General Information

College: College of the Health and Human Services  
School of Nursing

Course Number: NUR 330

Course Title: Introduction to Nursing as a Discipline and Profession

Semester: Summer 2010 (May 10, 2010 to May 28, 2010)

Credit Hours: 3

Clock Hours: 45 Hours Total

Day: Monday (first), Tuesday, Wednesday, Thursday, and Friday (last one)

Time: 10:30 am to 3:30 pm

Location: Room 124

Faculty: Pamela Stetina, PhD, RN  
Associate Professor  
Supported by Angela Golden, RN, DNP, FNP-C, FAANP  
Assistant Professor

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Nursing Building, Room 106  
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Flagstaff, AZ 86011

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928-523-7209  
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Primary E-mail: Please use mail function within Vista Shell

Alternate E-mail: Pamela.Stetina@nau.edu

Office Hours: By appointment

Course Prerequisite: Admission to the Accelerated-0ption BSN or RN to BSN nursing programs.

Catalog Description: An introduction to nursing as a distinct discipline of knowledge and a unique professional service.
Student Learning Outcomes:

Upon completion of the course the student will be able to:

Accountability
1. Evaluate legal aspects of nursing practice.

Caring
2. Envision nursing as nurturing the well being and wholeness of persons through caring.
3. Evaluate personal beliefs, philosophy, and caring behaviors in relation to professional nursing.
4. Develop an appreciation of images of nurse and nursing over time.
5. Summarize major events and developments in nursing history.
6. Demonstrate an understanding of nursing as a discipline of knowledge.
7. Demonstrate an understanding of nursing as a profession.

Communication
8. Communicate values and issues as defined by the nursing profession.

Critical Thinking
9. Examine nursing theories and conceptual frameworks emphasizing application to nursing practice.
10. Apply critical thinking to analyze ethical dilemmas.

Culture
11. Demonstrate respect for the meaning of wholeness of persons connected with others in the environment as central to understanding person and persons.
Course Structure/Approach:
This course will utilize a variety of approaches to support and enhance student learning and to achieve the student learning outcomes. These instructional methods include, but are not limited to:

- Class Discussion
- Audio-Visual Materials
- Written assignments

Textbook and Required Materials:


Recommended Optional Materials:

Video Presentations for the Classroom
Circle of Knowledge VT 0873 (33 minutes)
Code Gray VT 4143 (26 minutes)
Nursing, Ethics and the Law VT 4727 (34 minutes)
Nurse to Nurse VT 4599 (20 minutes)

Assessment of Student Learning Outcomes:
Personal philosophy of nursing paper 10
Nurse Practice Act Test 5
Professional Portfolio 5
Reflective Journal (3 topics for 10 points each) 30
Final 50
Total Points 100

Grading Scale
A = 93 + points
B = 84 - 92 points
C = 75 - 83 points (A grade of "C" or above is a passing grade in this course).
F = <75
ASSIGNMENT:

1. Describe your personal philosophy of nursing.

2. Use the following questions to guide development of your philosophy:
   - What is your central belief about the individual person?
   - What constitutes the environment?
   - How do the individual and the environment interact?
   - What is your view of health?
   - How does illness relate to health?
   - What is the central reason for the existence of nursing?

FORMAT

1. Must be written in APA format and limited to 2 pages excluding references.

GRADING CRITERIA

<table>
<thead>
<tr>
<th>Content:</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Incorporated personal belief regarding the profession of nursing</td>
<td>5</td>
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<tr>
<td>2. Integrated explication of the metaparadigm concepts</td>
<td>4</td>
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<tr>
<td>2. APA format, composition, grammar, spelling</td>
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Total 10
Assignment #2  REFLECTIVE JOURNAL ASSIGNMENTS

PURPOSE: The purpose of this journal is two-fold: 1) to stimulate the exploration of the personal meaning of the topics presented in the course, and 2) to develop and communicate an integrated understanding of the objectives of the course.

ASSIGNMENT: In your journal, identify and describe an experience you have had related to one of the assigned topics and record your reflections as a student of professional nursing. Show how it had an impact on your growth in nursing.

Journals are intended to be thoughtful expressions that reflect how you feel about nursing and assuming the role of a professional nurse. Your reflections should be described in the first person, subjective, as “I” (I feel as though….). You may choose to reflect by using prose, poetry or sketches to illuminate a particular thought. This aesthetic way of knowing is encouraged. Journaling is a reflexive process that promotes expanding your worldview and should reflect depth of thought about new concepts. A professional journal is not a personal diary, although you should comment on your personal and professional growth. Do not use citations or quotes from the assigned readings. If you refer to the readings, state it informally, “I am able to understand what Mayeroff means by humility as I was able to…..

Journals must be typed and double-spaced. Include your name and the title of the journal. There should be enough depth to the journal to show quality of the reflection so the length will likely be 1 pages.

FORMAT:

1. Use a word processor, font of 12, double spaced with appropriate margins.
2. Your language should reflect that of a student enrolled in a baccalaureate nursing program.
3. The journal topics will be assigned (see schedule) should include a description of a life experience related to the topics, your personal reflection on the meaning of the experience.

GRADING CRITERIA:

The grading guidelines are as follows:

1. Description of experience related to the topic (2 points)
2. Depth of personal reflection and discussion on the experience and its contribution to personal growth in nursing (2 points)
3. Grammar, spelling, adherence to process guidelines, writing style (1 point)
FINAL EXAM

40 multiple choice exam questions – NCLEX style. One paragraph style question will be asked from one of the following: (for a total of 50 points). This test will be proctored in the computer lab.

