



I. Course Title: NUR108 Perspectives of Nursing Online Spring 2018--3 credits

II. Course Description:

This course helps students assess their ability to complete a nursing or other health professional program and gives learners an introduction to college values, professional roles, behaviors and responsibilities. Emphasis will be on identifying strategies for success in college and defining the role and work of the registered nurse and other members of the health care team. Students will explore problem solving, collaborating and communicating with others, quantitative reasoning and basic health care language and concepts. Visits can be made to observe health care settings and the role of the nurse and other members of the health care team. Perspectives courses are valuable for degree students planning to enroll in any of the career programs; however, Liberal Arts or General Studies students are eligible. This course also meets the requirements of the First Year Experience requirement.

III. Course Overview

This course is the first, (optional) nursing course in the sequence. It introduces the learner through health care readings and experiences to positive learning behaviors and literacy skills in reading, mathematics, sciences, information searches and technology. The student is introduced to critical thinking and the nursing process, when interacting with people of all ages and cultures. Concepts in 21st century health care are introduced. The principle of simple to complex is followed; students can see how knowledge, skills and abilities are developed within a professional program. A highlight of this course is the use of self-reflection and feedback to strengthen decisions and emotional intelligence. Students use tools such as: *Blackboard*, *ePortfolio-Digication* and *The Nursing Gateway* for learning activities. Students also compare and contrast varying health care and nursing roles. The course outcomes mirror the core values of the Common Curriculum Nursing Program (CT-CCNP) and support CONNSCU General Education at Three Rivers Community College (TRCC).

The student is also introduced to resources at *TRCC*, *GRIT* and *persistence in learning*. Faculty believe an environment conducive to learning, promotes critical thinking, group interaction, and self-direction. These behaviors are all critical to growth as a professional Registered Nurse and health care professionals.

Assessments in mathematics, reading, information literacy, emotional intelligence and test taking skills help students to identify what they know. Learning is the acquisition of new knowledge, skills and abilities that require both mental activity and behavioral change. The individual assessments support personal and academic development.

The learner is given guidance to facilitate success in future nursing and health professional courses. The student is introduced to effective class preparation, listening and note taking skills. Basic computer skills, use of a learning management system (*Blackboard*) and *ePortfolio* are introduced. Test taking strategies and the professional role of the Registered Nurse with an Associate Degree (AS) are highlighted. Lifelong learning is discussed for advanced degrees after completion of the TRCC AS degree.

The student is expected to demonstrate growth in reading, information discernment, reasoning, use of technology and effective learning. Students are also responsible to develop critical thinking and reflective ability as they identify health care roles.

Student Learning Outcomes--acknowledging responsibility for own progress

1. As a **COMMUNICATOR**, the learner will be able to:

- A) Discuss components of effective reading and information discernment.
- B) Develop effective listening strategies to hear and reflect on verbal and non-verbal input.
- C) Communicate through written assignments and discussion postings.
- D) Use technology to access evidence based information, evaluate and share the information.
- E) Use beginning medical language when speaking and writing.

2. As a **CRITICAL THINKER**, the learner will be able to:

- A) Discuss basic biological, chemistry & physical science principles & relationship to nursing.
- B) Define time management and prioritizing skills.
- C) Organize learning tools and complete assignments in a timely manner.
- D) Develop a plan for achieving goals & program requirements.
- E) Describe the nursing process and identify sources of assessment data.
- F) Identify successful Test Taking strategies for nursing exams.

3. As a **SAFE AND COMPETENT PRACTITIONER**, the learner will be able to:

- A) Identify and use data which is accurate and professional.
- B) Identify and use data from organizations which promote safe practice in the 21st Century.
- C) Reflect on abilities, embracing excellence and implement plans for growth.
- D) Discuss the benefits of accepting constructive feedback.
- E) Identify safety and infection control principles necessary for practice.
- F) Identify quality improvement measures such as root cause, skill and rule based analysis.
- G) Demonstrate ability to use basic mathematical skills.

4. As a **CARING PRACTITIONER**, the learner will be able to:

- A) Define empathy, comfort, compassion, concern and advocacy.
- B) Discuss the importance of caring for yourself as a health care professional.
- C) Apply examples of professional caring behaviors to self.
- D) Discuss how cultural diversity influences caring.
- E) Identify why caring is integral to the nursing process.

5. As a **HOLISTIC CARE PRACTITIONER**, the learner will be able to:

- A) Identify members and roles of a health care team.
- B) Compare required education and work of team members.
- C) Discuss continuum of health from wellness to restoration.
- D) Connect how bio-psycho-social principles impact care.

