

**LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS
SCHOOL OF NURSING**

NURSING 254

LEVEL ONE

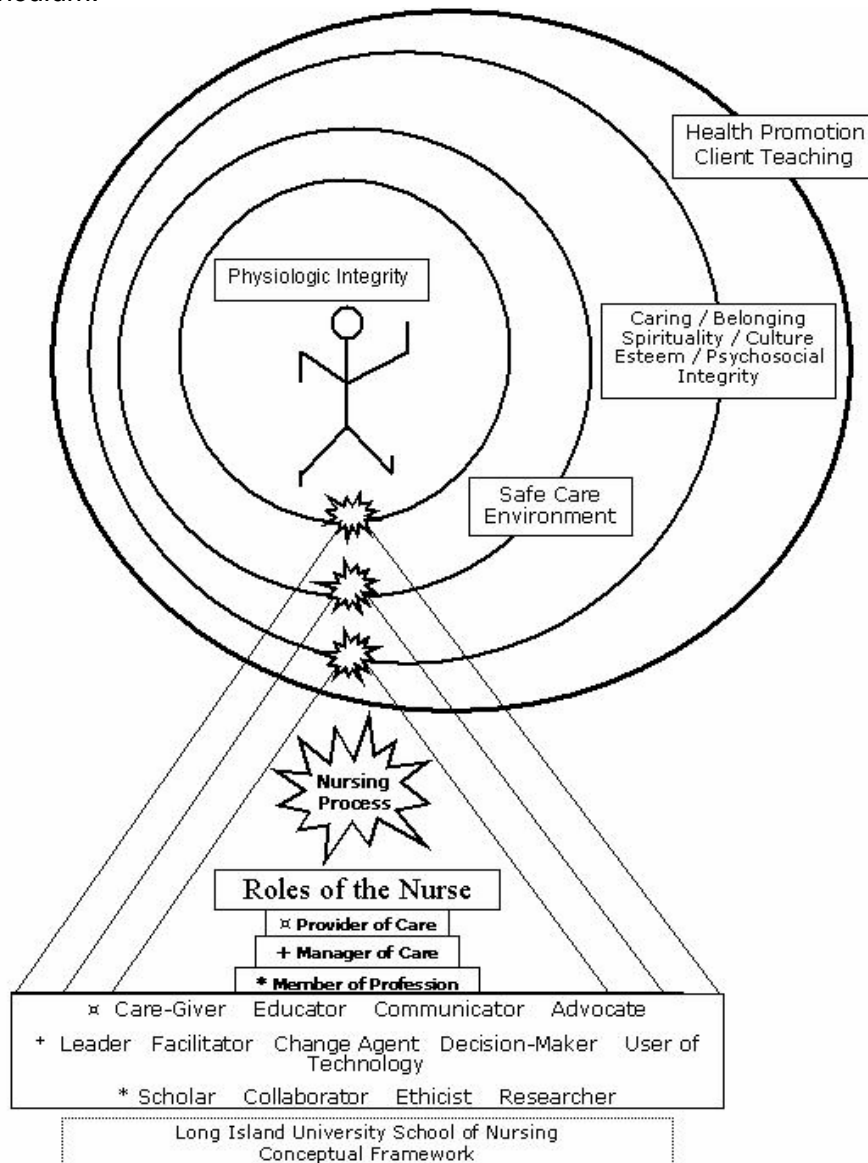
Fall 2005

The School of Nursing curriculum is structured to provide the student with a broad based educational experience. Nursing courses prepare the student for diverse roles in nursing practice; i.e., provider of care, leader/manager, change agent/facilitator, client advocate, teacher/learner and member of the profession.

All nursing courses are sequential. Major clinical nursing courses and support nursing courses are identified at each level. All major clinical courses include a laboratory/clinical component which fosters critical thinking in the application of theory to practice. Support nursing courses are coordinated in terms of content and share expected outcomes which are level appropriate.

The nursing courses in the curriculum are divided into four levels. Course numbers delineate levels. Each level focus supports increased complexity in management, client adaptation and nursing practice. The student progresses from the care of the individual client in a structured health setting to the care of multiple clients in an unstructured community setting.

The curriculum of the School of Nursing is planned and implemented to accomplish the program outcomes of the curriculum.



