be accepted** unless a new due date has been negotiated with the course professor. This means that the late assignment will be given a mark of zero. Extension requests must be made **prior** to the due date and time. **There will be a standard deduction of 10% per day** past the class due date of assignments as scheduled (i.e. debate). Extensions may be granted for up to five working days. Extensions will not be granted without such deductions unless there are serious extenuating circumstances that can be supported with documentation. There will be no second extensions on extensions.

All class participants will be scheduled for a presentation of a formal debate and debate assignments span across the semester to accommodate all class participants. Due to the debate presentation involving a number of students for specific topics, participants will be expected to present on the date assigned. Only the most extenuating of circumstances supported by documentation will merit a change of date as it affects two debate teams and course content scheduling.

Nurs 2057: Professional Growth II

Major Assignment – The Debate

Overview

In their professional roles, nurses may encounter highly controversial issues related to nursing and to health care in general. In these situations, the nurse must remain open-minded and be able to articulate a rational argument, bases on objective, scientific facts (Gessee & Dempsey, 1981).

The debate format is designed to help the student learn to critically examine and discuss controversial issues often encountered by nurses. In preparing and carrying out a debate, critical thinking on the part of the student is essential as are verbal communication skills (Garrett, Schoener, & Hood 1996). The debate facilitates the following elements of professional learning:

- It heightens student's awareness of conflicting points of view,
- minimizes emotional reactivity and personal bias,
- adds credibility and legitimacy to each side of a position, and
- enhances the depth and breadth of understanding
- it exposes student to divergent-but substantiated-points of view
- it encourages open-mindedness, tolerance of diversity and common understanding (Garrett et al., p. 5)

A debate is a formal means to present opposing points of view on an issue... the "pro" and "con" arguments on a specific issue. Preparation for a debate requires that the student thoroughly examine and research the problem or question and use "reason, logic and analysis when formulating opinions about an issue" (Garret et al., 1996, p. 2).

Ends-in-View

The debate will assist the learner to:

- Identify issues related to nursing and health care
- Create awareness and appreciation of the variety of professional issues facing nurses which impact on their personal values and working experience.
- Become skilled at researching and critically analyzing issues
- Promote critical thinking on controversial nursing issues through the process of presenting opposing points of view.
- Present ideas clearly
- Advance verbal communication skills through the process of developing and presenting an argument to the class.

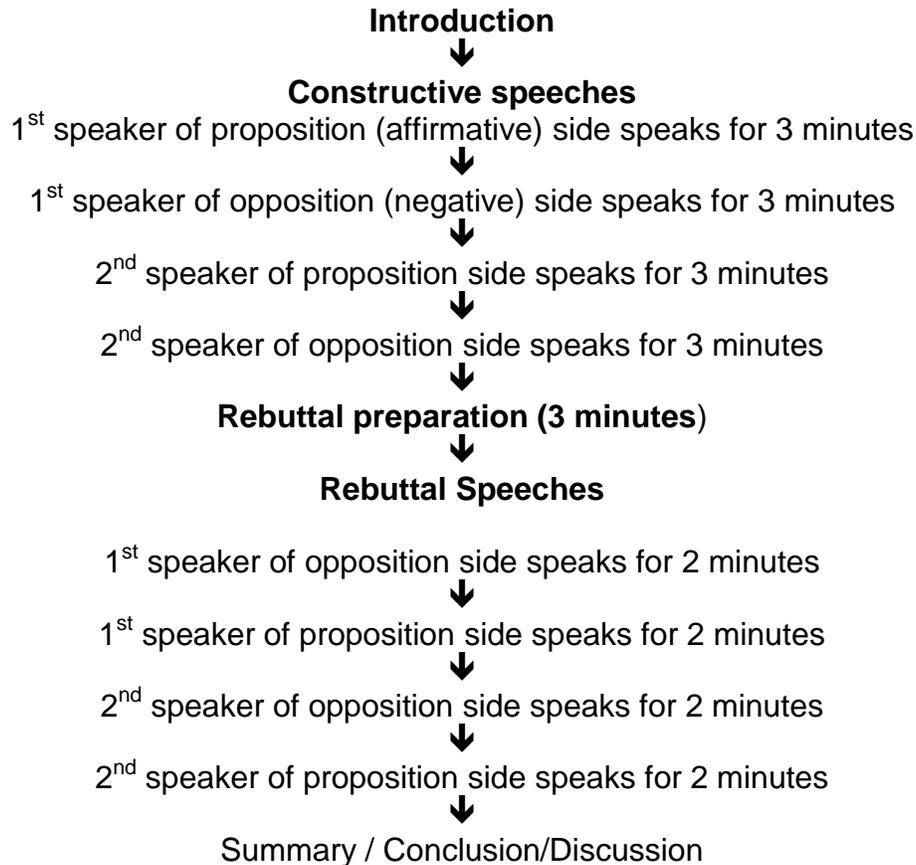
Debate Procedure

Early in the semester, learners will be instructed to form into teams. Debate topics will be provided and drawn randomly to be assigned to the teams.

