



NUR108 Perspectives of Nursing Online Fall 2018

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Course Title

NUR108 Perspectives of Nursing Online Fall 2018--3 credits

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 is on identifying strategies for success in college and defining the role and work of the registered nurse and members of the health care team. Students explore problem solving, collaborating and communicating with others, quantitative reasoning and basic health care language and concepts. Health care visits can be made to observe the role of the nurse and other members of the health care team. Perspectives courses are valuable for degree students planning to enroll in career programs; however, Liberal Arts or General Studies students are eligible. This course meets First Year Experience Plan of Study requirements.

Course Overview

NUR 108 is an optional nursing course which can be completed before enrolling in the nursing program. It introduces students to positive learning behaviors and literacy skills in reading, mathematics, sciences, information searches and technology. The learner 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. The student is introduced to effective class preparation, listening and note taking skills. Test taking strategies and the professional role of the Registered Nurse with an Associate Degree (AS) are highlighted.

The student is also introduced to resources at *TRCC and persistence in learning*. Faculty believe an environment conducive to learning, promotes critical thinking, group interaction, and self-direction. These behaviors are important to future success in courses and growth as a health care professional. Lifelong learning is discussed for advanced degrees after completion of the Three Rivers Community College (TRCC) AS degree.

Assessments in mathematics, reading, information literacy, emotional intelligence and test taking skills help students to identify what they know and will study. 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.

Students use tools such as: *Blackboard, ePortfolio-Digication, The Nursing Gateway, and Shadow Health* 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.

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.
 - E) Use beginning medical language when speaking and writing.*(As demonstrated through quizzes, discussion postings, Shadow Health, & online assignments)*
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.*(As demonstrated through quizzes, discussion postings, and reflective assignments)*
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.*(As demonstrated through quizzes, discussion postings, online, & Shadow Health assignments)*
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.*(As demonstrated through quizzes, discussion postings, and reflective assignments)*
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.*(As demonstrated through quizzes, discussion postings, and online assignments)*
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 health care practice.
 - E) Compare and contrast effective and non-effective learning strategies.
 - F) Discuss the role of life-long learning in the health care professions
 - G) Reflect on abilities, and implement plans for academic and personal growth.*(As demonstrated through quizzes, discussion postings, and online assignments)*

Course Components: Special Course Information

Class begins on Tuesday, August 28th and continues through mid-December. Course weeks will start on Wednesday with assignments due on the following Wednesday. You can complete the work any time during the week. Plan for regular blocks of time 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: <https://www.trcc.commnet.edu/learning-resources/library/>

The Nursing Gateway site is located at: <https://www.trcc.commnet.edu/learning-resources/library/research-guides/nursing-information-gateway/>

B. A virtual program (Shadow Health) where you will learn the role of a nurse by completing activities 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. If you are interested, let me know.

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.

Faculty: Lillian Rafeldt, MA, RN, CNE, Professor of Nursing (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

This is available through the front home page of <http://my.commnet.edu> and through the TRCC website: <https://www.trcc.commnet.edu/learning-resources/educational-technology/student-resources/>

Tutoring support

This 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. Online help is available through TASC and the Writing Center: <https://www.trcc.commnet.edu/learning-resources/tutoring-tasc/>

Instructional Methods

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>

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: August2018-3802-7788-2986-1085**

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

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

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

Login page: <http://app.shadowhealth.com> Must use course code to register and log in to the class digital experience.

Technical requirements

1. Tablets and mobile devices are not currently supported.
2. Recommended web browser is Google Chrome for Shadow Health voice capabilities. (Bb prefers other browsers).
3. Contact Shadow Health with any questions or technical issues regarding Shadow Health first, through email at support@shadowhealth.com, or by calling (800) 860-3241.

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.