PROGRAM OUTCOMES:

1. Provide culturally competent ethical nursing care aimed at promoting and maintaining health in individuals across the lifespan with a variety of spiritual, physical and psychological needs.
2. Pursue knowledge and integrate current technological resources and research for the improvement of health care.
3. Practice within the caring framework and legal parameters of the nursing profession.
4. Assume a leadership role in planning, managing and monitoring health care to improve client outcomes in a variety of structured and unstructured settings.
5. Collaborate with other healthcare professions in the development and evaluation of traditional and complementary care delivery systems.
6. Acknowledge pluralism, ethnic and cultural diversity as essential values and communicate these values throughout the healthcare community.
7. Advocate for equitable healthcare for all.

LEVEL I: Introduction to the principles of nursing and to clinical nursing practice. Role development focuses on relationships between nurse and client, peers, and interdisciplinary teamwork. Students begin the socialization into the profession. The development of positive communication skills is emphasized.

CORE NURSING COURSE
Nursing 250/250L

SUPPORT NURSING COURSES
NURSING 251/251L
252/252L
253
254

**LONG ISLAND UNIVERSITY
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COURSE OVERVIEW

FALL 2005

COURSE NUMBER: Nursing 254

COURSE TITLE: Introduction to Professional Nursing

COURSE DESCRIPTION: This course, offered in the first semester of the professional sequence, builds upon knowledge synthesized from psychosocial and biophysical sciences and the humanities. Content focuses on concepts and perspectives of professional nursing practice including what constitutes the profession of nursing, processes guiding practice, dynamics and dimensions of the environment of nursing, and professional roles. There is emphasis on communication (with a focus on writing), critical thinking, and the teaching-learning process. Small group work is used to facilitate experiential learning.

PREREQUISITES: All proficiency courses

COREQUISITES: Nursing 250/250L , 251/251L, 252/252L, 253

CREDITS: Three (3)

LECTURE HOURS/WEEK: Three (3)

HOMEWORK: Each hour of class time requires a minimum of 2 hours of preparation and study.

FACULTY: Professor Emma Kontzamanis
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TEACHING METHODS: Lecture/discussion, role-playing, audio-visual assistance, small group work, music, literature, gaming, self-learning package, storytelling, case study.

EVALUATION MEASURES:

Attendance	7%
Punctuality	3%
Time Management Plan (due week 2)	10%
In Class Writing Assignments (3: weeks 2, 8,13)	15%
Journals (5: weeks 3, 5, 7, 9, 11)	25%
Mid Term	15%
Final	25%

REQUIRED TEXTS:

Craven, R.F. & Hirnle, C.J. (2003). Fundamentals of nursing: Human health and function (4th ed.). Philadelphia: Lippincott (also required for N250).

Hacker, D. (2004). A pocket style manual. Boston: Bedford/St. Martins.

Twinaime, B.G. & Boyd, S.M. (2002). Student nurse handbook, (2nd ed.) Upper Saddle River, NJ: Prentice Hall.

COURSE POLICIES:

The student is referred to the Nursing Student Handbook for specific policies on academic progression, probation, and general policies applicable to all students. All students matriculated in the School of Nursing are considered to be accountable for the information contained in the University Bulletin and the Nursing Student Handbook.

Any student who feels that he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours.

The School of Nursing has a zero tolerance policy regarding students' unprofessional behavior. This includes, but is not limited to, any bias statements and any threats of physical/verbal abuse. Any bias statement (as defined according to the law addressing race, creed, color, and/or sexual preference etc.) in any professional or classroom setting shall not be tolerated. Due process will be exercised for non-adherence to this policy.

Absence from Exams: *Students are expected to take all examinations when scheduled. A student who misses an exam with a valid reason (example: illness of self or family, death in family) will be given a make-up exam. A student will receive a zero for any subsequent missed exams. A student who misses an exam without a valid reason will receive a zero for that exam. All missed exams will be documented in the student's folder.*

Written Assignments:

Late Submission: *Students are expected to submit assignments on the dates they are due. Late submissions will be evaluated at the discretion of faculty and subject to penalty. Written assignments must be typed in American Psychological Association (APA) format (Refer to Part 3 of Bud's Easy Research Paper Computer Manual and Diana Hacker Manual).*

Plagiarism: *Students are expected to write their own papers and to appropriately reference use of outside sources of information, i.e. books, journals, websites.*

Writing Center: *All students are encouraged to register with the writing center (H218C) in the beginning of the semester. It can be highly beneficial to your writing process: You routinely receive tutoring and have access to their computer lab.*

All readings are expected to be done PRIOR to class. Students are responsible for learning course content interdependently, i.e., working collaboratively with peers and utilizing faculty as FACILITATOR, CONSULTANT, and GUIDE.

