I.   **Course Title:** NUR108--31254 Perspectives of Nursing Fall 2012—3 credits

II.   **Course Description:**

This course helps students assess their ability to complete a nursing program and gives learners an introduction to college values, nursing 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. 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.

III.   **Course Overview**

This course is the first, (optional) nursing course in the sequence. It introduces the learner through nursing 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. The principle of simple to complex is followed; students can see how knowledge and skills 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* 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 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. Individualized assessments are completed in mathematics, reading, information and technological literacy skills, learning preferences, as well as test taking skills. Learning is the acquisition of new knowledge and skills 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 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. The student is 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 language 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 preferences 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:

In Class Sessions on Wednesday from August 29th through & including October 24th and November 28th and December 5th from 3:30—6:15PM

Online Class Work from October 31st through November 27th 2012 done on own choice of time, help is available.

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)

B. Visit and/or Shadow of Registered Nurse (RN) at clinical site (if pre-requisite health facility requirements are completed).

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

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

Email address: preferred Blackboard messaging--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. Test **Success: Test-Taking Techniques for Beginning Nursing Students with CD 6th** edition, F.A.Davis, 2012. ISBN-13: 978-0803628182

2. Wilkerson, Judith, **Nursing Process and Critical Thinking, 5**th edition, Pearson Education, 2012. ISBN: 9780132181624

3. **Practical Problems in Math for Health Science Careers (Practical Problems in Mathematics)** by Louise M Simmers, Karen Simmers-Nartker and Sharon Simmers-Kobelak (Feb 27, 2012) Delmar, ISBN 9781111540388

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 me before December 10th

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.

Categories	Learning Assessment Category is worth ___ percent	Total Possible Points
8+ assignments (50 points each)	40%	400
10 quizzes with 12 questions (each quiz 25 points)	25%	250
1 Service Learning Exploration	10%	100
1 Complete Portfolio created in a Power Point Template	10%	100
8 Discussion Board Posts and Responses (25 points each)	20%	200
1 CHA Test	5%	50
See grading criteria above for points and letter grade	Total % = 100+	Total points = 1000+

X. Attendance Policy:

Students are expected to attend each class. Class may be in D219, a computer lab and/or nursing lab. It is expected that the student will also log onto *Blackboard Learn* and use the learning tools.

Starting on 10/31 class activities will be on *Blackboard Learn*. Students will be expected to participate each week for online work.   (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". **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 (860 383-5257) 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 2012-2013 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. This semester it is December 10[th.] **Students with concerns about their course average are encouraged to contact the instructor before that day.**

XV.   Disabilities Statement:

If you are a student with a disability and need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services. To avoid delay of accommodations, register with Chris Scarborough and/or Kathleen Gray as soon as possible. See the **TRCC 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.

Quick View Additional Notes:

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

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.

LAR/lar 08/12