Course Requirements

A) Students complete work to earn their grade using the “1000 Point Grading System”

The criteria used for earning the letter grade is:

Letter	Numerical Point Range	Letter	Numerical Point Range
A	960-1000	C	714-754
A-	919-959	C-	673-713
B+	878-918	D+	632-672
B	837-877	D	591-631
B-	796-836	D-	550-590
C+	755-795	F	0-549

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

General Information: See Outline for Specifics	Total Possible Points
<p>2-4 Assignments per week</p> <p>There is a discussion post every week. The discussion board is your classroom where you are communicating and learning from one another. Use the questions and rubric to earn the highest possible points. The response to a peer is worth as much as your original post.</p> <p>You can use text and course material for open Tests.</p> <p>Focus on learning the content and success strategies instead of focusing on how many points I can earn. The points come with demonstration of the learning.</p>	<p>24-100 points each</p> <p>Discussion posts can earn 24 points</p> <p>Test points vary</p> <p>Class ePortfolio assignment can earn 100 points</p> <p>Reflective, online assignment points vary</p> <p>Shadow Health points vary</p>
See how to determine your letter grade in A, above.	Total points = 1000

Learning ePortfolio

As a student you will maintain an online learning portfolio. Through this electronic tool you can see your own college wide growth. 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 TRCC General Education Assessment Team will select random works and review them so that we can improve everyone's college experience. This tool will also be a "place" where you can connect your learning from the classroom, school and life. 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 put in, post your own choices too. Have fun in learning!

Attendance Policy

Students are expected to participate in each class week starting in the week of 8/28. 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 learn how to succeed in college! During the semester each of you contribute to each other's learning, participate for yourself and each other!**

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 loss of points for that week.

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 2018-2019 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.

Additional Expected Activity Requirements

Students are reminded that participation is important. Participation is demonstrated by posting on the discussion board, responding to peers and answering a question if asked.

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.

Withdrawal Policy

Students may withdraw online, or 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 before withdrawing.

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. Please see the TRCC website for additional policies and information.

College Resources	
https://www.trcc.commnet.edu/learning-resources/learning-disability-resources/	
Phone (860) 215- 9017	
Room A119	
Examples are listed below	
<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disability	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum• Mental Health Disabilities

School Cancellation Due to Inclement Weather

The College Student Handbook and Catalog lists radio stations announcing cancellations. 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!

Board of Regents for Higher 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 (and 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 TRCC College Campus, or fears for their safety from a threat while on campus, please follow the procedures at:

<https://www.trcc.commnet.edu/student-services/sexual-misconduct-resources-and-education/>

Additional Notes

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

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 8/2018

Fall 2018 NUR 108 Course Outline, Revisions to Week Ten to Fourteen to come

Week Start Date	Success in College Objectives	Health Careers Exploration Objectives	Assignments Due Date
Week One 8/28	<ol style="list-style-type: none"> 1. Identify your purpose for taking the course. 2. Identify outcomes on the syllabus and how you will earn your grade. 3. Identify how world views influence learning and persistence. 	<ol style="list-style-type: none"> 1. Identify careers in 21st century health care 2. Recognize the importance of clarifying meanings and definitions 3. Describe factors that contribute to becoming a professional 4. Discuss job opportunities that interest you 5. Identify what accountability means in school and health care 	9/5 Syllabus Quiz Grit Survey Discussion Board Question and Response Short answer paper
Week Two 9/5	<ol style="list-style-type: none"> 1. State what top students do. 2. Practice listening. 3. Identify learning activities and ways new material is learned by you. 4. Identify goals you aspire to as a high performing student using the responsible Citizen Rubric. 	<ol style="list-style-type: none"> 1. Identify additional specifics of nursing careers in 21st century health care 2. Practice listening skills. 3. Create an outline for studying content. 4. Practice creating multiple choice questions as a study tool. 5. Reflect on time management priorities and what can wait through the Four Quadrant Method. 	9/12 Discussion Board Question and Response Listening Assignment Digital Clinical Experience Orientation –Shadow Health
Week Three 9/12	<ol style="list-style-type: none"> 1. Define critical thinking. 2. Identify how clear communication and conflict resolution skills 	<ol style="list-style-type: none"> 1. Define interdependence and systems perspective and explain their importance in health care. 	9/19 Discussion Board Question and Response Makely, Chapter Two Test