- There are two speakers on each team. There are two teams per debate – the "Pro" side and the "Con" side.
- There are 2 "Pro" side speakers and 2 "Con" side speakers and each speaker has an opportunity for rebuttal. For odd numbers of students, special provisions for numbers and times will be provided to the team(s) affected.
- Each side sits at a table at the front of the class facing each other.
- There are no interruptions during the presentation.
- The presentation is formal with recognition of the audience and opponents, an introduction of the position taken, points of argument and a summary/conclusion

References

- Garrett, M., Schoener, L., & Hood, L. (1996). Debate: A teaching strategy to improve communication and critical-thinking skills. *Nurse Educator*, 21(4).
- Gesse, R., & Dempsey, P. (1981). Debate as a teaching-learning strategy. *Nursing Outlook*, July, 421-423.
- Mackay, G., & Risk, M. (2001). Building quality practice settings: an attributes model. *Canadian Journal of Nursing Leadership*, 14(3), 19-27.



* In the event of a team of three, a revised outline will be provided.

Constructive Speeches: Each side (both proposition and opposition) presents their position

- The purpose of the first proposition (affirmative) side speaker's opening speech is to persuade the audience in favor of his/her position. He/she defines the terms, develops and supports the main case, and summarizes salient points.
- The purpose of the first opposition (negative) side speaker's opening speech is to present opposing arguments. He/she may refute definitions, outline opposing case and support it, may rebut some of the proposition side arguments and summarizes important elements of the opposing view.
- The second proposition side and opposition side speakers build on the constructive arguments for their team's position on the issue.
- At this time, both teams should be taking notes of the opposite sides arguments in order to review them in preparation for rebuttal.

Rebuttal Speeches: Each side responds to their opponent's position and argues their position over the other's using information noted from the constructive speeches to support or refute.

Rebuttal speeches must *answer* opposing arguments and *reinforce* their own arguments. It is not a continuation of the constructive speech or a time to fit in comments that could not be made in the constructive time allotment, but a rebuttal to the other team's arguments.

- There will be 3 minutes for each side to prepare the rebuttal. Notes made during opponent's speeches may be used.
- Members of the audience may present their written suggestions for rebuttal to the speakers who are preparing the rebuttal (either side or both)
- Ideas and arguments can be a bit freer wheeling, picking apart opponents arguments, although it still remains formal with no interruptions.
- There is limited use of cue cards.
- The rebuttal presentation is 2 minutes per speaker.

All Speakers. It is essential for all Speakers to prepare well in advance for the debate by researching and becoming highly familiar with all relevant literature on their assigned debate topic. Planning ahead and rehearsing **prior** to the debate will help each speaker relax, feel confident, and stay on track. To ensure a lively, interesting, and informative debate session, each speaker must strive to present their ideas clearly and formidably. They should endeavor to influence the audience by being persuasive and engaging (i.e., maintaining good eye contact, using a strong tone of voice, using cue cards with main points instead of reading directly from notes, etc.). Remember, verbal communication will be the speaker's only tool. Overheads and/or other presentation gimmicks will not be permitted during the debate.

Introductions

- Each debate team will be introduced including the the topic of the debate, the debating team and the timekeeper. The debate will be closed by thanking the participants and terminating the debate

Timekeeper

- The timekeeper reminds speakers of the time and notifies them when there is 1 minute left and when the allotted time has expired. The speaker must stop speaking immediately when the allotted time is up.
- The timekeeper will be pre-selected from the group of students who are not debating at that session. A mechanism for signaling the speaker will be determined prior to the beginning of the debate.

Speaker (debater) responsibility

1. Examine relevant literature
2. Analyze the data
3. Develop a solution or hypothesis

4. Present ideas clearly and formidably during debate
 - Engage and *Influence* your audience to agree with your point of view
 - Your presentation and communication style should be persuasive.
 - DO NOT READ YOUR NOTES OR YOUR DEBATE PAPER – use cue cards with your main points
 - Verbal communication is your only tool. There are no overheads or gimmicks allowed. Rehearsal and practice will help to keep you on time and on track.
5. Each debate side will submit a referenced paper (body of paper 8-10 pages plus references) of the issues related to presentation, to the professor at least **1 week prior to the debate**. (See guidelines for paper.)
6. Each proposition side and each opposition side will prepare a one-page referenced summary of their debate issue and argument for the class to read ***1 week prior to the debate date and post this on LMS for the class***. The summary is to be referenced and recommended supplementary reading is to be listed for the class. (Marks will be deducted from the team debate paper for late or non-distribution of the summary).

