



**Chaminade University of Honolulu**

**School of Nursing**

**Course Syllabus**

***NUR 190***

***Introduction to Nursing***

*Nursing is an art:  
and if it is to be made an art,  
It requires an exclusive devotion  
as hard a preparation,  
as any painter's or sculptor's work;  
for what is the having to do with  
dead canvas or dead marble,  
compared with having to do  
with the living body,  
the temple of God's spirit?  
It is one of the Fine Arts:  
I had almost said,  
the finest of Fine Arts.*

**- Florence Nightingale**

**Course: NUR 190 Introduction to Nursing**

**Credits: 2 (Didactic Course)**

Lecture Hours:

Section 1 Monday 3:30-5:20 p.m.

Section 2 Wednesday 1:30-3:20 p.m.

Henry Hall 223

[Campus Map](#)

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

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**Office hours:** TBD (See posting on office door)

**Instructors:** Jeanette Peterson, MSN, RN, CHSE, VA-BC (Course Coordinator), additional faculty as guest lecturers.

**Main Nursing Office Phone:** 808-735-4813

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**Catalog Description:**

This course is an introduction to the science and art of the profession of nursing. The conceptual framework for the Chaminade University School of Nursing is introduced, including the overarching themes and key concepts that are threaded throughout the curriculum. The history of nursing in the United States and in Hawai'i is presented. The central concepts of the nursing discipline, person, environment, health, and nursing, provide the context for teaching and learning. Cultural awareness, particularly of Native Hawaiian and Pacific Island cultures, is integrated throughout the course. **Service-learning will be a required element of the course, in the form of a 10-hour service-learning activity and a written reflection about the experience.**

**Course Learning Outcomes:**

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

1. Identify historical persons and events in the development of the art and science of nursing
2. Describe the Marianist values of wholeness, caring, community service, diversity, and integrity as they apply to the profession of nursing
3. Define the key concepts that will be addressed in the Chaminade nursing curriculum
4. Link key concepts in the nursing curriculum to traditional Polynesian beliefs and practices
5. Identify the key elements of the Standards of Professional Nursing and the Nursing Code of Ethics
6. Exhibit personal responsibility and accountability for one's actions in meeting course requirements and timelines
7. Discuss the connections between academic work and real-life situations
8. Exhibit an understanding of and commitment to their role in issues of public concern
9. Discuss how service learning increased their interest in being civically engaged through the core value of "service"

**Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes:**  
**(Key: I=Introduced, D= Developed, M=Mastered)**

Program Associated Hawaiian Core Values	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
1. Patient Centered-Care, <i>Ka malama olakino Pili pono I ia kanaka</i>	I	I	I	I	I	I
2. Community Based Care, <i>Ka malama olakino ma o ke kaiaulu</i>	I	I	I	I	I	
3. Developmentally and Culturally Appropriate Care, <i>Ka malama ola kino noka ho'omohala a me ka mo'omeheu</i>	I	I	I	I	I	
4. Care Across the Lifespan <i>Ka malama olakino o ka wa ola</i>	I	I	I	I	I	

**(Key: I= Introduced to the concept/skill D= Developing M= Mastered)**

PLO Program Learning Outcomes	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8	CLO9
PLO#1: Use the nursing process for comprehensive assessments of health and illness parameters in patients using developmentally, and culturally, appropriate approaches.	I	I	I	I					
PLO#2: Provide safe, holistic, patient-centered care across the health-illness continuum, across the lifespan, using state-of-the-art methodologies, and in all healthcare settings.	I	I	I		I		I		
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	I	I	I	I
PLO#4: Communicate and collaborate effectively with patients and professionals from a variety of disciplines.		I	I		I	I	I		I
PLO#5: Integrate research and reliable clinical evidence to inform their nursing practice.			I						
PLO#6: Incorporate informatics and healthcare technologies into the practice of professional nursing.			I						
PLO#7: Use the determinants of health, tools for measurement, and interventions for health promotion and disease prevention in populations.	I		I						
PLO#8: Describe the elements of health care policy and finance within a regulatory environment.	I		I		I		I	I	I

**Texts:**

Selected readings will be assigned for each week of class.

Throughout the nursing program, you will use what is called *APA format* for writing papers. This is a writing format as set forth in the Publication Manual of the American Psychological Association (APA), 6<sup>th</sup> edition. You can purchase the text in the campus bookstore. In this course, you will learn the basics of APA including title page, header, running head, level 1 headings, citations in text, and a reference page. Instruction will be provided by your instructor and through worksheets/samples and application. The following references are not in 6<sup>th</sup> Edition APA format. The APA text will be utilized as a reference for the CUHSON program and utilized for four years.

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5
2. Finkelman, A. W. & Kenner, C. (2016). *Professional nursing concepts: Competencies for quality leadership* (3rd ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1284067767

You will be required to pass several drug dosage calculation exams with 100% before going to clinical each year. This self-study book is selected for your use to get ready for the exams. Please complete pp. 1-67 for this class.

