



**Chaminade University of Honolulu**  
**School of Nursing**  
**Course Syllabus**  
*NUR 290*  
*Nursing Concepts*

**Course: NUR 290 Nursing Concepts**

**Credits: 2 (Didactic Course)**

Lecture Hours: **Section 1** Fridays 08:30-10:20am

**Section 2** Fridays 10:30am-12:20pm

Hale Hoaloha 103 #22 on map (walk on lower sidewalk and not through St. Louis school)

[Campus Map](#)

**Course Coordinator:** [Jeanette Peterson, MSN, RN, CHSE, VA-BC](#)

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**Office hours:** Tuesdays 7:30-8:30am & 12:30-1:30 p.m.

Thursdays 7:30-8:30am & 12:30-1:30 p.m.

By appointment

**CATALOG DESCRIPTION:**

This course focuses on exploring basic nursing concepts including holism, diversity, health, illness, healthcare delivery systems, continuity of care, developmental care, and care across the lifespan. Legal and ethical issues related to nursing will be explored. The nursing process will be introduced and applied in patient care scenarios. Professionalism of the nurse including research and evidence-based practice will be discussed.

**Prerequisite Courses:** *BI 151 and BI 151L, BI 152 and BI 152L, MA 107, NUR 190*

**Concurrent Courses:** *CH 250 and CH 250L, NUR 201, NUR 202*

**Course Learning Outcomes:**

At the end of this course, the student will demonstrate the ability to:

- 1) Identify the components of the U.S. health care system;
- 2) Describe the role of the nurse as a member of the interdisciplinary team;
- 3) Employ the components of the nursing process in a patient care scenario;
- 4) Describe components of the evidence-based practice paradigm;
- 5) Compare and contrast ethical and legal dimensions of professional nursing practice; and
- 6) Utilize informatics and technology in documentation of nursing care.

**Service-Learning Objectives:**

At the end of this experience, the student will demonstrate the ability to:

- 1) Discuss the connections between academic work and real-life situations;
- 2) Exhibit an understanding of and commitment to the student role in issues of public concern;
- 3) Discuss how service-learning increased the student's interest in being civically engaged through the core value of *service*.

**Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs):**

<b>PLO Program Learning Outcomes</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>	<b>CLO4</b>	<b>CLO5</b>	<b>CLO6</b>
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally appropriate approaches.	D		D		D	D
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies in all healthcare settings.	D	D	D		D	D
PLO#3: Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role.	I	I		I	I	
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.	I	I	I		I	I
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.	I	I		D	I	
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing	D	D	D		D	D
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.	I		I		I	
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.	I				I	

**Key: I= Introduced D= Developed M= Mastered**

<b>Program Associated Hawaiian Core Values</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>	<b>CLO4</b>	<b>CLO5</b>	<b>CLO6</b>
1. Patient Centered-Care, <i>Ka mālama olakino pili pono i ia kanaka</i>	D	D	D	D	D	D
2. Community Based Care, <i>Ka mālama olakino ma o ke kaiāulu</i>	D	D		D		
3. Developmentally and Culturally Appropriate Care, <i>Ka mālama olakino kūpono no ka ho'omōhala a me ka mo'omeheu</i>	D	D		D	D	
4. Care Across the Lifespan <i>Ka mālama olakino o ka wā ola</i>	D	D	D	D	D	

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**Required Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Assessment Institute Technologies (ATI). (2013). *Fundamentals 8.0*. Retrieved from <https://atitesting.com>.

North Carolina Concept-Based Learning Editorial Board. (NCCB). (2015). *Volume 2 Nursing: A concept-based approach to learning* (2<sup>nd</sup> ed.). Boston, MA: Pearson. ISBN: 978-0-13-293427-5

Nieswiadomy, R.M. (2012). *Foundations of nursing research* (6<sup>th</sup> ed.). Upper Saddle River: NJ: Pearson. ISBN: 978-0-13-211857-6

**Supplemental Readings:**

American Nurses Association (2015). *Code of ethics for nurse with interpretative statements*. Washington, D.C: Author.

American Nurses Association (2015). *Scope and standards of practice: Nursing* (3rd ed.). Washington, D.C: Author.

Hawaii Nurse Practice Act. Retrieved from [http://cca.hawaii.gov/pvl/boards/nursing/statute\\_rules/](http://cca.hawaii.gov/pvl/boards/nursing/statute_rules/)

**COURSE POLICIES:**

All policies stated in the [Chaminade University Catalog](#), [Student Handbook](#), and School of Nursing Handbook are in effect in this course. Students are strongly encouraged to refer to these resources.

