



**Chaminade**  
**University**  
OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816

**Course Number:** NUR 200

**Course Title:** Introduction to Nursing Concepts

**Department Name:** Nursing

**College/School/Division Name:** School of Nursing and Health Professions

**Term:** Spring 2024

**Course Credits:** 3 Credits

**Class Meeting:**

**Days/Hours/Location:** Section 1- MWF 8:30 a.m.-9:20 a.m. Rm: Henry Hall 202

Section 2- MWF 10:30 a.m.- 11:20 a.m. Rm: Henry Hall 225

**Instructor Name:** Lorena Gaskill, DNP, MN, RN

**Email:** [Lorena.gaskill@chaminade.edu](mailto:Lorena.gaskill@chaminade.edu)

**Phone:** 808-735-4616

**Office Location:** Henry Hall, Room 118B

**Office Hours:** See Canvas Shell

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [Lorena.gaskill@chaminade.edu](mailto:Lorena.gaskill@chaminade.edu) using the Chaminade student email account provided. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Response time will take place up to 48 hours on business days, responses may be delayed on weekends or holidays. Online, in-person and phone conferences can be arranged via the course calendar.

### **University Course Catalog Description**

**NUR 200 Introduction to Nursing Concepts (3) credits**

This course is an introduction to the science and art of the profession of nursing. The conceptual framework, overarching themes, and key concepts for the Chaminade University School of Nursing are explored. Nursing

evolution, role, ethics, scope and standards of practice, nursing process, responsibilities and professionalism, are applied. The central concepts of the nursing discipline, health and wellness, and culture and diversity including Native Hawaiian and Pacific Island and Marianist principles and values, provide the context for teaching and learning. Prerequisites: none.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

In NUR 200 we strive to provide you with a quality nursing education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Reflect on one's own beliefs and values as they relate to professional practice.
6. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
7. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
8. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
9. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom

- Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

### Course Learning Outcomes

By the end of our course, students will be able to:

- Describe the Marianist and Native Hawaiian values as they apply to the key concepts in the profession of nursing. (Competency: Patient Centered Care)
- Identify roles of the health care team and the elements of interprofessional communication that contribute to quality care. (Competency: Collaboration)
- Identify credible sources of evidence for professional decision-making in patient centered care across the lifespan. (Competency: Evidence Based Practice)
- Describe use of evidence based Informatics and technology in documentation of nursing care, while upholding ethical standards related to data security, regulatory requirements, confidentiality, and client’s right to privacy. (Competency: Information Technology)
- Describe the role of the nurse as a member of the culturally diverse interdisciplinary team in addressing quality, safety and education. (Competency: Quality Improvement)

### Program Learning Outcomes

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLO#1 Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice, and peace	I		I		I
PLO#2 Apply leadership and communication skills to ensure quality, collaborative and continuous patient care	I	I	I	I	I
PLO#3 Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan			I	I	I
PLO#4 Incorporate informatics and healthcare technologies into the practice of professional nursing.	I		I	I	I
PLO#5 Contribute to the safety and quality improvement of the healthcare environment.	I	I	I	I	I

**Course Prerequisites: Highly Recommend: Competency in the use of ATI Learning Software, use of Power Point, Microsoft Word, Infographic, Concept Map Design and Medical Terminology is additionally highly recommended.**

### Required Learning Materials

**Assessment Technologies Institute, LLC. (ATI). (2023).** Fundamentals for nursing review module. (11 th ed.):

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. Required ATI texts/ebooks are updated and available on the website:

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

**Craven, R., Hirnle, C., & Henshaw, C.M. (2021). *Fundamentals of nursing: Human health and function (9th ed.)*.**

#### **Enhanced**

Philadelphia, PA: Wolters Kluwer :ISBN: 978-1-975155-44-5

Craven Fundamentals of Nursing is a complete digital product. The Course Point Plus product has an etext, testing, simulations, & a multitude of resources. Class Code: 4EDFFBC4. To avoid buying the wrong version, I highly recommend the Course Point Plus Enhanced E-version being bought through the Chaminade bookstore.

#### **NCLEX current Test Plan:**

Here is the link: [2023 NCLEX-RN Test Plan](#)

This test plan is current for 2023. School of Nursing uses this test plan to guide our curriculum and course testing.

#### **The Essentials: Core Competencies for Professional Nursing Education**

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

This document provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience

#### **Quality Safety Education for Nurses (QSEN) competencies**

<https://drive.google.com/file/d/0B5YGF5c2vqn5cHFZcnZ5X09ST2s/edit>

*The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.*

#### **Course Website:**

The Learning Management System, **Canvas**, is used throughout all nursing courses. Hardware requirements: 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.

