I.   **Course Title:**   NUR108 Perspectives of Nursing Fall 2011

31255 NUR* K108 HY1 **textbook info** 3.00 Perspectives in Nursing HYBR R 06:30 pm-09:15 pm

II.   **Course Description:**

This course will enable students to assess their potential to complete the nursing curriculum as well as give students an introduction to nursing roles, skills and responsibilities. Emphasis will be on defining the role of the nurse and exploring baseline skills such as problem solving, interpersonal relations, mathematical calculations and basic medical terminology. Visits will be included in the course to observe health care settings and the role of the nurse within those settings. Perspectives courses are most appropriate for degree students planning to enroll in any of the career programs; however, Liberal Arts or General Studies students are eligible. All students must have successfully completed developmental courses or attained a placement score indicating placement in ENG K100.

III.   **Course Overview**

This course is the first, (optional) nursing course in the sequence. It introduces the student to positive learning behaviors and literacy skills in reading, mathematics, the sciences, information discernment and technology use via nursing literature and experiences. The student will be introduced to critical thinking, blended skills and the nursing process, when interacting with people of all ages and cultures. The principle of simple to complex is followed; students can see how knowledge and skills are developed within a professional program. Highlights of this course will be the use of Reflection, *Blackboard* and *ePortfolio* for activities. *The Nursing Gateway* will be used to introduce students to information literacy within the science and art of nursing. Students will also compare and contrast varying health care and nursing roles. The course outcomes mirror the core values of the CT-CCNP Common Curriculum Program. (http://www.trcc.commnet.edu/Div_academics/AlliedHealth/index.shtml)
The student will also be introduced to resources at *Three Rivers Community College* and how to effectively utilize opportunities within their emotional intelligence abilities and learning strategies. Faculty believe an environment conducive to learning, generates critical thinking, group interaction, and self direction. These behaviors are all critical to growth as a professional Registered Nurse. Individualized assessments will be made in mathematics, reading and technology skills, coping styles, as well as test taking skills. Learning is the acquisition of new knowledge and skills that requires both mental activity and behavioral change. The individual assessments will foster goal directed understanding.
The learner will be given guidance to facilitate success in future nursing courses. The student will be introduced to effective class preparation, listening and note taking skills. Basic computer skills, use of a learning management system *(Blackboard)* and *ePortfolio* will be introduced. Roles in clinical, test taking strategies and the professional role of the Registered Nurse with an Associate Degree will be highlighted. Continued lifelong learning will be discussed for future BSN, MSN and other roles in nursing.
The student will be expected to demonstrate growth in mathematics, reading, information discernment, technology and effective learning strategies abilities. Students will also be responsible to develop critical thinking and reflective ability as they begin to identify the nursing role and other collaborative health care careers. The student will be expected to acknowledge responsibility for his or her own progress.

IV.   Student Learning Outcomes

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 with others.
E) Use beginning medical terminology when speaking and writing.

2. As a **CRITICAL THINKER,** the learner will be able to:
A) Discuss basic biological, chemistry and physical science principles and their 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 desired goals within their learning style and requirements of a nursing program
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 from sources of accurate, professional information
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 criticism.
E) Identify safety and infection control principles necessary for practice.
F) Demonstrate an ability to use mathematical skills of linear and rational equations, functional notation, and complex fractions

4. As a **CARING PRACTITIONER,** the learner will be able to:
A) Define empathy, comfort, compassion, concern and advocacy.
B) Apply examples of professional caring behaviors to self.
C) Discuss how cultural diversity influences caring.
D) Identify why caring is integral to the nursing process.

5. As a **HOLISTIC CARE PRACTIONER,** 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 of the 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:**

Credits: 3
In Class Sessions on Thursdays from September 1st through & including October 27
Online Class Work from November 3rd through December 15th, 2011 (Off week November 24th Thanksgiving—College Closed)
Independent study/classroom laboratory
Computer / library use
Actual and Virtual Site Visits

      A. Independent study modules and interaction with peers, use of http://my.commnet.edu , http://www.eportfolio.org , nursing, computer laboratories and library use. (http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml)

      B. Visit and/or Shadow of Registered Nurse (RN) at clinical site (if pre-requisite health facility requirements are completed). (We will discuss further in the first class.)

