NUR108 Perspectives of Nursing Course Fall 2019

Syllabus Table of Contents

Course Title
NUR108 Perspectives of Nursing Online Fall 2019--3 credits

Course Description
Prerequisite: ENG* K096 placement or completion of ESL* K063 with a C# grade or higher.

This course lets students assess their potential to complete a nursing or other health professional program as well as give students an introduction to professional roles, skills and responsibilities. Emphasis is on defining the role of the registered nurse and members of the health care team. Students explore problem solving, collaborating and communicating with others, mathematical calculations and basic health care language and concepts. Site visits will be available to observe various health care settings and the role of health care professionals within those settings. Perspectives courses are valuable for degree students enrolled in any of the career programs, including Liberal Arts or General Studies students. This course satisfies the College's First Year Experience requirement. Students will learn behaviors which support college success and degree completion.

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,* 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.

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, & class projects)

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, simulation, and class projects and 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 PRACTIONER,** 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 class assignments)

6. 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 class projects and assignments)

Course Components: Special Course Information

Class begins on August 27ᵗʰ and continues through mid-December. Course weeks will start on Wednesday with assignments due on the following Wednesday at 11:59pm. You can submit your work before Wednesday but work within each week. You will have the opportunity to learn through:

A**.** Class activities.

B. Independent study modules in Bb and interaction with peers, faculty and guests on the discussion board and in class. 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/

C. Visit a health care career program, museum health exhibition, health fair, blood pressure screening, flu clinic, food pantry, health care class. (Pre-requisite health facility clearance may be required)

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/

You can book mark these sites for easy access.

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.commnet.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

Recommended: Taber's Cyclopedic Medical Dictionary: F.A Davis or other medical dictionary. An online medical dictionary (Black's Medical Dictionary, 43rd edition) is available at no cost through the library website. Other tools in any course include: a USB (flash) drive, or access to the cloud storage system, pens, pencils, note pages, "storage container" for notes, texts and projects related to the course. Technological tools: laptops, tablets, pod cast listening devices, tape recorders, etc. also support learning.

Course Requirements

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

Letter	Numerical Point Range	Letter	Numerical Point Range
A	930-1000	C	714-754
A-	915-929	C-	673-713
B+	878-914	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 earn your grade are**: class and online quizzes, reflective assignments kept in a paper or an electronic portfolio, original discussion postings and responses on *Blackboard*, planning projects for the future in school and career with class presentation.

General Assignment Plan	Total Possible Points Using Rubrics
Reflective Assignment kept in a portfolio.	30 potential points each
The discussion board is your online classroom. Use the questions and rubric to earn the highest possible points.	Discussion posts with responses can earn 24 points. Original post and response to peer are worth 12 points each. (14 discussion posts with responses)
You can use text and course material for open Tests. Some quizzes are not open book.	Quiz points vary
Projects help you to focus on your learning with others.	Projects include material from plans for school and career, a health career visit, a non-academic activity/visit and presentation to the class. The
Focus on learning instead of focusing on how many points I can earn. The points come with demonstration of the learning.	projects are worth 100 points each.

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!

Attendance Policy

Students are expected to participate in each week starting in the week of 8/27. Class is through *Blackboard* online. You can log on at any time during the week to learn from the material and complete the work. It is expected that the student will use the learning tools to complete work each week.

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 through 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 and financial aid 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	
• Medical Disabilities • Mobility Disabilities • Sensory Disability	• 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/

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 8/2019