#### **Recommended Learning Materials**

American Psychological Association. (2020). **Publication manual of the American Psychological Association** (7th ed.). Washington, DC: Author. ISBN: 978-1-43383216-1 :

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), 7th edition. You can purchase the text in the campus bookstore. In this course, you will learn the basics of APA including title page, running head, level 1 headings, citations in text, and a reference page. Instruction will be provided by your instructor and through samples and application. The APA text (latest edition) will be utilized as a reference for the Chaminade nursing program.

#### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)

- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Assessment and Course Grading:

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

List of Assessments	Course Grade %
Exam #1	22%
Exam #2	22%
Exam #3	22%
Exam #4	22%
QSEN Presentation	3%
HIPPA InfoGraphic	3%
Cultural Diversity Project	3%
ATI Assignments: Must complete and upload report by deadline with at least 90% in post-test for credit. <u>Screenshots NOT accepted</u>	3%
ATI Launch Program Completion Certificate	Pass/Fail
Service Learning completed per Service Learning Department and Service Learning Reflection per Canvas	Pass/Fail
Total	100%

**\*You cannot pass this class without completing the service learning hours and reflection. Service Learning (SL) 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, competency of the course learning objectives would be difficult to demonstrate.

### Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative (90.0% - 100.0%)
- B Superior work done in a consistent and intellectual manner (80.0%-89.99%)
- C Average grade indicating a competent grasp of subject matter (70.0%-79.99%)
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (60.0%-69.99%)

F Failed to grasp the minimum subject matter; no credit given (below 59.99%)

**\*Please note the following policy:**

- To pass this course, the student must obtain a 70% or higher weighted average on all required assignments and exams in this course.
- **ALL** assignments must be successfully completed in order to pass this course.
- Failure to successfully complete all required assignments and/or achieve a weighted average score of at least 70% in all assignments and exams constitutes a nursing course failure.
- **No Rounding of grades: If a student earned a final percentage grade of 69.99%, the final score will NOT be rounded to 70.**

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

### **Learning Evaluation**

Grades in this course will be based on the following:

### **Exams**

Exams will be created to reflect both the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Questions will require recall and critical thinking to incorporate application of the nursing process (assessment, diagnosis, outcome identification and planning, implementation, and evaluation) and priority setting. No bonus points or extra credit is given in this course. Please do not request these

**ATI Tutorials:** There are many modules/tutorials that you will be required to complete located on ATI. The module has a pre-test, module & post-test. The benchmark for the post-test is 90% or >. You will be required to achieve 90% or > to receive a grade for this assignment. All tutorial results in report form(NO SCREENSHOTS) must be uploaded in Canvas for grading.

**ATI Launch: Launch: Nursing Academic Readiness** is an ATI program that helps students learn and review critical skills needed for nursing program success. This self-paced program comprises 5 review modules. Each student works one-on-one, asynchronously alongside an ATI Educator for up to 6 weeks. The ATI Educator assesses the student's knowledge and provides a personalized study plan. Once a student completes all modules, students will receive a certificate of completion to upload to Canvas. This must be completed successfully to pass the course.

**QSEN Presentation:** Should be written in APA 7<sup>th</sup> ed.format, using correct grammar and punctuation, creative graphics and images and should be proofread carefully prior to submitting to Canvas on the designated date. Please refer to the APA 7 Manual. See Canvas for project details and grading rubric.

**HIPPAA Infographic:** Should be written in APA 7<sup>th</sup> ed.format, using correct grammar and punctuation, creative graphics and images and should be proofread carefully prior to submitting to Canvas on the designated date. Please refer to the APA 7 Manual. See Canvas for project details and grading rubric.

**Cultural Competency:** Should be written in APA 7<sup>th</sup> ed. format, using correct grammar and punctuation, creative graphics and images and should be proofread carefully prior to submitting to Canvas on the designated date. Please refer to the APA 7 Manual. See Canvas for project details and grading rubric.

**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.***

***All service learning is a virtual or individual experience and must be approved by the faculty.***

- Focusing on the course learning outcome of "Describe the role of the nurse as a member of the culturally diverse interdisciplinary team in addressing quality, safety and education
- Students will be able to identify cultural specificities related to healthcare quality, safety, and education as a result of at least 10 hours of service to our community.
- Attend a 30 minute in-class session for both a Service Learning Orientation (first 2-3 weeks of class) and a Service Learning Final Discussion (at the end of the semester).
- Reflection Paper and log of their completed hours will be maintained in the Service Learning Software.