**Academic Honesty:**

Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the [Marianist Values](#) and the core values of the [School of Nursing](#).

**Any behavior that impedes assessment will be considered academic dishonesty by the course coordinator. All students are encouraged to clarify all assignments with the course coordinator if there are any questions.**

**Course Atmosphere:**

This course is not strictly a lecture course. Active engagement strategies are utilized for student learning. Everyone's participation is essential as we will learn and grow from the sharing that occurs.

### **Attendance:**

**Class attendance is regarded as an essential part of the educational process.** Class is **mandatory** and students are expected to attend **all** classes. The classroom is a teaching and learning environment where there is an exchange of knowledge and experience, so it is essential that students attend class and actively participate in classroom activities to maximize individual learning. Students who are absent from class not only miss a part of the subject matter of the course but also diminish the opportunities for contributing to the learning environment for the entire class. **Any absence must be communicated to the course coordinator in an email. Be ready to provide evidence of medical care provided for an absence due to illness.** Each student will be encouraged to develop a professional work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify the instructor by phone or email when illness prevents them from attending class and make arrangements to complete missed assignments. Any student who stops attending class without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the course coordinator.

### **Academic Conduct:**

Please refer to and follow all policies and procedures included in the [University Catalog](#) and [CUH Student Handbook](#) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

### **Assignments:**

ALL written assignments must be submitted to the appropriate dropbox in [eCollege](#) by section **class time** on the due date. For technical questions contact [helpdesk@chaminade.college.com](mailto:helpdesk@chaminade.college.com), or call toll free at: 866-647-0654. For eCollege account support call 808-739-8327. If eCollege is down, ask the help desk technician for a ticket number. You will need to email the course coordinator the ticket number along with the assignment in an attachment. This is to ensure the correct assignment has been done at the correct time however, you will be expected to post your assignment into the dropbox as soon as eCollege is operational before your assignment can be graded. **It is the responsibility of the student to ensure that assignments are posted correctly, in proper word format, and before the deadline.** It is also the responsibility of the student to ensure the correct version of the assignment is posted by the deadline. **Only versions posted in the dropbox at the submission deadline will be graded.** It is expected that assignments will be submitted on time. Late assignments are highly discouraged. **Late assignments will receive a deduction in points to be determined by the course coordinator.**

### **Writing policy:**

All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA 6<sup>th</sup> edition is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program at 735-4881. All papers are to be word processed, proofread, and **solely the work of the author.** All papers must be saved as a **Word** document and submitted in the appropriate drop box. Please read information about plagiarism in your CUH Student Planner.

**Testing policy:**

Students are expected to take tests on the designated day. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. Approval for taking a make-up test must be granted by the course coordinator on a case by case basis.

**Cell phones and Laptops:**

Use of music devices and cell phones is prohibited during all nursing classes at Chaminade unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day. Please refer any questions to the Dean of Nursing. Laptops may be used in class for taking notes and for in class activities as directed by the course coordinator.

**ADA Accommodations:**

Chaminade University of Honolulu is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students and review the procedures at

**Title IX Compliance:**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator.

Should you want to speak to a confidential source you may contact the following:  
Chaminade Counseling Center at 808 735-4845. Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Assignments and Grading Criteria**  
**Overall Course Grading Percentage Equivalents**

<b>Assignments</b>	<b>Points</b>	<b>Weighted % of total points</b>
Exams # 4 (20 points each)	<b>80</b>	25%
Final Exam (Comprehensive)	<b>50</b>	25%
Nursing Care Plan Drafts # 2 (10 points each)	<b>20</b>	15%
Nursing Care Plan Final Version	<b>25</b>	15%
Weekly Activity/Quiz Points (5 points each)	<b>40</b>	10%
Service-Learning Paper	<b>30</b>	10%
<b>Total Points for course</b>	<b>245</b>	100%

**Grading Scale:**

A=90-100%

B= 80-89%

C=70-79%

D=60-69%

F=59% and below

**Teaching Methods:**

**Quizzes/Examinations:**

There will be 4 exams and a comprehensive final in this course. Content will include lecture material, required readings, and other materials as designated by the faculty. Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO). Questions will require recall, application, analysis, critical thinking, and clinical reasoning.