COURSE OBJECTIVES:

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

1. conduct self in a respectful manner with clients, health care personnel, faculty and peers in classroom and clinical environment
2. explain legal responsibilities and accountability in nursing practice.
3. relate moral-ethical principles to nursing practice.
4. discuss the education and credentialing of nurses.
5. describe the influence of selected nursing leaders on nursing as an evolving, caring, and humanistic profession.
6. identify the practice of nursing from the perspectives of selected nursing theorists.
7. use critical thinking skills in ethical decision making.
8. discuss caring as a context for nursing intervention.
9. use therapeutic communication skills in simulated, healthcare situations.
10. identify effective group processes: development, dynamics, and communication.
11. collaborate with peers in small groups to solve problems and make decisions in nursing/client-care situations.
12. relate theories of change to nursing care.
13. explain the concepts of self, health, illness, anxiety, family, community, cultural diversity, leadership, management, autonomy, advocacy, collaboration, and research as they relate to professional nursing practice.
14. discuss the nurse's role in healthcare, interdisciplinary team work and group process.
15. discuss the coping-stress-adaptation framework as it relates to normal health maintenance.
16. identify strategies that promote wellness in selected situations.
17. identify effective teaching-learning practices.
18. initiate the development of a caring, holistic approach to professional nursing practice that incorporates spirituality.

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
1/2	<p>I. What is Nursing?</p> <p>A. Descriptions</p> <ol style="list-style-type: none"> 1. Nursing Process 2. Theorists 3. American Nurses Assn (ANA) 4. LIU School of Nsg (SON) <p>B. The Profession</p> <ol style="list-style-type: none"> 1. History 2. Values <ol style="list-style-type: none"> a) Holistic & Individualized Care b) Integrity c) Autonomy d) Caring e) Altruism f) Advocacy g) Competence h) Career Focus 3. ANA Code of Ethics 4. Self Assessment <ol style="list-style-type: none"> a) Values b) Strengths c) Weaknesses d) Time Management 5. Roles 	<p>Write a personal description of “nursing” and “caring.”</p> <p>Identify selected nurse theorists’ descriptions of nursing.</p> <p>Define selected values that characterize professional nursing practice.</p> <p>Discuss the resonance of personal and professional values.</p> <p>Explain how nurses’ caring impacts the quality and delivery of healthcare.</p> <p>Describe selected roles in professional Nursing practice.</p>	<p>Craven & Hirnle (CH), pp. 39-46, 49-51, 117 (Profession); 69-76 (Values); 87 (Code); 259-262 (Holism).</p> <p>Twinnam & Boyd (TB)</p> <p>Chaps 1 (Test Taking); 2 (Time Management).</p> <p>Handout: Values Clarification</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. “Dare to Care” (15min) 2. “Sentimental Woman Need Not Apply” (45min) <p>Assignment: Time Management Plan DUE WEEK 2</p> <p>Experiential:</p> <ol style="list-style-type: none"> 1. Write personal definitions/meanings of “caring” and “nursing.” 2. In small groups, <ol style="list-style-type: none"> a) clarify your personal values b) analyze how you manage your time.
3	<p>II. Who is the Recipient of Nursing? Person/Client</p> <p>A. Descriptions</p> <ol style="list-style-type: none"> 1. Students 2. Theorists 3. LIU SON <p>B. Client as</p> <ol style="list-style-type: none"> 1. Individual 2. Family 3. Community 4. Planet <p>C. Culture and Diversity</p> <ol style="list-style-type: none"> 1. Culture <ol style="list-style-type: none"> a) Definition b) Characteristics 	<p>Define person/client in your own words, those of selected nurse theorists, and the LIU SON.</p> <p>State the interactions among client as individual, family, community, and planet.</p> <p>Identify characteristics of culture.</p> <p>Describe culturally-sensitive nursing care.</p>	<p>CH, pp 309-317 (Individual, Family, Community) Chap 20 (Culture).</p> <p>TB Chap 20 (Culture).</p> <p>Handout:</p> <ol style="list-style-type: none"> 1. Questions on Diversity 2. Cultural Assessment Model <p>Video: “Cross Cultural Communications” (35 min)</p> <p>Assignment: Journal 1 DUE</p>

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
	c) Culturally-Sensitive Nursing Care 2. Diversity a) Definition b) Healthcare Issues Related to: <ul style="list-style-type: none"> • Race • Gender • Ethnicity • Religion • Socioeconomic Status • Age • Sexual Orientation • Physical or Mental Status • Family Structure 	Discuss potential healthcare issues associated with selected diverse groups.	Experiential: <ol style="list-style-type: none"> 1. Explore the concept of diversity portrayed in music. 2. Share personal perspectives of diversity 3. Use a cultural assessment model to begin to understand the meaning of illness to clients.