3. As a **PROFESSIONAL WITHIN NURSING**, the learner will be able to:

- A) Define the current and evolving role of the 21st century registered nurse.
- B) Discuss areas of nursing employment and general qualifications.
- C) Identify own reasons for becoming a nurse.
- D) Recognize how own value system will impact nursing practice.
- E) Compare and contrast effective and non-effective learning strategies.
- F) Discuss the role of life-long learning in the profession of nursing.
- G) Reflect on abilities, and implement plans for academic and personal growth.

IV. Course Components: Special Course Information:

Class Weeks begin on Wednesday, January 17th and continue through mid-May. Course weeks open on Wednesday and assignments are due on the next Wednesday. You can complete the work any time during the week. Plan for regular blocks of time of your choice each week to review the online content and complete the assignments. You will have the opportunity to learn through:

A. Independent study modules in Bb and interaction with peers, faculty and guests on the discussion board and in a class ePortfolio. We will use nursing and other health career resources.

A library resource (of many) is located at

http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml

The Nursing Gateway site is located at http://www.trcc.commnet.edu/Div_IT/Library/Resource-guides/NursingGateway.shtml

B. A virtual program (Shadow Health) where you will learn the role of a nurse by completing various activities that a nurse would do. (You may not be able to answer all of the questions or do all of the assessments but you will see feedback after you complete the activity. You will be able to keep this program after the class is over too.)

C. Visit a health care career program or health fair, blood pressure screening, flu clinic, health care class in person **or online**. You may also choose to interview a health professional. Some students assist at the Food Pantry or United Way Mobile Food Truck visit(s). If you are interested, let me know. Volunteering for the food truck starts in the back parking lot by 4:30 once a month. (Things wrap up about 6:15.)

D. Optional Visit shadowing a Health Care Profession at clinical site (Pre-requisite health facility clearance required) or visiting a nursing class. Let me know if you are interested in this activity.

V. Faculty: Lillian Rafeldt, MA, RN, CNE, Professor (Lili)

Email address: preferred Blackboard messaging through course or lrafeldt@trcc.commnet.edu **if Blackboard is unavailable.** Email will be checked from Monday through Friday. Replies can be expected within 48 hours.

Phone and voice mail: (860) 215-9463. Home: for emergency use...860-376-4833 before 9PM
Office: 2nd floor faculty **office C230**

Technology support is available through the front home page of <http://my.commnet.edu> and through the TRCC website
http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/EDDL.shtml

Tutoring support is available by contacting me directly through the course messages, email or phone or on scheduled campus visit as well as through the TASC and Writing Center
(http://www.trcc.commnet.edu/Div_academics/TASC/TASC.shtml)
(http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml)

Online help is available through TASC and the Writing Center—see their website.

VI. Instructional Methods Include:

A variety of activities such as: discussion, small group activities, guest speakers, experiential exercises, reflection, instructional media, individualized modules, content presentation, games, the use of Blackboard Learn at <http://my.commmnet.edu>

VII. Textbooks Required:

1. Makely, S. **Professionalism in Health Care A Primer for Career Success** 5th edition, Pearson, 2017 ISBN-13: 978-0-13-284010-1

2. Shadow Health electronic health care program. **For Online Perspectives of Nursing - Course Registration PIN for Students: To Be Given**

What is the Shadow Health Digital Clinical Experience™ (DCE)?

Shadow Health provides a clinical simulation designed to improve your health assessment skills in a safe learning environment. You will examine digital patients throughout the course that are accessible online 24/7. Once you register, you will have lifetime access to the technology.

A. Information for your Required Materials section

Shadow Health. (2016). Digital Clinical Experience (Version 4.0) [Software]. Available from <http://www.shadowhealth.com> Must buy from the bookstore if you have financial aid.

For registration and purchase

1. Registration directions: <https://shadow.desk.com/customer/portal/articles/980991-how-to-register-with-shadow-health>
2. Enter Course PIN To Be Given

Login page: <http://app.shadowhealth.com>

Technical requirements

1. Review requirements: <https://shadow.desk.com/customer/portal/articles/963290-dce-recommended-system-specifications>
2. Tablets and mobile devices are not currently supported.
3. Recommended web browser is Google Chrome for Shadow Health voice capabilities. (Bb prefers other browsers).

Shadow Health Support:

1. Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
2. Support is available at <http://support.shadowhealth.com>.

Recommended: Taber's Cyclopedic Medical Dictionary: F.A Davis or other medical dictionary, online is fine through the library website.

Other tools in any course include a USB drive or access to the cloud storage system, pens, pencils, note book or loose leaf, "storage container" for notes, texts and projects related to the course. Technological tools such as laptops, tablets, pod cast listening devices, tape recorders, etc. can also support learning.