**Assignments:** It is expected that assignments will be submitted on time. Late assignments will be assessed a late penalty and could result in a “0” if you do not contact the course coordinator in advance in the event of an emergency.

ALL assignments must be submitted to pass this course. All written assignments must be in the acceptable Word document attachment using APA 7 Format. The student is responsible to make sure that the attachment is the final version of the assignment. Any resubmissions will be subject to a late penalty of 5 % per day. In addition, students are encouraged to collaborate, **but individual assignments must be done on an individual basis.** When information submitted appears to be duplicate information, investigation of academic dishonesty may occur. Please review the policy of academic honesty in detail. Proof of completion is needed for all assignments.

## **Exam Policy and ATI Policy**

### **Testing policy**

Students are expected to take tests on the designated day and time. 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.**

#### A. Absence/Lateness on testing dates

- i. The ability to make-up an exam will be determined by the faculty on a case-by-case basis.
- ii. For scheduled tests, additional testing time will not be provided in the event of tardiness.
- iii. Students are expected to take a missed test on the first day they return to school or as arranged with the faculty of record.

#### B. Testing Process

- i. Students must have their CUH ID badge or a government picture ID for admission to the testing room. Prior to students taking their test, a proctor will check each student ID. No other forms of identification will be accepted.
- ii. Students will be asked to remove hats, water bottles, iwatch, phones & other paraphernalia

in the front of the testing room during examinations.

iii. Instructors reserve the right to inspect any items in the immediate testing area. The instructor reserves the right to move a student's seat, confiscate and/or suspend his/her test at any time.

#### C. Test Review, Test Grade Change

i. Tests may be reviewed during class at faculty discretion. Students are not allowed to take any notes or have any electronic devices present during test review.

ii. See faculty of record for any test related questions or concerns.

#### D. Remote/Online Testing

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off-campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely

for the purpose of ensuring academic integrity during the testing process. Students are expected to adhere to academic honesty in the remote or online testing environment.

## Course Policies

**All policies stated in the Chaminade University Student Handbook [Link](#) and Chaminade University School of Nursing and Health Professions BSN Student Handbook [Link](#) are in effect in this course.**

### **Academic Conduct Policy**

Nursing students are responsible for promoting academic honesty in all educational settings. ***Any behavior that impedes assessment is considered academic dishonesty by the CUH SONHP.*** 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.

***Violations of the principle of academic honesty are extremely serious and will not be tolerated.*** Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Please refer to "*Professional Behavior*" in the 2022-2023 BSN Student Handbook (pg. 14-15) for an in-depth explanation.

*"Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University."* From the 2022-2023 Undergraduate Academic Catalog (pg. 194)



## **Late Work Policy**

It is the expectation that all work be submitted on time per due date. Work submitted after the due date will result in 5% deduction from the grade per each day after the due date. Any missing assignment will result in a ZERO for the assignment grade.

## **Grades of "Incomplete"**

See **Nursing and Health Professions BSN Student Handbook** [Link](#).

## **Writing Policy**

All submitted papers must be in an acceptable format per course coordinator. Papers are to be written in a scholarly manner, formatted in APA 7 style. Refer to APA 7 guidelines.

## **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. **Recording of classes in any way is prohibited**. Use your best judgment and respect your classmates and instructor.

## **University Information**

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

## **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. [Link](#)

For further information, please refer to the Chaminade Catalog ([Link](#))

## **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work,

practicum, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 37.5 hours in class, 10 hours researching and preparing projects, 24 hours studying for 4 course exams and 25 hours engaged in ATI Launch. Service learning will take 10.5 hours. There will be an additional 28 hours of work required beyond what is listed here (course readings and classroom preparation, homework assignments, etc.) averaging 1.8 hours per week.

### **Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal)**

Students are expected to always maintain patient confidentiality. No computer printouts, or any form of patient record, are to be removed from the clinical setting. Patient records are NOT to be photocopied. To do so will result in clinical failure. Please read the HIPAA regulations for your agency, sign acknowledgement form as required, and submit to the appropriate clinical instructor or Course Leader.

