

# Three Rivers Community College

## NUR 108 Perspectives of Nursing Spring 2012 Calendar

Class on Thursday night 6:30-9:00PM in room D210 and online—see schedule below

Contact Information—Lili Rafeldt, RN, MA, CNE via Blackboard Learn Message Tool—best way

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| <i>Week</i> | <i>Content Overview</i>  | <i>Pre-Class Preparation</i>  | <i>In-Class Activity Overview</i>  | <i>Assignments to Demonstrate Learning</i>  | <i>Due / Points</i>  |
|-------------|--|---|--|---|--|
| One/1/19    | Overview<br><br>General Education and Nursing Core Values<br><br>Critical Thinking and Nursing Process | Where are we meeting, what supplies do I need, have I organized my time, life and finances to attend classes?<br><br>If not what do I need to do?<br><br>Bring texts to class | Review of syllabus and course<br><br>Netiquette and Respect for Self and Others<br><br>Meet colleagues<br><br>Learning Preferences and resources--strategies for building your success tool kit<br><br>Nursing process—a new language and way of thinking<br><br>Planning—essential to nursing and educational success | Attendance and participation in first night of class activities<br><br>Group Scavenger Hunt—in school and online<br><br>Individual Personal and Academic Goals<br><br>Introduction on Discussion Board and Response | <br><br>1/26—25 points<br><br>1/26—25 points<br><br>1/26—25 points |
| Two/1/26    | NP and CT  | <i>Wilkerson: 8-16 and 29-64</i><br><br><i>Nuggent and Vitale:</i><br><br><i>Journal article</i><br><br><i>Links in Bb Learn</i>  | NP and CT outside and in clinical<br><br>Case studies—<br>Concept Maps and Simulation<br><br>Physical Assessment—<br>sciences important<br><br>Jeopardy<br><br>Time management   | Weekly 12 question quiz<br><br>Assessment Activity—being a detective  | 2/1—25 points<br><br>2/1—50 points                                 |

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| Three/2/1   | Communication in college and nursing  | <p><i>Wilkerson: 282-308</i></p> <p><i>Lesmeister: 1-3, 11-35 (Note different careers in problems)</i></p> <p><i>Links in Bb Learn</i></p> | <p>Verbal/nonverbal</p> <p>Reading and comprehension</p> <p>Working with and as a collaborative team</p> <p>Defensiveness</p> <p>The Social Nature of Nursing</p> <p>Documenting patient care</p> <p>Telling your story--emotional intelligence</p> | <p>Weekly 12 question quiz</p> <p>Listening Assignment</p> <p>Discussion Board Sharing--Planning for ePortfolio project</p>   | <p>2/8—25 points</p> <p>2/8—50 points</p> <p>2/8—25 points</p> |
| Four/2/8<br>Guest: Jon Brammer, Director of Writing Center                | Communication in college and nursing  | <p><i>Wilkerson: 224-231</i></p> <p>Chapter from Nursing text book (used with permission)</p> <p><i>Nuggent and Vitale</i></p>             | <p>Writing in college—the Writing Center</p> <p>Using APA format</p> <p>Therapeutic and nontherapeutic communication techniques</p> <p>Teaching and Learning—fundamental to nursing</p> <p>Test Taking Skills in the health careers</p>             | <p>Weekly 12 question quiz</p> <p>Process Recording</p>   | <p>2/15—25 points</p> <p>2/15—50 points</p>                    |
| Five/2/15<br>Guest: Pamela Williams, Research and Instructional Librarian | Information Literacy and Evidence Based Practice in Nursing and Allied Health | <p><i>Wilkerson: 35-38, 192-194, Appendix C and D</i></p> <p><i>Links in Bb Learn</i></p>  | <p>Determining information needed</p> <p>Searching CINHALL, Health and Wellness, Medline Plus</p> <p>Evaluating websites</p> <p>Using the library and the <i>Nursing Gateway</i></p>  | <p>Weekly 12 question quiz</p> <p>Information Literacy Search—Nursing and the Politics of Food; the 2011-12 college theme</p> | <p>2/22—25 points</p> <p>2/22—50 points</p>                    |

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|            |   |   | <p>Prioritizing work in college and nursing</p> <p>How the pre and corequisites contribute to the nursing program—who is Erickson?</p>   |   |  |
| Six/2/22   | Safety in college and Competent Practice Across the Health Care Professions   | <p><i>Wilkerson: 315, 340-358,</i></p> <p>Chapter from Nursing Text (used with permission)</p> <p>Review Hand washing checklist</p> <p><i>Links in Bb Learn</i></p> <p><i>Lesmeister: 70-93</i></p> | <p>Safe behaviors in the home, college and community</p> <p>Safe practice in infection control (CDC video link)</p> <p>Hand washing with <i>GloGerm</i></p> <p>Safe preparation for medication administration—preparing med sheets (Medline Plus)</p> <p>Connecting patho(physio)logy and pharmacology</p> <p>Building math reasoning skills</p> | <p>Weekly 12 question quiz</p> <p>Hand washing practicum</p> <p><i>Pre-Test: Lesmeister-- pages 3-8 review answers and identify areas of strength, areas to improve and plan for future health care use of math</i></p> | <p>2/29—25 points</p> <p>2/22—required</p> <p>2/29—50 points</p> |
| Seven/2/29 | Safe Practice in Specialties and Common Disorders—diabetes, cardiovascular disease, cancers, Chronic Obstructive Pulmonary Disease (COPD), urinary retention, depression, obesity and comorbidities | <p><i>Wilkerson: 117-154, Table 4-3 on page 126, Table 4-5 on page 131</i></p> <p><i>Lesmeister: 94-110, 159-167, 189-201</i></p> <p><i>Nuggent and Vitale:</i></p>                                 | <p>Diagnostic Reasoning in medicine, nursing and collaborative practice</p> <p>Ability to think conceptually with attention to detail too</p> <p>Quantitative skills in safe and competent practice</p> <p>Advanced Test taking skills</p>   | Weekly 12 question quiz   | 3/7—25 points  |