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	<p>support critical thinking.</p> <p>3. Identify attitudes which support critical thinking.</p> <p>4. Use critical thinking to interpret statements.</p>	<p>2. Explain why it's important to be "present in the moment" at work.</p> <p>3. Define critical thinking and list three things that critical thinkers do to make good decisions.</p> <p>4. List five factors that demonstrate a strong work ethic.</p> <p>5. Describe the attitudinal differences between optimists and pessimists.</p> <p>6. Discuss the importance of confidentiality and HIPAA.</p> <p>7. Identify how competence and scope of practice impact quality of care.</p> <p>8. List two things you should do when representing your employer.</p> <p>9. Explain the purpose of performance evaluations and list three ways to prepare for one.</p> <p>10. Differentiate between objective and subjective evaluation criteria.</p>	
Week Four 9/19	1. Find and read college policies from	1. Discuss the concept of interdependence and list three ways to	9/26 Discussion Board Question and Response

	<p>the Three Rivers web page.</p> <p>2. Use the online library or a dictionary to define words or phrases you don't understand.</p> <p>3. Identify a person you could speak to about a policy.</p> <p>4. Discuss school policies with peers and faculty.</p>	<p>strengthen relationships at work.</p> <p>2. List two ways to demonstrate loyalty to your coworkers and two ways to demonstrate loyalty to your employer.</p> <p>3. Identify two types of workplace teams and give an example of each</p> <p>4. Define the term inclusive and give two examples.</p> <p>5. Explain the role of courtesy, etiquette, and manners in the workplace.</p> <p>6. Define consensus and explain why it's important, but difficult, to achieve.</p> <p>7. List three problems that may occur when communicating electronically and describe three ways to prevent them from happening.</p> <p>8. Define conflict resolution and explain its importance.</p> <p>9. Name the four styles of communication and describe the potential impact of each style.</p> <p>10. Identify which communication style is</p>	<p>Makely, Chapter Four Test</p> <p>Conversational Concept Lab-Shadow Health</p>
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		most effective in conflict resolution and explain why.	
Week Five 9/26	<ol style="list-style-type: none"> 1. Identify different types of test questions besides multiple choice questions 2. Identify how to answer different types of questions 3. Reflect on why it is important to learn to write and write to learn 4. Increase skills in answering different types of test questions. 	<ol style="list-style-type: none"> 1. Define personal skills and explain how they affect your success as a health care worker. 2. Define personal image and describe how personal image affects patient care. 3. List five appearance and grooming factors that result in a professional image. 4. Discuss stereotypes and how they impact first impressions. 5. List three examples of annoying and troublesome personal habits. 6. Describe how grammar and vocabulary impact your professional image. 7. Discuss the importance of maintaining professionalism after hours. 8. Explain why health care employers are encouraging their employees to become healthier and give two examples. 	<p>10/3</p> <p>Discussion Board</p> <p>Question and Response</p> <p>Practice Test focus on ADPIE</p> <p>Makely, Chapter Six</p> <p>Test</p>

		<p>9. Define personal management skills and give three examples.</p> <p>10. Explain the importance of good time management skills and list three time management techniques.</p> <p>11. Explain the importance of good personal financial management skills and list three financial management techniques.</p> <p>12. Explain the importance of good stress management skills and list three stress management techniques.</p> <p>13. Define adaptive skills and explain why the ability to manage change is so important in health care today.</p>	
Week Six 10/3	<p>1. Continue to discover who you are and how to connect to positive values, beliefs and attitudes.</p> <p>2. Identify own biases about other people's values, beliefs and attitudes.</p> <p>3. Discuss how priorities and choices change as you age.</p>	<p>1. Give three examples of diversity in addition to age and gender.</p> <p>2. Define the term culture and give three examples.</p> <p>3. Define the terms bias and disparities and explain how bias can result in health care disparities for members of minority cultural groups.</p>	<p>10/10 Discussion Board Question and Response Makely, Chapter Five Test</p>