- A failure to close out completely from a facility computer with patient information is a HIPAA violation and will be treated accordingly. This includes screens that have been minimized. This is a federal law and compliance is mandatory.
- A failure to cover patient information on your clipboard or notepad is another example of HIPAA violation. Patient identifiers, such as: name, clinical facility, DOB, SS#, home address and telephone number, city/county/region, employer, and names of relatives/significant others must be removed or omitted from all written work. All written work with patient care information (such as daily patient care plans with vital signs and physical assessment notes) must be shredded at the end of the clinical day. Students are also expected to delete from their computer files all coursework at the end of the semester and return any I.D. and/or parking badges to the respective clinical sites. Students are responsible for any replacement fees attached to lost IDs or parking badge.

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Counseling Center Services**

**Counseling Sessions:** Students may receive approximately 10 sessions of counseling free of charge during their academic career. If a student requires sessions beyond what the Counseling Center can provide for them, referrals to community resources are available.

**Population Served:** Students must be actively enrolled full-time or part-time as an undergraduate or graduate student for the term they are requesting counseling services for.

**Services Provided:** Individual and couples counseling, crisis management, psycho-education, outreach, referrals to community providers/resources, and consultative services in-person, video- conferencing, and via telephone.

**Course Schedule- See canvas for dates**

<b>Module</b>	<b>Focus</b>
<p>1</p> <p>CLO- 1</p>	<p><b>Introduction to NUR 200, ATI, Project Concert, and Service learning.</b></p> <ol style="list-style-type: none"> <li>1. If you don't already have access to Lippincott CoursePoint+ for Craven, Hirnle &amp; Henshaw: Fundamentals of Nursing, Ninth Edition , redeem your ACCESS CODE and complete registration at <a href="http://thePoint.lww.com/activate">http://thePoint.lww.com/activate</a>.</li> <li>2. Once you have redeemed your Access Code and are logged in to thePoint, from the "My Content" page, click Launch CoursePoint for Lippincott CoursePoint+ for Craven, Hirnle &amp; Henshaw: Fundamentals of Nursing, Ninth Edition .</li> <li>3. On the content homepage, select "Join a Class", enter your Class Code: 4EDFFBC4. , and click "Join this Class"</li> </ol>
<p>2</p> <p>CLO-12, 5,</p>	<p><b>Introduction to the Profession of Nursing.</b></p> <ol style="list-style-type: none"> <li>1. Discuss how nurses have developed more independent practice during the last 50 years.</li> <li>2. Discuss the influence of nursing's historical development on contemporary views of professional nursing.</li> <li>3. Identify distinct pathways for entrance into and continuation of professional nursing practice.</li> <li>4. Identify roles and responsibilities of professional nurses within the healthcare delivery system.</li> <li>5. Describe the purpose and function of professional nursing organizations.</li> <li>6. Recognize major nursing theories and their relevance to nursing practice.</li> <li>7. Identify the four major concepts of nursing theories.</li> <li>8. Explain the relationship of functional health pattern typology to nursing.</li> </ol>

<p>3</p> <p>CLO-2,3,5</p>	<p><b>The Professional Nurse's Role in Healthcare Quality and Patient Safety</b></p> <ol style="list-style-type: none"><li>1. Describe the elements of safety science.</li><li>2. Discuss aspects of patient care for which nurses have primary responsibility.</li><li>3. Identify agencies involved in measuring quality care and patient safety.</li><li>4. Identify national organizations that focus on safety concerns of patients and healthcare workers.</li><li>5. Describe how safety and quality affect hospital reimbursement practices.</li></ol>
<p>4</p> <p>CLO-1,2,3,4,5</p>	<p><b>Nursing Values, Ethics, and Legal Issues</b></p> <ol style="list-style-type: none"><li>1. Distinguish between personal values and professional values.</li><li>2. Explain how values guide behaviors.</li><li>3. Apply cultural and developmental perspectives when identifying values.</li><li>4. Examine value conflicts and resolutions in nursing care situations.</li><li>5. Differentiate law and institutional policies from professional values.</li><li>6. Identify principles of healthcare ethics.</li><li>7. Describe a systematic approach for resolving ethical dilemmas.</li><li>8. Distinguish among licensure, a standard of care, a crime, and a tort.</li><li>9. Define four elements of negligence.</li><li>10. Describe legal protections for nurses and cite appropriate measures.</li></ol>
<p>5</p> <p>CLO-2,3,4,5</p>	<p><b>Nursing Research and Evidence Based Practice</b></p> <ol style="list-style-type: none"><li>1. Trace the historical appreciation of nursing research.</li><li>2. Explain the contributions of evidence-based research to nursing practice and expanding role of comparative effectiveness research.</li><li>3. Discuss the role of evidence-based research in nursing.</li><li>4. Review the research process for the beginning professional nursing student.</li><li>5. Summarize legal and ethical issues related to nursing research.</li></ol>