3. Horntvedt, T. (2013). *Calculating dosages safely: A dimensional analysis approach*. Philadelphia, PA: F.A Davis Company. ISBN: 978-0-8036-2254-8
4. Masters, K. (2015). *Nursing theories: a framework for professional practice* (2<sup>nd</sup> ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1284048353

Medical Terminology is important to understanding key terms in healthcare. This text is selected and utilized in both freshmen & sophomore classes. Please complete Chapters 1-4 for this class.

5. Wingerd, B. (2016). *Medical Terminology Complete* (2nd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN: 978-0-13-404238-1

**Supplemental Materials:**

No other supplementary published materials are required to purchase for this course. The Learning Management System, [Canvas](#), is used extensively. Canvas is accessible from most PCs and Macintosh computers with a reliable internet connection. Canvas is accessible on all computers available for use on campus. Review the information provided for Students at this URL: <https://chaminade.instructure.com/courses/2302>

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. The cost for the system is taken out of your tuition. Your graduation date is **0520** and your access code is **CDN004508219**. The website is

located at: <https://www.atitesting.com>. Complete system requirements are available on the log on page. For all inquiries during office hours use: 1-800-667-7531. After hours technical support, send an email to [helpdesk@atitesting.com](mailto:helpdesk@atitesting.com).

Students are required to log into their Chaminade.edu email account, CANVAS, and ATI accounts the **first week** of class to be successful in this course.

### **Guidelines for Communication:**

Email:

- Use the Chaminade email account provided;
- Always include a subject line such as NUR 190-add the topic of the email
- Use standard fonts, special formatting such as centering, audio messages, and tables should be avoided. Send an attachment with the email if the above items need to be shared.
- Emails may take instructors awhile to answer, be patient, if unable to reach a particular instructor, contact the course coordinator.

**Library:** [The Sullivan Family Library](#) information is available thru the CUH website.

### **COURSE POLICIES:**

All policies stated in the [Chaminade University Catalog](#), 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 Planner 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. The Nursing Student Handbook will be provided to you. You will be asked to sign the last pages acknowledging your receipt and understanding of the policies.

### **Assignments:**

ALL written assignments must be submitted to Canvas by section **class time** on the due date. If Canvas is down, obtain a ticket incident number. You will need to email the course coordinator the incident 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 on Canvas as soon as the LMS is operational before your assignment can be graded. **It is the responsibility of the student to ensure that assignments are posted correctly, in proper 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 on Canvas 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 submitted on Canvas. Please read information about plagiarism in your student handbook.

### **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. Make-up exams are highly discouraged.

**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 <http://www.chaminade.edu/student-affairs/counseling-services>

**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.



**Course Requirements/Method of Evaluation:**

Your grade in this course will be based on the following:

- Exams, quizzes, & learning activities (including ATI Tutorials)
- Nursing Theory Visual Representation Papers
- Self-Inventory Assignment
- Poster Presentation
- Service learning project and reflection (10 hours of service learning hours + 1 paper)

**Course Grading:**

The proportion that each of the above contributes to your grade in this course is as follows:

Assignments	Points	Weighted % of total Points
Exams (4) 20 points each	80	20%
Final Exam (Comprehensive)	50	20%
Weekly Activity/Quiz points (5 points each)	20	10%
ATI Tutorials (5) 1 point each <ul style="list-style-type: none"><li>• Log in successfully (1 point), Nursellogic I &amp; II (2 points each)</li></ul>	10	5%
Nursing Theory Visual Representation Papers (10 points each) <ul style="list-style-type: none"><li>• Nightingale</li><li>• Leininger</li><li>• Watson</li></ul>	30	10%
Self-Inventory Assignment (1)	10	5%
Poster presentations (1) <ul style="list-style-type: none"><li>• Poster</li><li>• Presentation</li></ul>	25 50	10%
Service Learning * <ul style="list-style-type: none"><li>• Reflection paper (1)</li></ul>	30	20%
<b>TOTAL</b>	<b>305</b>	<b>100%</b>

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F= 59%

\*You cannot pass this class without completing the service learning requirement and paper.

Service Learning is an integral part of the CUH Mission. The use of service learning enhances the learning objectives of this course. If the SL requirement is not completed, competence & mastery of the material would be difficult.

## **Assignments and Grading Criteria:**

**Examinations:** There will be (4) 20 point exams with a final comprehensive exam worth 50 points. Be aware that the grading is done on a weighted scale. Content will include lecture material, required readings, and other materials as designated by the faculty.

**In-class quizzes and class activities:** Students are expected to read the content for the week *prior* to coming to class and be prepared for class discussion and activities. On selected dates, a quiz may be given in the first five minutes of class. *Students who come in late or are not in class cannot earn the points for that day.* There is no make-up for these points.

**ATI Tutorials:** There are 5 skills modules/tutorials that you will be required to complete located on ATI. The module has a pre-test, module, & post-test. You will be required to complete the entire module. The benchmark for the post-test is at least a 70% to receive the points.