VIII. Course Requirements:

A) Students work to earn their own grade using the “Point Grading System” **The criteria used for grading is:**

Letter	Numerical Point Range	Letter	Numerical Point Range
A	920-1000	C	710-749
A-	890-919	C-	700-709
B+	850-889	D+	650-699
B	820-849	D	600-649
B-	790-819	D-	549-599
C+	750-789	F	0-549

B) **Categories of Work to be graded will be:** reflective assignments, discussion postings and responses on Blackboard, quizzes, projects about planning for the future. Grading criteria and rubrics will be given. Work is graded for this class and also may be used anonymously in total college improvement assessment.

See Outline	Total Possible Points
2-4 Assignments per week	15-50 points each
See how to determine your letter grade in IX A, above	Total points = 1000 ++

IX. Attendance Policy:

Students are expected to participate in each class week starting in the week of 1/17. Class is through Blackboard online. It is expected that the student will use the learning tools to complete the online work each week. You can do the work anytime each week. You can always call me or come to my office too. (Pretend you are taking a ground course that you must attend at certain times. That will help you to maintain consistency and not procrastinate.)

It is the **student's** responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience. Excessive nonparticipation will result in a final grade of “F”. **My philosophy as a teacher is to work with you so that you can succeed! During the semester each of you contribute to each other's learning, participate for yourself and each other!**

X. Quiz and Test Make-Up Policy:

If you are absent from a scheduled week because of illness or other emergency, contact me at (860 215-9463) or through *Blackboard* messages. Failure to do so can result in a zero grade for that week. Students

with an approved absence from a scheduled week will be given alternate work.

XI. Statement on Academic Honesty and Plagiarism

“Plagiarism is the **unacknowledged** use of another person’s words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Please refer to the 2017-2018 College Website for policy. Students are expected to: “Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student’s academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed or otherwise obtained) as one’s own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.” TRCC Academic Policies

Cutting and pasting from other documents without appropriate acknowledgment is plagiarism. Work will be checked through use of Google or other tools.

XII. Additional Expected Activity Requirements:

Students are reminded that participation is important. Students are expected to recognize each person’s right to learn. Students who break the rules of courtesy and/or professional behavior may be asked to leave. Students are expected to use “netiquette” when communicating online. Participation is demonstrated by posting on the discussion board, responding to peers and answering a question if asked.

XIII. Withdrawal Policy:

Students may withdraw, in writing, at the Registrar’s Office up to a certain date. Refer to the Student Handbook and Calendar for the exact dates. **Students with concerns about their course average are encouraged to contact the instructor.**

XIV. Abilities Statement:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

College Disabilities Service Providers	
Matt Liscum (860) 215-9265 Room A 113	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum• Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disability

Please see the Three Rivers Community College Catalog for additional policies and information

XV. Learning ePortfolio

As a student you will maintain an online learning portfolio using a TRCC designed template. Through this electronic tool you can see your own growth in college wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. This tool will also be a “place” where you can connect your learning from the classroom, school and life. Sometimes when you look at all of the work you have done and think about it you learn something else. In Digication you will be able to make other portfolios too. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class assignments to see what to post into the TRCC template, you may post your own choices too. Have fun in learning!

XVI. SCHOOL CANCELLATION DUE TO INCLEMENT WEATHER:

The College Student Handbook and Catalog lists radio stations announcing cancellations. There also will be a notice of delays or cancellation through the Early Alert Notification system.

Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard. **You can sign up for your Early Alert Notification System through the Three Rivers Community College myCommnet Banner System.** This system works well!

XVIII. BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Vicki Baker, the Diversity Officer and Title IX Coordinator: vbaker@threerivers.edu

Additional Notes:

Connecticut Community College Common Curriculum Nursing Program (CT-CCNP at TRCC)

Core Values: critical thinking, professionalism, safe and competent practice, communication, holism, caring

National League for Nursing (NLN) Core Values: caring, integrity, diversity and excellence

Quality and Safety Education for Nurses (QSEN) Core Competencies: patient centered care, teamwork and collaboration, evidence based practice (EBP), quality improvement, safety and informatics

<http://www.qsen.org>

IOM Recommendations: Nurses should practice to the full extent of their education and training....achieve higher levels of education and training through an improved education system that promotes seamless academic progression...be full partners, with physicians and other health professionals, in redesigning health care in the United States....have effective workforce planning and policy making through better data collection and an improved information infrastructure. <http://thefutureofnursing.org/recommendations>

REVISION TO SYLLABUS:

The information contained in this syllabus is subject to revision at the discretion of the instructor.
Students will be notified of any changes.

LAR/lar 1/2018