<p>6</p> <p>CLO-1,2 ,3,5</p>	<p><b>The Nursing Process Foundation for Clinical Judgment</b></p> <ol style="list-style-type: none"> <li>1. Identify the components of the nursing process.</li> <li>2. Discuss the requirements for effective use of the nursing process.</li> <li>3. Explain how critical thinking is used in nursing.</li> <li>4. Distinguish the relationships among knowledge, experience, critical thinking, reflection, clinical reasoning, and clinical judgment.</li> <li>5. Explore ways to enhance and develop critical thinking skills, especially as they apply clinical judgment.</li> </ol>
<p>7</p> <p>CLO-1,2 ,5</p>	<p><b>Nursing Assessment and Diagnosis</b></p> <ol style="list-style-type: none"> <li>1. Describe the assessment phase of the nursing process.</li> <li>2. Discuss the purpose of assessment in nursing practice.</li> <li>3. Identify the skills required for nursing assessment.</li> <li>4. Differentiate the three major activities involved in nursing assessment.</li> <li>5. Describe the process of data collection.</li> <li>6. Explain the rationale for data validation.</li> <li>7. Discuss the frameworks used to organize assessment data.</li> <li>8. Define diagnosis in relation to the nursing process.</li> <li>9. Describe the components of a nursing diagnosis.</li> <li>10. Discuss the significance of nursing diagnosis for nursing practice.</li> <li>11. Differentiate between a nursing diagnosis and collaborative problems.</li> <li>12. Identify the clinical skills needed to make nursing diagnoses.</li> </ol>

<p>8</p> <p>CLO-1,2 ,5</p>	<p><b>Nursing Process continued: Outcome Identification, Planning, Implementation, and Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Define outcome identification and planning.</li> <li>2. Explain the purposes of outcome identification and planning.</li> <li>3. Discuss the Nursing Outcome Classification and the Nursing Interventions Classification projects.</li> <li>4. Describe the components of the patient plan of care.</li> <li>5. Formulate a patient plan of care for a patient given a nursing assessment database</li> <li>6. Define implementation and evaluation.</li> <li>7. Discuss the purposes of implementation and evaluation.</li> <li>8. Describe clinical skills needed to implement the plan of care.</li> <li>9. Explain methods for revising or modifying the plan of care.</li> <li>10. Describe activities the nurse carries out during the evaluation phase of the nursing process.</li> <li>11. Discuss quality assurance monitors used in nursing settings.</li> </ol>
<p>9</p> <p>CLO-1,2 ,4,5</p>	<p><b>Healthcare Team Documentation and Reporting</b></p> <ol style="list-style-type: none"> <li>1. Describe the purposes of the patient record.</li> <li>2. List key principles of charting.</li> <li>3. Discuss the relevance of electronic records in documentation.</li> <li>4. Properly create nursing progress notes by SOAP, PIE, FOCUS DAR, or narrative format.</li> <li>5. Identify flow sheets, plans of care, and critical pathways used in patient records.</li> <li>6. Identify critical components for safe patient handoff.</li> <li>7. Describe communication tools in TeamSTEPPS (such as SBAR, I PASS THE BATON, CUS) that improve organization of communication.</li> </ol>

	<p>8. Discuss the importance of confidentiality and the RN's legal responsibility in documenting and reporting.</p>
<p>10  CLO-1,2 ,5</p>	<p><b>Therapeutic Communication</b></p> <ol style="list-style-type: none"> <li>1. Define the four major types of communication.</li> <li>2. Discuss the elements of the communication process and their relevance to nursing.</li> <li>3. Describe how language and experience affect the communication process.</li> <li>4. Explain the importance of self-awareness in the therapeutic nurse–patient relationship.</li> <li>5. Assess personal qualities and values.</li> <li>6. Explain the nature of the nurse–patient relationship.</li> <li>7. Distinguish between a professional and a social relationship.</li> <li>8. Name the elements of an informal nurse–patient contract.</li> <li>9. Discuss three key ingredients of therapeutic communication.</li> <li>10. Name two professional self-care safety nets.</li> <li>11. Identify important assessment areas to address when communicating with patients.</li> <li>12. Give an example for each type of therapeutic communication technique.</li> <li>13. Identify three key nontherapeutic responses, explaining how each interferes with therapeutic communication.</li> <li>14. Describe two special situations that affect communication.</li> </ol>