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
4	<p>III. What is the Goal of Nursing? Health</p> <p>A. Descriptions</p> <ol style="list-style-type: none"> 1. Students 2. Theorists 3. LIU SON <p>B. Health Models</p> <ol style="list-style-type: none"> 1. Clinical 2. Host-Agent-Environment 3. Health Belief 4. High Level Wellness 5. Holistic <p>C. Normal Health Maintenance</p> <ol style="list-style-type: none"> 1. Characteristics 2. Patterns <ol style="list-style-type: none"> a) Health Promotion <ul style="list-style-type: none"> • Maslow • Spirituality b) Disease Prevention <ul style="list-style-type: none"> • Levels • Stress, Coping & Adaptation <ul style="list-style-type: none"> - Characteristics of Stress - Normal & Altered Coping - Self Care c) Health Protection Activities: Healthy People 2010 (Health Indicators) 	<p>Compare your personal meaning of health to those of selected nurse theorists.</p> <p>Identify 5 models of health.</p> <p>Name 3 health maintenance patterns.</p> <p>Identify personal spiritual needs.</p> <p>Recognize normal and altered coping responses to stress.</p> <p>Identify self-care strategies to decrease stress.</p> <p>Identify 10 leading health indicators of Healthy People 2010 (see website www.health.gov/healthypeople)</p>	<p>CH, pp. 62-64 (Maslow); 255-258 (Models); 680-683 & 685-687 (Health Mainten); 1381-1385 & 1396-1398 (Spirituality); 1328-1332, 1334-1336, & 1339-1342 (Stress). TB Chap 15 (Stress); Chap 22 (Spirituality).</p> <p>Handout:</p> <ol style="list-style-type: none"> 1. Anxiety 2. Healthy People 2000/2010 3. "The Scream" www.triumphspitfire.com/cards/scream.jpg <p>Experiential:</p> <ol style="list-style-type: none"> 1. Discuss personal spiritual needs and self-care strategies to reduce stress 2. Write a description of the appearance and behavior of the person depicted in the painting, "The Scream." Indicate what additional data you would need before you could make a nursing diagnosis.

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
5	<p>IV. How Do Nurses Help Clients Achieve Health? Through:</p> <p>A. Collaboration</p> <ol style="list-style-type: none"> 1. With Colleagues in Healthcare <ol style="list-style-type: none"> a) Healthcare occupations b) Interdisciplinary Teamwork (ITW) 2. Groups <ol style="list-style-type: none"> a) Types b) Dynamics <ul style="list-style-type: none"> • Roles <ul style="list-style-type: none"> - Leader - Member • Communication c) Life Cycle <p>B. Teaching</p> <ol style="list-style-type: none"> 1. Principles 2. Styles 3. Adult Learning 4. Domains of Knowledge <ol style="list-style-type: none"> a) Cognitive b) Affective c) Psychomotor 5. Relationships <ol style="list-style-type: none"> a) Assessment: Readiness; Culture; Literacy b) Plan c) Implementation 	<p>Identify the roles of various healthcare providers.</p> <p>State the nurse's role in ITW.</p> <p>Recognize selected types of groups.</p> <p>Describe the life cycle and dynamics of groups.</p> <p>Identify features of an effective group.</p> <p>Identify selected principles of learning.</p> <p>State the relationship between cognitive learning styles and T-L strategies.</p> <p>Explain adult learning; domains of knowledge; components of the teaching plan.</p>	<p>TB Chap 3 (Papers); Chap 35 (Internet Info)</p> <p>Handouts:</p> <ol style="list-style-type: none"> 1. Colleagues in Healthcare 2. Group Theory <p>Assignment: Journal 2 DUE</p> <p>CH, Chap 22</p> <p>Handout: Relevant T-L materials.</p>
6/7/8	<p>IV. C. Communication with Clients, Family, Members of the Health Team</p> <ol style="list-style-type: none"> 1. The Communication Process 2. Types of Communications 3. Therapeutic Communication 4. The Helping/Therapeutic Nurse-Client Relationship <ol style="list-style-type: none"> a) Concepts b) Characteristics c) Phases 	<p>Describe the intra and interpersonal human communication processes.</p> <p>Explain verbal, nonverbal, meta, and assertive communication.</p> <p>Use therapeutic and assertive communication techniques in simulated healthcare situations.</p> <p>Explain the nurse's role in each phase of the helping/therapeutic nurse-client relationship.</p>	<p>CH, Chap 21. TB Chap 7 (Assertiveness); Chap 11 (Communication)</p> <p>Videos: The Helping Interview</p> <ol style="list-style-type: none"> 1. Basic components (20 min) 2. Opening (20 min) 3. Closing (20 min) <p>Handout:</p> <ol style="list-style-type: none"> 1. Helping and Communication Self-Learning Module <p>MIDTERM WEEK 6</p> <p>Experiential: Play a communication game, role playing</p> <p>Assignment: Journal 3 DUE WEEK 7</p>