      C. Participation in a health care program or health fair, blood pressure screening, flu clinic or health care class. (We will discuss further in the first class.)

VI. **Faculty:**

Lillian Rafeldt, MA, RN, CNE, Professor   (Lili)
Email address: preferred Blackboard email http://my.commnet.edu 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) 383-5257. 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 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)

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. Nugent, P. & Vitale, B. **Fundamental Success A Course Review Applying Critical Thinking to Test Taking with CD,** 2nd edition, F.A.Davis, 2008. ISBN:9780803619210
- 2. Wilkerson, Judith, **Nursing Process and Critical Thinking, 5**th edition, Pearson Education, 2012. ISBN:9780132181624
- 3. Benjamin-Lesmeister, Michele. **Math Basics for the Health Care Professional,** 3rd edition, Pearson Education, 2009. ISBN:9780135126325
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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 before December 9th

B) **Categories of Work to be graded will be**: assignments with reflections which will be handed in at class, students will share learning in some discussion postings on Blackboard Learn, students will take quizzes in class, students will complete a Health Service Learning Project in a series of Thursday classes and submit a individual written report, students will create and submit a Portfolio, and a complete a final exam. Assignments will correspond to the content covered during each class, readings and learning modules. Grading criteria and rubrics will be given for assignments, reflections and discussion board entries, Health Service Learning Project, Portfolio and Quizzes. Due dates of assignments and quizzes will be given on the first day of class.

Categories	Learning Assessment Category is worth ___ percent	Total Possible Points
10 assignments (50 points each)	50%	500
4 quizzes (each quiz 25 points)	10%	100
1 Health Service Learning Project	15%	150
1 Complete Portfolio created in a Power Point Template	15%	150
Final Exam	10%	100
	Total % = 100	Total points = 1000
See grading criteria above for letter grade		

X. Attendance Policy:

Students are expected to attend each Thursday class starting on 9/1 through 10/27. Class will be in a computer lab and nursing lab. It is expected that the student will also log onto *Blackboard Learn* **and use the learning tools. Starting on 11/3 class activities will be on** *Blackboard Learn*. **Students will be expected to participate each week from 11/3 through 12/15.** (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 can result in a final grade of "F". **We will discuss this policy on the first day of class. My philosophy as a teacher is to work together so that you can succeed! During**

class time each of you contribute to each other's learning, that's one of the elements that helps learning to be fun. Be there (in class and online) for yourself and each other!

XI. Quiz and Test Make-Up Policy:

If you must be absent from a scheduled quiz or final due to illness or other emergency, contact me at (860 383-5257) or email on *Blackboard* before the start of the quiz or final. Failure to do so can result in a zero grade for that quiz or final. Students with an approved absence from scheduled tests 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

"Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in education and beyond….In this class and your… academic career present only your best work; clearly document the sources of material you use from others and act at all times with honor."

This content comes from
http://www.trcc.commnet.edu/President/Policies/Academic_standards.pdf pages 19-22

"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 2011-2012 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."

Cutting and pasting from other documents without appropriate acknowledgment is plagiarism.

XIII. Additional Expected Activity Requirements:

Students are reminded that classroom and online classroom demeanor is a vital part of participation. Students must act appropriately at all times and are asked to practice common courtesy recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor 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. This semester it is December 9th.(

) **Students with concerns about their course average are encouraged to contact the instructor.**

XV. **Disabilities Statement:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services.   To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough if you have a learning disability, ADD or ADHD. See the **Three Rivers Community College Catalog and Website for additional information about disabilities.**
(http://www.trcc.commnet.edu/Div_StudentServices/Counseling/DisabilityAdvising.shtml**)**
Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

<center>**Quick View Additional Notes:**</center>

General Education Core Competencies at TRCC include: critical thinking, quantitative reasoning, information literacy, scientific inquiry, responsible citizenship, written and oral communication abilities, global awareness, technological literacy and humanistic inquiry.

Connecticut Community College Common Curriculum Nursing Program (CT-CCNP at TRCC) Core Values: critical thinking, professionalism, safe and competent practice, communication, holism, caring
http://www.trcc.commnet.edu/Div_StudentServices/admissions/PDF/Nursing_Information_Packet.pdf

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

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.

<div align="right">**LAR/lar 08/11**</div>