Class Responsibility

1. Read the proposition and opposition summary prepared by the debate teams. Additional reading of the recommended supplementary readings will prepare the audience for enhanced participation.
2. Prior to the class, each student is expected to prepare one question relevant to the topic being debated. The professor will select a minimum of three questions from the audience for post debate discussion. All students will have an opportunity to present several questions over the course of debates.
3. Listen attentively.
4. Contribute any new ideas to the proposition or opposition team during their rebuttal preparation time. This is to be by written note given to the team.
5. Participate in post-debate discussion.

Faculty Responsibility

Lead post-debate discussion and highlight salient points of the debate.

- What impact do these issues have on nursing?
- Did the discussion help you clarify your own values on the issue?
- Did anyone change his or her views on the issue as a result of the debate?

Evaluate the caliber of the debate arguments, the quality of the presentation, the paper and references submitted, and assign a grade for each participant.

Evaluation – 40 marks:

Presentation (15 marks)

(An individual mark will be assigned to each team member)

- Professional comportment: dress, poise, confidence, eye contact, voice quality. Engaged the audience
- Debating skills- Constructive speech

- Organized
- Quality of arguments: Persuasive
- Researched, evidence-based, organized, and logical.
- Professional and respectful use of terminology
- Minimal use of notes
- Debating skills- Rebuttal speech
 - Addressed opponents and their arguments
 - Organized
 - Quality of arguments: Persuasive
 - Researched, evidence-based, organized, and logical.
 - Professional and respectful use of terminology
 - Minimal use of notes
 - Not a continuation of the constructive speech.
- Time frame: presented within allotted time; using time fully to maximize proposition or opposition arguments
 - Constructive speech
 - Rebuttal speech

Paper (25 marks)

- 8-10 pages plus references (in the event of a team of three the requirement is 14-15 pages plus references)
- Due one week prior to the scheduled debate
- A team paper is to be submitted for each debate team (one paper for the proposition side and one paper for the opposition side).
- A referenced debate summary sheet is to be distributed to the class one week prior to the scheduled debate.
- Marks may be deducted from the team paper for late or non-distribution of the debate summary sheet for the class (to be distributed the week prior to the debate)
- Since team members receive the same grade for this assignment, it is ESSENTIAL for ALL team members to actively participate in the completion of the assignment.
- Components of the paper:
 - Introduction
 - Brief description of the debate topic
 - Significance/relevance to nursing
 - Discussion
 - Background information related to the debate topic
 - Definitions; frame of reference
 - A narrative of the issues
 - Arguments: A narrative of the arguments which support the debaters point of view and arguments against the opponents possible points of view.
 - Key argument points
 - Ethical theoretical framework and ethical principles
 - Research support
 - Statistical support

- Analysis and synthesis/application
- Analysis with respect to professional nursing and roles
- Conclusion:
 - Summary of key points
 - Comments on the significance of this issue to professional nursing practice and to nursing as a profession.
- Scholarly references integrated throughout.
- APA style (6th edition)

Important note for teams:

This assignment is heavily framed in teamwork from planning and practicing the debate, writing a joint debate paper, to the debate presentation and rebuttal. Mutual support in learning is imperative. Early identification of potential teamwork problems with strategies for resolution will promote success of the project.

Students will be **mutually responsible** for work submitted in the joint debate paper. As such, particular attention will need to be paid to proper form, paraphrasing, and quoting sources.

Professional comportment:

This course will assist the student to explore a number of controversial topics pertaining to ethics, law and professional practice which may result in a sense of discomfort and/or the need to express one's views. As it is for debate, students will be encouraged to explore situations and questions, while remaining open-minded to diverse viewpoints of colleagues. Professional dialogue is encouraged.

Regular break periods will be scheduled. Hence, students are requested to not leave class to answer cell-phone calls on the silent/vibration function. This is disruptive and to be discouraged.

EVALUATION POLICY

1. Attendance at scheduled quizzes, presentations, examinations, etc. is mandatory.
2. Missed tests, quizzes, assignments, presentations, examinations will be graded "0" **unless alternate arrangements** are made with the professor prior to the scheduled times.

Attendance in Class

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or a written note, prior to the class.

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.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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 on the portal form part of this course outline.