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
9	<p>IV. D. Professionalism</p> <p>1. Characteristics of a Profession</p> <ul style="list-style-type: none"> a) Theory b) Authority c) Community Sanction d) Code of Ethics e) Professional Culture <p>2. Scope of Practice</p> <ul style="list-style-type: none"> a) Educational Preparation b) Nurse Practice Act (NPA) c) Quality of Care d) Nurses' Rights e) Professional Abandonment 	<p>Describe 5 characteristics of a profession.</p> <p>Identify nursing education programs leading to licensure.</p> <p>Explain how licensure, certification and accreditation contribute to quality client care.</p> <p>Explain the scope of professional nursing practice integrating the ANA definition of nursing, the NPA, nurses' rights, and the concept of professional abandonment</p>	<p>CH, pp. 27 (Qual of Care); 46-49 (Education); 51-53 (Scope of Practice).</p> <p>Handouts: Characteristics of a Profession</p> <p>Video: "To Advance We Must Unite: 100 Years of the American Nurses' Association (ANA) 1896-1996" (60 min)</p> <p>Assignment: Journal 4 DUE</p>

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
10	IV. E. Laws <ol style="list-style-type: none"> 1. Definition 2. Sources/Types <ol style="list-style-type: none"> a. Civil b. Criminal c. Administrative 3. Torts <ol style="list-style-type: none"> a. Intentional b. Unintentional 4. Crimes <ol style="list-style-type: none"> a. Felony b. Misdemeanor 5. Selected Nursing Practice Issues <ol style="list-style-type: none"> a. Licensure b. Informed Consent c. Standards of Care d. Self Determination/ Advance Directives 6. Legal Protection via: <ol style="list-style-type: none"> a. Practice b. Insurance c. Documentation 	Differentiate among civil, criminal, and administrative laws; and between torts and crimes. Explain the link between standards of care and malpractice. Explain selected legal issues in nursing practice. Describe legal protections for nurses, citing measures to take	CH, 98-106 TB Chap 9 (Legal/Ethical). Experiential: Discuss a legal case study.
11	IV. F. Ethics <ol style="list-style-type: none"> 1. Advocacy <ol style="list-style-type: none"> a. Clients' Rights b. Advance Directives 2. Principles <ol style="list-style-type: none"> a. Autonomy b. Justice c. Fidelity d. Veracity e. Beneficence 3. Systems 4. ANA Code for Nurses 5. Decision Making <ol style="list-style-type: none"> a. Model b. Ethical Dilemmas 	Explain ethical principles underlying nursing practice. Explain 2 ethical systems. Explain the impact of the Code for Nurses on nursing practice. Use a systematic approach to resolve an ethical dilemma.	CH pp. 85-98 Experiential: Discuss an ethical case study. Assignment: Journal 5 DUE

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
12	<p>IV. G. Leadership and Management (L & M)</p> <p>1. Leadership</p> <ol style="list-style-type: none"> a) Definition b) Styles. <p>2. Management</p> <ol style="list-style-type: none"> a) Definition b) Resources c) Skills <ul style="list-style-type: none"> • Planning • Communicating • Problem solving • Delegating • Managing Change: <ol style="list-style-type: none"> 1. Lewin's Theory <p>3. Applying L&M to Nursing Roles: Models of Care Delivery</p> <ol style="list-style-type: none"> a) Team b) Primary c) Case Management 	<p>Differentiate between leadership and management.</p> <p>Identify 3 leadership styles.</p> <p>Identify 3 areas of resource management.</p> <p>Identify 5 skills for effective management.</p> <p>Explain a planned change in your life using concepts from Lewin's Theory.</p> <p>Explain 3 models of nursing care delivery.</p>	<p>CH, pp. 109-117</p> <p>Handouts:</p> <ol style="list-style-type: none"> 1. Nurse Leader and Manager Study Guide 2. Change Theory 3. "The Madonna of Mercy" http://gallery.euroweb.hu/art/s/simone/learly/3mercy.jpg <p>Experiential:</p> <ol style="list-style-type: none"> 1. In small groups, complete study guide, "Nurse Leader and Manager." 2. Discuss the tasks of leadership portrayed by the "Madonna of Mercy": <ol style="list-style-type: none"> a) What is she doing to achieve a workable unity with the group? b) What does her face and the face of the group members express? c) What would you expect her to do if she represented the group to external constituencies?