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		<p>4. Explain why health care workers need to be culturally competent.</p> <p>5. Give two examples of generational differences and describe how they might affect someone's work.</p> <p>6. List four types of health care customers.</p> <p>7. Describe how hospitals are measuring and reporting patient satisfaction.</p> <p>8. Describe five ways to provide good customer service for hospitalized patients and their visitors.</p>	
Week Seven 10/10	<p>1. Identify the purpose of rubrics</p> <p>2. Value having these rubrics for future college course work</p> <p>3. Share strategies with colleagues for how to use these rubrics</p> <p>4. Use resources in and outside of TRCC to develop skills in information literacy, written and oral communications</p>	<p>1. Define soft skills and hard skills.</p> <p>2. List two reasons why it's important for health care professionals to know about current trends and issues in the health care industry.</p> <p>3. List three reasons why health care is expensive and the cost continues to rise.</p> <p>4. Identify four ways that the baby boomer population will impact the health care industry.</p>	<p>10/17</p> <p>Discussion Board</p> <p>Question and Response</p> <p>Makely, Chapter One</p> <p>Test</p>

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		<p>5. Identify two controversial issues associated with health care reform.</p> <p>6. Define continuous quality improvement and list two quality improvement goals.</p> <p>7. Identify two trends in the supply and demand of health care workers.</p> <p>8. List two advantages and disadvantages of electronic medical records.</p>	
Week Eight 10/17	<p>1. Use the MyCommnet system or the welcome center in A113-9 to find advisor and plans of study.</p> <p>2. Schedule an appointment and meet with your advisor, or come to open advisement days in the Multi Purpose Room on the first floor.</p> <p>3. Bring questions about your plan of study to the advisement session. Use the Educational Plan Assignment as a Guide.</p>	<p>1. Identify basic, intermediate and advanced nursing skills.</p> <p>2. Discuss whether they would like to do those skills.</p> <p>3. Identify other health career skills as identified in the video clips.</p>	<p>10/24</p> <p>Meet with advisor</p> <p>Start the "Who Am I" assignment</p> <p>Discussion Board</p> <p>Question and Response</p>
Week Nine 10/24	<p>1. Identify new health care knowledge which influences changes in curriculum and lifelong learning</p> <p>2. Identify inflammation as a condition leading to</p>	<p>1. List three sources of information on job openings.</p> <p>2. Describe four characteristics of a professional résumé.</p>	<p>10/31</p> <p>Discussion Board</p> <p>Question and Response</p> <p>Shadow Health</p> <p>Cardiovascular Concept Lab</p> <p>Makely, Chapter Eight</p> <p>Test</p>

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	<p>healing and also part of a disease process</p> <p>3. Discuss precision medicine, genetic testing, nutritional and alternate pain management in health care.</p> <p>4. Identify health is important for you as a student too</p>	<p>3. Name five things you should do when filling out a job application form.</p> <p>4. Explain why employers use pre-employment assessments.</p> <p>5. Describe five ways to present a professional image during a job interview.</p> <p>6. Discuss four characteristics of effective leaders.</p> <p>7. Identify two ways to develop leadership skills.</p> <p>8. List three benefits of joining a health care professional association.</p> <p>9. Describe five resources for professional development.</p> <p>10. Discuss the benefit of having a career plan.</p> <p>11. Define role model and mentor and explain the difference.</p>	
Week Ten 10/31	More to come	More to come	11/7 Discussion Board Question and Response Musculoskeletal Assessment-Shadow Health
Week Eleven 11/7	More to come	More to come	11/14 Discussion Board Question and Response

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			Makely, Chapter Test
Week Twelve 11/14	More to come	More to come	11/21 Discussion Board Question and Response Posting of "Who Am I" Assignment into Digication
Week Thirteen 11/21	More to come	More to come	11/28 Discussion Board Question and Response Responding to Peers "Who Am I" Assignment in Digication
Week Fourteen 11/28	More to come	More to come	12/5 Discussion Board Question and Response Makely, Chapter Test
Course Completion Week Starts 12/5	May not need to take the final if you have kept up with the work		12/12