



**I. Course Title: NUR108 Perspectives of Nursing Spring 2014—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 meets the requirements of the First Year Experience requirement and also can be used for the Health Career Pathways Certificate.

**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 21<sup>st</sup> 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 and how to effectively use them within their learning preferences. 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 other health care workers. Individualized assessments are completed in mathematics, reading, information and technological literacy skills, learning preferences, emotional intelligence as well as test taking skills. 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. Roles in clinical, test taking strategies and the professional role of the Registered Nurse with an Associate Degree are highlighted. Lifelong learning is discussed for future BSN, MSN articulation plans.

**The student is expected to demonstrate growth in reading, information discernment, quantitative reasoning, use of technology and effective learning. Students are also responsible to develop critical thinking and reflective ability as they begin to identify the nursing role and other collaborative health care careers.**

**IV. 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 within learning preferences & 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 21<sup>st</sup> Century.
- C) Reflect on abilities, embracing excellence and implement plans for growth.
- D) Discuss the benefits of accepting constructive criticism.
- 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 you 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 the health care team.
- B) Compare required education and work of team members.
- C) Discuss continuum of health from wellness to restoration.
- D) Connect bio-psycho-social principles to impact on client care.

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

- A) Define the current role and evolving role of the 21<sup>st</sup> 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, embracing excellence and implement plans for academic growth and personal strengths.

## **V. Course Components: Special Course Information:**

**In Class Sessions on Thursdays from January 23, 2014 through May 15th from 4:00—5:15PM and online work during the week. Plan for a block of time that you schedule each week to complete the assignments. See First week handout—how this course and Blackboard works together.**

A. Independent study modules and interaction with peers, use of <http://my.commnet.edu> , nursing, computer, laboratories and library use.  
([http://www.trcc.commnet.edu/Div\\_IT/Library/Library.shtml](http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml) )

B. Non mandatory Visit and/or Shadow of Health Care Profession at clinical site (if pre-requisite health facility requirements are completed).

C. Participation in a health care program or health fair, blood pressure screening, flu clinic, health care class in person or online.

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

**Email address:** preferred Blackboard messaging--email <http://my.commnet.edu> or [lrafeldt@trcc.commnet.edu](mailto: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: 2<sup>nd</sup> 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](http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/EDDL.shtml)

Tutoring support is available by contacting me directly through email or phone or on scheduled campus visit as well as through the TASC Center  
([http://www.trcc.commnet.edu/Div\\_academics/TASC/TASC.shtml](http://www.trcc.commnet.edu/Div_academics/TASC/TASC.shtml) )

## **VII. Instructional Methods Include:**

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

## **VIII. Textbooks Required:**

1. Makely, S. **Professionalism in Health Care A Primer for Career Success** 4<sup>th</sup> edition, Pearson, 2013 ISBN-13: 978-0-13-284010-1

2. Taber's Cyclopedic Medical Dictionary: F.A Davis.

Other tools in any course include a flash drive or alternative portable computer data storage device, 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. although not required can also support learning.

## **IX. Course Requirements:**

A) Students work to achieve 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	F	0-599
C+	750-789	W	See instructor

B) **Categories of Work to be graded will be:** reflective assignments, discussion postings on Blackboard Learn, class and online quizzes, Health Service Learning Project, a Portfolio. Assignments will correspond to the content covered during each class, readings and learning modules. Grading criteria and rubrics will be given. Work is graded for this class and also may be used anonymously in total college improvement assessment.

Categories	Total Possible Points
Assignments-Inquiry, Reflection, Integration	250
Quizzes	240
1 Service Learning Project / ePortfolio	100
Presentation	100
Discussion Board Posts and Responses	260
1 CHA Test	50
Final See grading criteria above for points and letter grade	Total points = 1000+

## **X. Attendance Policy:**

Students are expected to attend each Thursday class starting on 1/23. Class is scheduled to be in D211 but also may be in A216, a computer lab and/or nursing lab. It is expected that the student will also log onto *Blackboard Learn* and use the learning tools. It is expected that students will also complete the online work each week. (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 class time each of you contribute to each other's learning, be there (in class and online) for yourself and each other!**

#### **XI. Quiz and Test Make-Up Policy:**

If you are absent from a scheduled test because of illness or other emergency, contact me at (860 215-9463) or through email on *Blackboard* before the start of the test. Failure to do so can result in a zero grade for that test. Students with an approved absence from a scheduled test will be given an alternate form of the examination at a time and date convenient for both of us.

#### **XII. 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 2013-2014 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 can be checked through use of Google or other tools.**

#### **XIII. Additional Expected Activity Requirements:**

Students are reminded that classroom and online classroom participation is important. Students are expected to recognize each person's right to study. Students who break the rules of courtesy and/or professional behavior will be asked to leave. Students are expected to silence cell phones during class and use "netiquette" when communicating online.

#### **XIV. 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.**

#### **XV. 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.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li><li>• Mental Health Disabilities</li></ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>

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

## **XVI. 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. Your name will not be attached to any of the assessment work. It is private. 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. It’s like a file cabinet with the ability to have multiple but separate files. 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 outline to see what assignments to post into the TRCC template, you may post your own choices too. Have fun in learning!

### **Quick View 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  
<http://www.nln.org/aboutnln/corevalues.htm>

**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/ksas\\_prelicensure.php](http://www.qsen.org/ksas_prelicensure.php)

**Nursing;** Registered Nurse, Licensed Practical Nurse, Advanced Practice Nurse “who do you want to be?” <http://www.healthcareersinct.com/nursing/registered-nurse.php>

**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>

**Other Health Careers:** <http://www.healthcareersinct.com/health-career-listings.php>

**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 1/14**