**Self-Inventory Assignment:** Complete the required preparation and complete the google form. The self-inventory assignment will facilitate your understanding of how you learn and what strategies to utilize to be successful in nursing school. Full instructions are available on Canvas.

**Nurse Theory Visual Representation Papers:** During this course, you will be writing three short APA papers worth 10 points each. Each paper will be reviewed by a peer and also by the course coordinator so that continued improvement can occur. The expectation for freshmen nursing students includes being able to write an effective paper using APA 6<sup>th</sup> edition format. The papers should include a title page, reference page with at least two peer reviewed journals, and in-text citations. All scholarly papers include an introduction that informs the reader what the paper is about, a body, and a conclusion. You will use 3 different nurse theorists for the papers: Visual #1 Florence Nightingale, Visual #2 Madeline Leininger, and Visual #3 Jean Watson.

You should:

- Create a visual representation that expresses or represents the theory/philosophy under consideration from your unique point of view. Make sure that your visual representation is included in your APA paper using APA figure guidelines.

The analysis of the paper should:

- Clearly identify the theory or philosophy;
- Discuss how you feel your visual representation clearly expresses or depicts the theory/philosophy using specific examples;
- Discuss how the concepts of **person, environment, health, and nursing** relate to this theory/philosophy and the perspective of the theorist; and
- Describe what parts of the theory you might integrate into your personal nursing philosophy and why?

- The paper should be written in APA format, using correct grammar and punctuation, and should be proofread carefully prior to submitting to Canvas on the designated date. *See rubric on Canvas for grading criteria.*

**Poster presentations:** Each student is required to present a poster during the course. In groups, you will select a classroom topic/concept from a list provided by faculty and then provide a poster presentation to your classmates on a designated date. In considering the poster presentation, think about what you have learned about the topic, how you define the topic, and what the topic means to nursing. Investigate the topic using readings and other literature. Present the topic in a fun and creative way using a poster board. You should also be prepared to discuss the poster and the topic with your peers and instructors. Students who are presenting the topic will set the poster boards up in the classroom; then other students and instructors will circulate through the posters to view them, evaluate them, and discuss the topics with the presenters. Students are encouraged to use creativity in presenting the topic. The board should present the topic within the context of Hawaiian/Marianist values, IOM competencies, QSEN KSA, the BSN essentials, and/or nursing theory frameworks.

Here are some general guidelines for the presentation: The poster should be readable from 4-6 feet, the poster should include a title, presenter's names, key points should be clearly displayed, the content should be easily understandable to the audience, creativity should be used to enhance the communication of the information, and the student needs to engage the audience in the poster topic by answering questions and expanding on the content. Make sure to provide at least two peer reviewed references on the board. *See the rubrics in eCollege under doc sharing for grading criteria.*

#### **Service learning hours and reflection paper:**

The student will actively participate in a service learning activity during the semester to identify needs of the community and consider the role of "service" within the community. ***You cannot pass this course without completing the service learning requirement.***

- During WEEK 1 students will be provided information on the service learning activity;
- By WEEK 3 students should complete all necessary paperwork including waiver and consent with Candice Sakuda, Director for Service Learning, Henry Hall Room 117;
- By WEEK 13 students should complete the 10 hour requirement;
- By WEEK 14 students should complete the reflection paper and evaluation. Digitally submit papers to Candice Sakuda at: [service.learning.cuh@gmail.com](mailto:service.learning.cuh@gmail.com). Also submit a digital copy to Canvas for the NUR 190 instructor and deliver your evaluation to the Service learning Office in Henry Hall 117.

Review the [service learning website](#) for additional information, forms, and directions.

Each student is required to spend 10 hours on the selected project and then write a 3-5 page paper reflecting on what they learned from the experience. Students are expected to answer these questions in their reflection paper:

1. What was your service learning project? Where was it located? Include dates and times of service to verify the 10 hour requirement.

2. Who are you? What is your perception of yourself and how you fit into the community?
3. How do you see the connection between yourself and the people you served?
4. In what ways did the core values of the School of Nursing play a role in your service to others?
5. What was the significance of this experience for you? What did you learn about yourself?
6. What was the benefit to the organization because of your service?
7. What knowledge about nursing did you gain from this experience?

When you are done writing your paper, pick one or two paragraphs that highlight your personal growth or civic engagement and provide 1-2 power point slides to illustrate this growth or engagement. Include this paragraph(s) and the 1-2 power point slides at the end of your reflection paper. This may be used for Service Learning Day in February, 2017. Submit a digital copy of your paper on Canvas for the NUR 190 class and also send a digital copy to [service.learning.cuh@gmail.com](mailto:service.learning.cuh@gmail.com).

On Week 14 & Week 15 students will share with their NUR 190 class about their Service Learning experiences (*See course calendar*).

### **Mandatory Event: SAVE THE DATE**

The freshmen cohort will participate in a *Commitment Ceremony* on **Wednesday, September 14, 2016**. This event is mandatory! There will be more information regarding the rehearsal for the event. Make sure to mark your calendars now. Families and friends are invited to take part in your commitment to the nursing profession.



## **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