



School of Nursing and Health Professions
Nursing

NUR 200 Introduction to Nursing Concepts

Credits: 3 Section: # 3,4 5,6 Term: Fall 2024

Section 3- MWF 11:20 a.m.-12:10 a.m. Rm: Henry Hall 104

Section 4- MWF 1:30 p.m.- 2:20 p.m. Rm: Henry Hall 207

Section 5- TTh 8:30 a.m.- 9:50 a.m. Rm : Kieffer Hall 9

Section 6- TTH 10:30a.m.- 11:50 a.m. Rm:TBD

Instructor Information



Instructor: Michelle Masuda

Email: Michelle.masuda@chaminade.edu

Phone:TBA

Office Location: 209 Henry Hall

Office Hours: TU/Th 12:15 -2:45, Fri: 10:00-11:00

Virtual Office: See Canvas

Virtual Office Hours: Same as Office Hours

Communication

Questions for this course can be emailed to the instructor at Michelle Masuda 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.

School & Department Information

School of Nursing & Health Professions

If you have questions regarding the School of Nursing and Health Professions, reach out to your Instructor or the School of Nursing and Health Professions.

Office Location: 110 Henry Hall nursing@chaminade.edu

Phone: (808) 739-8340

Course Description & Materials

Catalog Course Description

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.

Time Allocation

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.

Required 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.

Craven, R., Hirnle, C., & Henshaw, C.M. (2021). *Fundamentals of nursing: Human health and function (10th ed.)*. Enhanced

Philadelphia, PA: Wolters Kluwer :ISBN: 9781975238438

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: 1BC7A4Z7XSH4. 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://www.qsen.org/competencies>

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.

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.

Recommended Items

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.

Canvas (<https://chaminade.instructure.com>)

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.

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 or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the bachelor of science nursing program, the student will be able to:

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.
2. Apply leadership and communication skills to ensure quality, collaborative and continuous patient care.
3. Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan.
4. Incorporate informatics and healthcare technologies into the practice of professional nursing.
5. Contribute to the safety and quality improvement of the healthcare environment.

Course Learning Outcomes (CLOs)

Upon completion of NUR 200, the student will be able to:

1. Describe the Marianist and Native Hawaiian values as they apply to the key concepts in the profession of nursing. (Competency: Patient Centered Care)
2. Identify roles of the health care team and the elements of interprofessional communication that contribute to quality care. (Competency: Collaboration)
3. Identify credible sources of evidence for professional decision-making in patient centered care across the lifespan. (Competency: Evidence Based Practice)
4. 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)

5. Describe the role of the nurse as a member of the culturally diverse interdisciplinary team in addressing quality, safety and education. (Competency: Quality Improvement)

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, and integrity of creation.
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.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

Program Learning Outcomes

Key progression in professional nurse practice: I= Introduced to the concept/skill D= Developing M= Mastered	CLO1	CLO2	CLO3	CLO4	CLO5
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
PLO #3: Integrate credible research with clinical experience and patient preferences for optimal care across the lifespan.			I		
PLO #4: Incorporate informatics and healthcare technologies into the practice of professional nursing.		I		I	
PLO #5: Contribute to the safety and quality improvement of the healthcare environment.	I	I	I		I

Alignment with Course Outcomes: X= Alignment	CLO1	CLO2	CLO3	CLO4	CLO5
Marianist Values	I	I	I	I	I
Native Hawaiian Values	I	I	I	I	I

Course Activities

Assessment and Course Grading

Assignment/assessment descriptions and instructions can be found in the appropriate modules on Canvas. Students are required to review the expectations of each assignment/assessment prior to completion.

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

List of Assignments	Course Grade %
Exam #1	22%
Exam #2	22%
Exam #3	22%
Exam #4	22%
QSEN Presentation	3%
HIPAA 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%

Homework

ATI Tutorials: There are many modules/tutorials that you will be required to complete located on ATI. The modules have a pre-test, module & post-test. The benchmark for the post-test is 90% or greater.. You will be required to achieve 90% or greater 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.

Exams

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

Individual Projects

Three course objective projects are required. See Canvas for details, rubrics, and due dates.

QSEN Presentation: Should be written in APA 7th 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.

HIPAA Infographic: Should be written in APA 7th 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 7th 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

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.***

- 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 Orientation through the Service Learning Department as required for the service learning site.
- Reflection Paper and log of their completed hours will be maintained by you in the Service Learning Software.

Course Policies

Overall Testing Policy

- To pass this course, the student must obtain a 70% or higher average on all assigned work.

Assignment Policy:

- It is expected that assignments will be submitted on time. Late assignments will be assessed a 10% late penalty per day 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 10% 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 will occur. Please review the policy of academic honesty in detail. Proof of completion is needed for all assignments.