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| Eight/3/7           | Caring                                 | <p><i>Journal Article</i></p> <p>Chapter from Nursing Text (used with permission)</p> <p><i>Links in Bb Learn</i></p> | <p>Theories of Caring</p> <p>Is Caring the Essence of Nursing?</p> <p>Novice to Expert development</p> <p>Humor</p> <p>Stress and Coping in college and the health care professions</p> <p>Nurses as advocates, thinking courageously</p> <p>Student Nurses' Association</p>                               | <p>Weekly 12 question quiz</p> <p>Caring for Academic Self—Educational Plan</p> <p>Discussion Board Post and Response—Strategies to Decrease Stress and Care for Self</p>   | <p>3/14—25 points</p> <p>3/14—50 points</p> <p>3/14—25 points</p> |
| Nine/3/14           | Holism in college and health care      | <p><i>Wilkerson: 99-112, 184-191</i></p> <p><i>Nuggent and Vitale:</i></p> <p><i>Links in Bb Learn</i></p>            | <p><b>Online work—through learning module</b></p> <p>Humanistic Inquiry and Global Awareness—each health professional is a unique person</p> <p>Purnell Model of Health Care</p> <p>Wellness to Illness Health Continuum</p> <p><i>Healthy People 2020</i></p> <p>Cultural Perspectives in Health Care</p> | <p>Weekly 12 question quiz</p> <p>Discussion Board Post—List one cultural practice and how that will affect the care that is required for a client's improved health and/or wellbeing</p> <p>Complete the Heritage Assessment in Wilkerson: page 102 and identify how who you are will affect your nursing care</p> | <p>3/28—25 points</p> <p>3/28—25 points</p> <p>3/28—50 points</p> |
| <b>Spring Break</b> | Enjoy your time to reenergize          |   |  |   |   |
| Ten/3/28            | Professionalism in college and nursing | <p><i>Wilkerson: 113-114, Appendix B</i></p>  | <p><b>Online work—learning module</b></p>  | <p>Weekly 12 question quiz</p>  | <p>4/4—25 points</p>  |

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|            |   | <p><i>Nuggent and Vitale</i></p> <p><i>Links in Bb Learn</i></p>              | <p>Professionalism as:<br/>A way of life</p> <p>Differentiating between legal and ethic principles<br/>Legal and ethical principles in college—what is plagiarism, what is cheating?</p> <p>Honesty and Integrity in nursing</p> <p>Obtaining and maintaining an RN license in CT and other states</p>   | <p>Discussion Board Posting and Response—Where is the policy for plagiarism or cheating at TRCC? What are the consequences? How can you prevent either behavior?</p> <p>Discussion Board Posting and Response—What are the requirements for obtaining an RN license in CT?</p> | <p>4/4—25 points</p> <p>4/4—25 points</p>                         |
| Eleven/4/4 | Professionalism in nursing and other health careers | <p><i>Wilkerson: 18-21, 1-16, 278-280</i></p> <p><i>Links in Bb Learn</i></p> | <p><b>Online work—learning module</b></p> <p>What qualities does a nurse need?</p> <p>Lifelong learning—pathways for continuing your education</p> <p>Considering who you are and the qualities and behaviors a nurse needs—do you want to be a nurse? If not what else do you want to pursue academically and as a career?</p> <p>Differentiating between roles of CNA, LPN and RN</p> <p>Communication and Delegation in health care</p> | <p>Weekly 12 question quiz</p> <p>Discussion Board Post and Response: What qualities help a registered nurse to be effective?</p> <p>Discussion Board Post and Response: Is there another career that interests you?</p>   | <p>4/11—25 points</p> <p>4/11—25 points</p> <p>4/11—25 points</p> |

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| Twelve/4/11   | Going into clinical settings--preparation  | <p><i>Nuggent and Vitale:</i></p> <p><i>Links in Bb Learn</i></p> <p><i>Basic Skills Video clips: Hygiene and Mobility</i></p> | <p><b>Online work—learning module</b></p> <p>Essentials as a student—the distraction of technical skills—the need for critical thinking</p> <p><i>CHA module</i></p> <p>Preparation for travel, uniforms, contingent plans if car doesn't work , children are sick, emergency finances, other unexpected events</p> | Completion of CHA Test                    | 4/18—50 points  |
| Thirteen/4/18 | Self Learning Week   | <p>What area to you want to review or search for additional information?</p> <p><i>Links in Bb Learn</i></p>                   | <p><b>Online work—learning module</b></p> <p>Assessing your own strengths and areas to develop is critical for success</p> <p>What would you like to learn?</p> <p>Complete and submit your ePortfolio on or before 4/25</p>  | ePortfolio project                        | 4/25—100 points |
| Fourteen/4/25 | Service Learning—class meeting   | To be announced  | <b>Class meeting</b>  | Teaching and Learning plan/implementation | 4/25—100 points |
| Fifteen/5/2   | Individual meetings—to discuss strengths, areas to develop, plans for the future | Can be day or evening appointments   | To be arranged—preferred meeting in person  |   |                 |
| Finals week   |  |  | May be exempt   |   |                 |
| Notes--       |  |  |   |   |                 |
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