1. Describe your understanding of the concept of caring. Give an example of how you would manifest this concept in your nursing practice.

2. Briefly describe an ethical dilemma you have encountered in your daily life. Identify the ethical concepts and decision-making process you used to deal with the dilemma.

3. Define the concept of health from a nursing perspective.

4. Discuss what the concept of holistic care means to you.
# Class Schedule

This is a tentative schedule with dates and assignments potentially changing – final schedule with reading assignments will be available in VISTA

## Week 1

<table>
<thead>
<tr>
<th>Day # 1</th>
<th>Orientation to the Program</th>
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<tbody>
<tr>
<td>5/10/2010</td>
<td>Presentation of Evolve Web Site by Christina Delord</td>
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<td></td>
<td>Bookstore bringing summer books to class</td>
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<td>SNA presentation</td>
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<table>
<thead>
<tr>
<th>Day # 2</th>
<th>Orientation to the Course</th>
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<tbody>
<tr>
<td>5/11/2010</td>
<td>Orientation to Vista</td>
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<tr>
<td></td>
<td><strong>Assignment:</strong> FMC/VVMC Module due</td>
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<td><strong>In Class Discussion:</strong> Professional Development</td>
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<tr>
<th>Day # 3</th>
<th>Library Orientation</th>
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<tr>
<td>5/12/2010</td>
<td>Presentation by the Library</td>
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<td></td>
<td><strong>In class discussion:</strong> groups will do a topic search using CINAHL, PUBMED and Mosby Nursing Consult and discuss findings</td>
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*Images of Nursing*

**Reflective Journal:** look at any type of media (books, TV, films, Ads, news). Write about how the media selected portrays nurses/nursing. **Reflective Journal is due on Day 5**

<table>
<thead>
<tr>
<th>Day # 4</th>
<th>Nursing as a Discipline</th>
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<tbody>
<tr>
<td>5/13/2010</td>
<td>Caring</td>
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<td>NAU's Conceptual Framework</td>
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<td>AACN’s Essentials of Baccalaureate Education</td>
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<td><strong>In Class Discussion:</strong> Frameworks for nursing practice and education</td>
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## Week 2

<table>
<thead>
<tr>
<th>Day # 5</th>
<th>Nursing as a Profession</th>
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<tbody>
<tr>
<td>5/18/2010</td>
<td>Ethical Perspectives</td>
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<td><strong>Video:</strong> Code Gray</td>
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<td><strong>In Class Discussion:</strong> completion of ethical case study with discussion</td>
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<td><strong>Reflective Journal:</strong> Reflection on the Video <strong>due Day 8</strong></td>
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<td>Legal Perspectives</td>
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<td><strong>Video:</strong> Ethics and the Law</td>
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<td><strong>In Class Assignment:</strong> Completion of Nurse Practice Act Test</td>
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<tr>
<th>Day # 6</th>
<th>Patterns of Knowing</th>
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<tr>
<td>5/19/2010</td>
<td>Nursing Theory and Practice</td>
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<td><strong>Video:</strong> Circle of Knowledge</td>
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<td></td>
<td><strong>In Class Discussion:</strong> Application of theory to practice</td>
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<td></td>
<td><strong>Personal Philosophy Paper is due on Day 8</strong></td>
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Day # 7  Regulation of Nursing Practice  
5/20/2010  Chemically Dependent Nurses  
Video: A Nurses Story  
Reflective Journal: Reflection on the Video due Day 9  
The Political Process  
In Class Discussion: How to get involved in the political process, review a bill listed on the AZNA website  
The Health Care Delivery System  

Week 3  

Day # 8  The Practice of Nursing  
5/25/2010  Nursing Process/Concept Mapping  
Wholeness and Well-being through Caring  
In Class Assignment: create a concept map on topic to be assigned  

Day # 9  Culture  
5/26/2010  Introduction to NANDA, NIC, and NOC  
In Class Assignment: practice using nursing language  

Day # 10  Confidentiality and HIPPA  
5/27/2010  Patient Education  
Introduction to the Professional Portfolio  
In Class Assignment: Compile a professional portfolio  
In Class Discussion: in groups with assigned topics create a patient handout using mosby's nursing consult  

Day # 11  Final Exam proctored TBD  
5/28/2010
COURSE POLICIES:

Important Notice: There is strict adherence to every part of the NAU Student Handbook and the NAU Nursing Student Handbook.

Attendance Policy: Under NAU Policy, students are expected to attend every session of class in which they are enrolled. Attendance at all clinical sessions is mandatory. If you are to miss a clinical session, you must inform your instructor and facility before the start of the clinical session. Make-up sessions will be determined by your instructor.

Makeup tests and retests: Make up tests may be arranged for valid reasons such as illness or personal/family emergencies. Arrangements to take a make up exam must be made with the faculty within one week of the exam. If arrangements for the make up exam have not been made within one week of the exam, the student will receive ZERO points for that exam. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.

Plagiarism: All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are prohibited and subject to disciplinary action. Cheating means intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication means intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Plagiarism means intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise. For further explanation of academic dishonesty refer to the Department of Nursing Undergraduate Student Handbook and Northern Arizona University Student Handbook.

"Whether paraphrasing or quoting an author directly, you must credit the source . . . For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text.) Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text” (APA Publication Manual, 1994, p 97,98).

"Plagiarism. Quotation marks should be used to indicate direct quotes (the exact words of another). Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text......The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications” (APA Publication Manual, 2001, p 349-350).

The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any
evidence of substance abuse.

Northern Arizona University Policy Statements can be found at the following address:
http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html

Classroom Management Statement
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussion the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion. 8/06