Testing Policy

Students are expected to take tests on the designated day and time. In case of an emergency, the instructor of the course must be contacted immediately so that an alternate plan can be made at the instructor’s discretion. Notification to any other individual other than the instructor of record will not be accepted. Notification must happen prior to the exam, any notification after the exam may not be honored. Failure to do so may result in a zero. In case of absence due to illness, a health care provider note is required. If proper documentation is provided, the instructor may approve a make-up test. The student will be required to take the exam upon the first business day the provider note states the student is clear to return unless the instructor approves otherwise. Make up test dates and times will be determined by the instructor. Once a student takes an exam, the student will not be permitted to re-take the exam for any reason.

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, hoodies, water bottles, smart watches, phones and other paraphernalia to 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.

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.

Attendance

Attendance will be taken at each class and recorded.

Late Work

All assignments are expected to be submitted as designated on this syllabus/course schedule. Students must inform the instructor via email of any late assignments. Late written assignments in the didactic component of this course will receive an automatic 10% deduction per day past the due date and time. No late assignments will be accepted after the 5th calendar day. Late assignments. ALL assignments regardless of grade must be completed and submitted in order to receive a passing grade in this class.

In the rare occurrence that submission in Canvas is not accessible, please contact Help Desk Support and report any technical issues. The student is responsible for getting a reference number from Help Desk Support as evidence of any technical issues as requested by the faculty. In an event that Canvas cannot be accessed to submit assignments on time, the student can email the course coordinator prior to the assignment deadline and attach the word document assignment. This procedure must only be used if Help Desk informs the student that Canvas is not accessible. The student is also responsible to post the completed assignment in Canvas when the site is accessible for grading purposes. If requesting an extension on an assignment, the request must be formally submitted to the instructor prior to the due date unless there are extenuating circumstances. Extensions may be subject to the deduction of points as stipulated below in the late assignments section. The student is responsible for making sure that the document is the final version of the assignment. Any resubmissions may be subject to late

penalty. Individual assignments must be done on an individual basis. When templates are used and information submitted appears to be duplicate information, suspicion of academic dishonesty may occur. Please review the policy of academic honesty in detail.]

Extra Credit

Extra credit is not permitted in the Nursing Program.

Writing Policy

All submitted papers must be in APA 7th Edition format. Papers are to be written in a scholarly manner, formatted in APA style. Refer to APA guidelines.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Overall an Incomplete Final grade is given under rare and extenuating circumstances. You must see your instructor for more information.

Final Grades

No Rounding of Grades: Example- If a student earned a final percentage grade of 69.99%, the final score will NOT be rounded to 70.

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

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 the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

SNHP Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions 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 by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one’s own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam, course failure or dismissal from the program. Please refer to “*Professional Behavior*” in the **Nursing and Health Professions BSN Student Handbook** for an in-depth explanation.

Recording

Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and

institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class. **NOTE:** Assigned readings, pre-assigned modules, and Study Plan content are to be completed prior to class. Refer to course Canvas shell modules for complete , current lesson plans, exam dates, and assignemnet due dates.

Module	Focus
1 CLO- 1	<p data-bbox="397 709 1339 743">Introduction to NUR 200, ATI, Project Concert, and Service learning.</p> <ol data-bbox="522 779 1432 1199" style="list-style-type: none"><li data-bbox="522 779 1432 911">1. If you don't already have access to Lippincott CoursePoint+ for Craven, Hirnle & Henshaw: Fundamentals of Nursing, Ninth Edition , redeem your ACCESS CODE and complete registration at http://thePoint.lww.com/activate.<li data-bbox="522 957 1432 1089">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 & Henshaw: Fundamentals of Nursing, Ninth Edition .<li data-bbox="522 1136 1432 1199">3. On the content homepage, select "Join a Class", enter your Class Code:1BC7A4Z7XSH4 , and click "Join this Class"

<p>2</p> <p>CLO-12, 5,</p>	<p>Introduction to the Profession of Nursing.</p> <ol style="list-style-type: none">1. Discuss how nurses have developed more independent practice during the last 50 years.2. Discuss the influence of nursing's historical development on contemporary views of professional nursing.3. Identify distinct pathways for entrance into and continuation of professional nursing practice.4. Identify roles and responsibilities of professional nurses within the healthcare delivery system.5. Describe the purpose and function of professional nursing organizations.6. Recognize major nursing theories and their relevance to nursing practice.7. Identify the four major concepts of nursing theories.8. Explain the relationship of functional health pattern typology to nursing.
<p>3</p> <p>CLO- 2,3,5</p>	<p>The Professional Nurse's Role in Healthcare Quality and Patient Safety</p> <ol style="list-style-type: none">1. Describe the elements of safety science.2. Discuss aspects of patient care for which nurses have primary responsibility.3. Identify agencies involved in measuring quality care and patient safety.4. Identify national organizations that focus on safety concerns of patients and healthcare workers.5. Describe how safety and quality affect hospital reimbursement practices.