WEEK	TOPIC	OUTCOME	LEARNING ACTIVITY
13	<p>V. Where Does Nursing Take Place? The Nursing Practice Environment</p> <p>A. Descriptions</p> <ol style="list-style-type: none"> 1. Students 2. Theorists 3. LIU SON <p>B. Issues and Trends</p> <ol style="list-style-type: none"> 1. Settings 2. Consumerism: Nursing Research and Evidence-based Practice 3. Technology 4. Cost 5. Access <p>C. Community-based Healthcare/Nursing</p> <ol style="list-style-type: none"> 1. Definitions 2. Nursing Centers 3. Issues <ol style="list-style-type: none"> a. Fragmentation b. Quality c. Alternative Care d. Self care e. Continuity: Entry and Exit Within the System 	<p>Identify selected nurse theorists' descriptions of the nursing practice environment.</p> <p>Identify 5 issues/trends impacting the healthcare environment.</p> <p>Identify the links between consumerism, nursing research, and evidence-based practice.</p> <p>Define: community-based healthcare; community-based nursing.</p> <p>Identify 5 community-based healthcare issues.</p> <p>Explain the nurse's role in admission and discharge planning.</p>	<p>CH, Chap. 1, and pp. 20-23 (Community), 27-top 30. (Issues).</p> <p>Handout: Community-based Nursing and Continuity of Care Study Guide</p> <p>Experiential: In small groups, complete the study guide, "Community-based Nursing and Continuity of Care."</p> <p>Video: "Theories at Work" (45 min)</p> <p>Experiential: Write a one page review of "Theories at Work" describing how 3 out of 9 of the following concepts are portrayed:</p> <ol style="list-style-type: none"> 1. advocacy 2. autonomy 3. caring 4. change 5. collaboration 6. cost-effectiveness 7. holism 8. leadership 9. self-care
14	Course Evaluation and Summary	Evaluate the course in writing.	Discussion of course positives/negatives and learning resources.

Summary Schedule of Written Homework/Assignments

DATE	WEEK DUE	HOMEWORK/ASSIGNMENTS. (See Syllabus)
Thurs 9/15, Mon 9/19	2	a) Time Management Plan b) In-class writing assignment #1
Thurs 9/22, Mon 9/26	3	Journal 1
Thurs 9/29, Mon 10/3	4	In-class writing assignment #2
Thurs 10/6, Mon 10/10	5	Journal 2
Thurs 10/13, Mon 10/17	6	Mid Term Exam
Thurs 10/20, Mon 10/24	7	Journal 3
Thurs 10/27, Mon 10/31	8	
Thurs 11/3, Mon 11/7	9	Journal 4
Thurs 11/11, Mon 11/14	10	
Thurs 11/17, Mon 11/21	11	Journal 5
<i>Tues 11/22</i> , Mon 11/28	12	
Thurs 12/1, Mon 12/5	13	In-class writing assignment #3
Thurs 12/8, Mon 12/12	14	

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FALL 2005

IN CLASS WRITING ASSIGNMENTS EVALUATION CRITERIA

(2pts) Accuracy of Content related to the Assignment

(1pt) Legibility

(1pt) Clarity of Expression (see Hacker (H) pp 1-22)

(1pt) Paragraph Development, Grammar, Punctuation and Spelling (see (H) pp23-99)

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N254

FALL 2005

JOURNAL ASSIGNMENTS EVALUATION CRITERIA

(1pt) Description of N 250 Clinical Setting or Community Service Setting

(2pts) Description of personal experience and analysis

(1pt) Clarity of Expression (see Hacker (H) pp1-22)

(1pt) Paragraph Development, Grammar, Punctuation and Spelling (see H pp23-99)

All journals must be typed in American Psychological Association (APA) format (see example in H). Analysis must include references from the literature. You may use N254 texts and hand outs as references for analysis of your experience