**Nursing Care plan:**

From the case studies provided by the course coordinator, complete 2 nursing care plan drafts and a nursing care plan final version as specified. This assignment will include the following key elements:

- Nursing assessments based on different models for clustering or organizing data
- Provide a list of nursing diagnosis problem statements in the order of priority (most important to least important).
- Write the number one priority diagnosis in nursing diagnosis format.
- Develop two expected outcomes based on the number one nursing diagnosis.
- Develop two to three nursing interventions for each expected outcome.
- Provide a rationale for each nursing intervention listed. Include evidence-based source for the rationale in APA reference format that includes: source, year, and page number.
- Evaluate the expected outcomes. Since you will not be able to do a follow up, create data that supports the evaluation of the expected outcome.

- Based on the evaluation data provided revise the care plan.
- Create a concept map using the ATI template provided based on the above information.

*Additional instructions will be given in class. Rubric will be posted in eCollege.*

**Quizzes & Activity Points:**

Read the directions each week under the corresponding week topic tab under *Course Home* in eCollege. The directions will guide you on how to obtain the 5 points available on non-exam days. The points can only be awarded if you are present in class. The activities may consist of discussion threads, case studies, quizzes on preparation material, or class engagement exercises.

**Service-Learning:**

During this course, the student will actively participate in a service-learning project that will facilitate the application, knowledge, skills, and attitudes of the course objectives. In addition, the project will help to identify needs of the community and the role of “service” within the community. The total service-learning **requirement** for this course is 10 hours. You must complete the service learning requirement to pass the course.

- During WEEK 1 & 2 students will be provided information on the service-learning activity;
- By WEEK 3 students should complete all necessary paperwork including waiver and consent with *instructor*;

Review the service-learning website for additional information.

<http://www.chaminade.edu/node/4576>

Service-Learning Activity: Oral History

Students will pick an older adult to provide service. The focus of this service-learning activity is to start to develop knowledge of the aging adult and begin to appreciate/value the wisdom, life experiences, and lessons learned from an aging perspective. The students will engage in “talk story” time with the older adult. In addition, the students will participate in activities as permitted by their older adult. Some activities the students can participate in are eating meals, joining them with their day to day activities, and engaging them in activities (for example: a game, walk, cards, etc.). The 10 hours required time should be divided in at least 5-6 visits to help develop the relationship.

In choosing your older adult, here are some guidelines:

1. The age of the older adult must be at least 65 years old or above.
2. The older adult cannot be a family member.
3. Our community partners especially value the oral history activity and feel it would be very beneficial for their senior clients and their families. To fulfill our commitment to our partners, please choose an interviewee at your service site. Permission from the individual being interviewed must be obtained.

Recommendation for timeline and visits:

- Visit 1: Introductions, explanation of your intent of service, seek written permission for an oral history and audio taping. Begin to talk story.



## **Goals:**

### **The goals of the Nursing Program are to:**

1. Provide a 4-year program leading to a baccalaureate degree in nursing, in which students will acquire the knowledge, skills, and Marianist values necessary for professional nursing practice and leadership in health care.
2. Ensure an educational foundation in the biological, physical and social sciences as well as in the humanities, all of which are essential to professional nursing practice.
3. Foster an attitude of intellectual and critical inquiry that promotes evidence-based practice.
4. Provide an educational experience that emphasizes engagement of students through active learning.
5. Create a collegial environment that fosters professional development of students including life-long learning, scholarship, and leadership.
6. Prepare students for professional nursing roles in a dynamic health care environment.
7. Prepare the student for the National Council Licensure Examination (NCLEX) examination and practice as a professional registered nurse.
8. Provide a foundation for graduate study.

## **Program Learning Outcomes:**

### **The student will demonstrate the ability to:**

1. Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally and culturally appropriate approaches;
2. Provide safe, holistic, patient-centered care, across the health-illness continuum, across the lifespan, using state-of-the-art methodologies in all healthcare settings;
3. Engage in dialogue about contemporary issues in healthcare, effectively advocate in the interest of patients, and lead others in the professional nursing role;
4. Communicate and collaborate effectively with patients and professionals from a variety of disciplines;
5. Critically evaluate and integrate research and reliable clinical evidence to inform nursing practice;
6. Incorporate informatics and healthcare technologies into the practice of professional nursing;
7. Use determinants of health, tools for measurement, and mechanisms to affect change in populations; and
8. Describe the elements of health care policy and finance within a regulatory environment