11

CLO-1,2  
,3,5

**Healthcare in the Community and Home,**

**Cultural Diversity**

1. Discuss what is meant by community-based healthcare.
2. Identify three levels of healthcare and the services under each level.
3. Identify the role of various settings for community-based healthcare.
4. Explain how social, professional, and financial considerations have influenced the growth of community-based healthcare.
5. Determine the focus of nursing care in all settings and situations.
6. Discuss forms of community-based nursing practice, both traditional and more recent.
7. Identify the importance of continuity of care and discharge planning.
8. Describe the management of healthcare needs in the home from a systems perspective.
9. Identify factors that influence the patient's ability to manage healthcare within the home.
10. Explain the major areas requiring assessment by a home care nurse.
11. Describe nursing roles and responsibilities in home care.
12. Identify the importance of community resources in the care of patients receiving home care services.
13. Discuss characteristics of culture.
14. Define concepts related to culture.
15. Build an understanding of people by observing human responses in a cultural context.
16. Identify patterns of one's own and others' behavior that reflect stereotypical thinking and ethnocentric assumptions.
17. Communicate effectively with people of diverse cultures.
18. Demonstrate an increased awareness of one's own culture and its influence on one's own nursing practice.
19. Conduct a cultural assessment/ethnographic interview.

12

CLO-1,2  
,3,5

**Health, Wellness, and Integrated Healthcare.**

**Patient Education and Health Promotion**

1. Define wellness, holism, and health promotion.
2. Compare and contrast selected models of the concept of health.
3. Identify the connections among mind, body, spirit, and symptoms.
4. Explain the differences among allopathic medicine, complementary and alternative medicine, and integrative healthcare.
5. Explain the role of holistic healthcare in nursing.
6. Give examples of some commonly used holistic interventions.
7. Reflect on how you will incorporate wellness, health, and integrative healthcare into your patients' care and your own.
8. Describe important qualities of a teaching–learning relationship.
9. Explain the domains of knowledge and how learning relates to each.
10. Identify four purposes of patient education.
11. Define factors that inhibit and facilitate learning.
12. Discuss important assessment data used to individualize patient teaching.
13. Describe individualized teaching methods and evaluation strategies for patients of different ages or abilities.
14. Give examples of health promotion and disease prevention behaviors.
15. Recognize major factors that affect motivation and health maintenance

13

Self Concept, Coping and Spirituality

CLO-1,2  
,5

1. Describe the functions of self and self-concept.
2. Define self-concept, self-perception, self-knowledge, self-expectation, social self, and self-evaluation.
3. Identify the four patterns of self-concept.
4. Discuss how self-concept develops throughout the life span.
5. Discuss factors that can affect self-concept.
6. Identify possible manifestations of altered self-concept.
7. Apply theory to assess for self-concept functioning.
8. Plan care for a person with an altered self-concept.
9. Identify physiologic signs and symptoms of stress.
10. Identify psychological responses to stress.
11. Discuss pathophysiologic processes of stress.
12. List examples of biophysical and psychosocial stressors.
13. Give examples of variables that affect a person's ability to cope with stress.
14. Describe various types of coping patterns people typically use to handle stress.
15. Identify stress management techniques that nurses can use to help patients adapt to stress.
16. Explore philosophic questions about life.
17. Discuss your personal spiritual journey.
18. Identify spiritual needs in self and others.
19. Identify major religious faiths and their traditions.
20. Incorporate age-appropriate spiritual assessment questions into nursing assessment.
21. Use appropriate nursing diagnoses in writing plans of care for patients with spiritual problems.
22. Plan how to use self in spiritual support

<p>14</p> <p>CLO-2,3 ,4,5</p>	<p><b>Medical Terminology</b></p> <p>1. Identify and define prefixes, roots, and suffices in order to combine forms of terminology.</p> <p>2. develop basic vocabulary of medical terms and abbreviations.</p> <p>3. identify major body structure and functions that reinforces knowledge of basic anatomy and physiology.</p>
<p>15</p> <p>CLO-1,2 ,3,5</p>	<p><b>Cultural Diversity</b></p> <p>1. Share knowledge gained from researching your topic.</p> <p>2. Engage in critical peer review and feedback of presentation.</p>
<p>16</p>	<p><b>Finals Week- Exam TBA- not comprehensive</b></p>

**PLEASE NOTE:**

*While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check your Chaminade email and course site including the canvas frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.*