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NRSG 100.50: Introduction to Nursing

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UNIVERSITY OF MONTANA-COLLEGE OF TECHNOLOGY
Nursing Program
Course Syllabus

COURSE NUMBER AND TITLE: NRSB 100 Introduction to Nursing

DATE REVISED: 08/2013

SEMESTER CREDITS: 1

CONTACT HOURS PER SEMESTER: 15 online hours

PREREQUISITES: UM Online 101 for Students

CAPP 120 Intro to Computers is recommended, but not required. However, students will need to know how to navigate Moodle, participate in online discussions, submit assignments, access grades and review PowerPoint lectures. For further assistance regarding the use of Moodle, please click on Technical Support on the right hand side of your screen or call the live phone support at 406-243-4999.

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COURSE DESCRIPTION:

This course will prepare students to take on the challenges of nursing school with a higher sense of awareness of expectations, critical thinking skills and reasoning regarding human motivation and behavior. The intent of this course is to socialize the student to the roles/functions/expectations of the nurse. This course provides an introduction to nursing and current views of nursing as a discipline (including various types of nursing occupations and educational requirements). Scholastic expectations required to complete a program of study in nursing are introduced as well as professional expectations of a nurse. The following core concepts related to nursing practice are presented: the caring nature of the nursing profession, consideration of legal/ethical/cultural issues in nursing, the need to understand human motivation and behavior, critical thinking and the nursing process, the use of APA format (citing sources and references and avoiding plagiarism).

RELATIONSHIP TO THE PROGRAM:

This course is meant to introduce students to the profession of nursing and how to make a career decision. Nurses are active, reflective, self-directed, life-long learners. The primary goal in this class is to promote active student learning and to begin the socialization process into the nursing profession, encourage high levels of self-reflection and help prepare students for nursing school.

STUDENT PERFORMANCE OBJECTIVES:

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

1. Define the profession of nursing; describe historical and current definitions and characteristics of nursing practice.
2. Identify the roles of nursing at various levels, including the LPN, ADN, BSN, MSN, DNP, PhD.

3. Describe the relationship between human needs and behaviors with focus on how unmet needs can affect behaviors and motivation.
4. Discuss characteristics of the successful health care delivery teams.
5. Discuss the importance of the nursing process.
6. Identify, and discuss core concepts of transpersonal caring, critical thinking, reflective thinking, life-long learning and clinical judgment, as well ethical and cultural concerns for nursing.
8. Use APA style in-text citations and a reference list to give sources credit.
9. Use technology to access electronic resource materials, participate in class discussion and submit assignments.

Student performance assessment methods and grading criteria:

Written Assignments: Reflective writing assignments and short essays

Group Project: Small group collaboration to create a PowerPoint Presentation

Participation in Class Discussion: Participate in online class discussion by posting at least two *quality* responses in the discussion forum each week.

Activities: surveys, questionnaires, think, pair and share, analysis or reaction to videos, student debate

Breakdown of Grade

1. Participation / Discussion x4 @ 5 points each = 20 points
2. Written Assignments x2 @ 20 points each = 40 points
3. Group Project x1 @ 20 points each = 20 points
4. Activities x4 @ 5 points each = 20 points

Total points 100 Points

Grade Scale

90-100 = A

80-89 =B

70-79 =C

60-69 =D

Below 60 =F

Course Expectations:

Instructor can expect online students to:

- apply knowledge learned from the assigned readings in all activities, assignments, and class projects.
- all activities, assignments, and class projects are expected to be completed and submitted in the format requested within the established deadlines. **Late work is not accepted without extenuating circumstances and prior discussion with the instructor.**
- participate in course activities (chat rooms, threaded discussions, surveys, etc).
- understand that online courses are just as rigorous as face-to-face courses. As mentioned in general orientation, the expectation for a one “credit” General Education course is 3 clock hours of course work (readings, assignments, activities, discussion) per week for a

16 week semester. **For the 5 week summer course this means 9 clock hours of course work per week.**

- keep in mind that clear communication requires more effort in an online environment. It is the student's responsibility to let the instructor know when they have questions or need technical support. (Please post all questions to the Discussion Forum entitled "General Questions".)
- submit writing that is college level edited for correct grammar and punctuation.
- submit original work and avoid plagiarism by giving sources credit using in-text citations and reference lists using APA style. Plagiarism, including paraphrasing and copying and pasting from electronic resources is a violation of the student code of conduct and may result in a failing grade for the course. Students are strongly encouraged to refer to the following tutorial (pay close attention to slides 13-25) to learn more about APA style: <http://flash1r.apa.org/apastyle/basics/index.htm>
- stay informed by monitoring emails and Moodle classroom announcements at least three times per week.

Online students can expect instructor to:

- provide timely feedback on assignments, activities, and group projects.
- notify students immediately of any changes to the course format. (All changes will be communicated to students via Announcements in Moodle.
- direct students to appropriate university resources for technical or research support. (For further information regarding use of Moodle, please call the *Outreach office at 243-7812 or Technical Support at 243-4357.*)
- require active learning on the part of the student. (Online class discussion – students are encouraged to share personal and professional experiences with classmates, engage in debate; Written Assignments – students prepare critical reflection or analysis; Group Project – students work in a collaborate learning group to develop a power point presentation)
- build collaboration into the learning experiences. (The group project experience requires students to work in a small group with other students to create a power point presentation.)
- promote critical thinking. (Assignments and discussions require you to analyze situations, think from multiple perspectives, and/or solve problems).
- use authentic learning activities. (The everyday ethics case study requires students to complete a real-world task.)
- respect diverse ways of learning (Activities, written assignments, and the group project are designed with a variety of student intelligences and learning styles in mind.)
- assess student learning in a variety of ways. (Activities, assignments, and group project.)

Class Participation / Discussion:

- Participate in the online class discussion in Moodle each week by posting a quality reply on the assigned topic.
- Read some of the other students' responses (I suggest at least 4) and reply to ones which they can add additional insight on the topic being discussed.

- A quality response will be one that shares a personal or professional experience, expands on the content presented by another student, offers additional insight or reflection, shares a resource, or poses additional questions. Quality posts are at least 100 words in length and refer to the assigned course materials.
- An example of a post that would not earn participation points would be “I agree”, “great post” or one that simply restates what has already been said. Students are expected to state why they agree and support their response with an example. Please see the class participation grading rubric posted.
- Students are expected to give their sources credit in all written work submitted. Participation in this online course is considered written work. References must be reliable, valid and reputable. Please use professional journals. Be careful with web sites as not all sources are acceptable. Web sites that cater to the “layperson” and not healthcare professionals are not acceptable in nursing school programs. Please note that “Wikipedia” is NOT a reliable source, *do not use it*.

ACADEMIC INTEGRITY:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php .

DISABILITY ACCOMODATION:

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disabilities Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (voice/text)

REQUIRED TEXT:

Katz, J. (2007). *A career in nursing: Is it right for me?* St. Louis: Mosby. ISBN-13: 978-0323046336

*Additional required supplemental readings will be made available to students in Moodle as assigned.

Suggested Reference Materials:

American Psychological Association,(2009). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC.

Stedman's Medical Dictionary for health professions and nursing. (7th ed.). (2011). Philadelphia: Lippincott Williams & Wilkins. ISBN: 9781608316922

Note: Instructor reserves the right to modify syllabus, calendar, and assignments as needed based on faculty, student, and/or environmental circumstances.