<p>4</p> <p>CLO-1,2 ,3,4,5</p>	<p>Nursing Values, Ethics, and Legal Issues</p> <ol style="list-style-type: none">1. Distinguish between personal values and professional values.2. Explain how values guide behaviors.3. Apply cultural and developmental perspectives when identifying values.4. Examine value conflicts and resolutions in nursing care situations.5. Differentiate law and institutional policies from professional values.6. Identify principles of healthcare ethics.7. Describe a systematic approach for resolving ethical dilemmas.8. Distinguish among licensure, a standard of care, a crime, and a tort.9. Define four elements of negligence.10. Describe legal protections for nurses and cite appropriate measures.
<p>5</p> <p>CLO-2,3 ,4,5</p>	<p>Nursing Research and Evidence Based Practice</p> <ol style="list-style-type: none">1. Trace the historical appreciation of nursing research.2. Explain the contributions of evidence-based research to nursing practice and expanding role of comparative effectiveness research.3. Discuss the role of evidence-based research in nursing.4. Review the research process for the beginning professional nursing student.5. Summarize legal and ethical issues related to nursing research.

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

<p>8</p> <p>CLO-1,2 ,5</p>	<p>Nursing Process continued: Outcome Identification, Planning, Implementation, and Evaluation</p> <ol style="list-style-type: none">1. Define outcome identification and planning.2. Explain the purposes of outcome identification and planning.3. Discuss the Nursing Outcome Classification and the Nursing Interventions Classification projects.4. Describe the components of the patient plan of care.5. Formulate a patient plan of care for a patient given a nursing assessment database6. Define implementation and evaluation.7. Discuss the purposes of implementation and evaluation.8. Describe clinical skills needed to implement the plan of care.9. Explain methods for revising or modifying the plan of care.10. Describe activities the nurse carries out during the evaluation phase of the nursing process.11. Discuss quality assurance monitors used in nursing settings.
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9

CLO-1,2
,4,5

Healthcare Team Documentation and Reporting

1. Describe the purposes of the patient record.
2. List key principles of charting.
3. Discuss the relevance of electronic records in documentation.
4. Properly create nursing progress notes by SOAP, PIE, FOCUS DAR, or narrative format.
5. Identify flow sheets, plans of care, and critical pathways used in patient records.
6. Identify critical components for safe patient handoff.
7. Describe communication tools in TeamSTEPPS (such as SBAR, I PASS THE BATON, CUS) that improve organization of communication.
8. Discuss the importance of confidentiality and the RN's legal responsibility in documenting and reporting.

10

CLO-1,2
,5

Therapeutic Communication

1. Define the four major types of communication.
2. Discuss the elements of the communication process and their relevance to nursing.
3. Describe how language and experience affect the communication process.
4. Explain the importance of self-awareness in the therapeutic nurse–patient relationship.
5. Assess personal qualities and values.
6. Explain the nature of the nurse–patient relationship.
7. Distinguish between a professional and a social relationship.
8. Name the elements of an informal nurse–patient contract.
9. Discuss three key ingredients of therapeutic communication.
10. Name two professional self-care safety nets.
11. Identify important assessment areas to address when communicating with patients.
12. Give an example for each type of therapeutic communication technique.
13. Identify three key nontherapeutic responses, explaining how each interferes with therapeutic communication.
14. Describe two special situations that affect communication.

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.

	<p>18. Demonstrate an increased awareness of one’s own culture and its influence on one’s own nursing practice.</p> <p>19. Conduct a cultural assessment/ethnographic interview.</p>
<p>12</p> <p>CLO-1,2 ,3,5</p>	<p>Health, Wellness, and Integrated Healthcare.</p> <p>Patient Education and Health Promotion</p> <ol style="list-style-type: none"> 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

<p>13</p> <p>CLO-1,2 ,5</p>	<p>Self Concept, Coping and Spirituality</p> <ol style="list-style-type: none">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.
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	<p>21. Use appropriate nursing diagnoses in writing plans of care for patients with spiritual problems.</p> <p>22. Plan how to use self in spiritual support</p>
<p>14</p> <p>CLO-2,3 ,4,5</p>	<p>Medical Terminology</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>Cultural Diversity</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>Finals Week- Exam TBA- not comprehensive</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.