

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH
School of Nursing

Nursing 112:
INTRODUCTION TO
PROFESSIONAL NURSING ROLE

Spring 2020

COURSE TITLE:	N112: INTRODUCTION TO PROFESSIONAL NURSING ROLE
PRE-REQUISITES:	Acceptance into the Nursing Program
UNITS:	1 Unit
HOURS:	3 Hours per week
LENGTH:	7 Weeks
PLACEMENT:	Semester I
CONCURRENCY:	All semester theory courses are taken concurrently with the clinical courses.
COURSE DESCRIPTION:	<p>This course introduces nursing as a profession to the student as well as role expectations of the student nurse in a nursing program. The Neuman Systems Model is utilized as a framework for curriculum presentation. The legal responsibilities and the ethical behaviors required for providing safe nursing care are discussed. The essential components of the therapeutic communication process are presented as a foundation. The roles of provider, manager of direct client care, coordinator/collaborator of care, and client advocate are introduced. The role of the nurse in primary and secondary intervention is presented.</p>
COURSE OBJECTIVES:	<p>Upon satisfactory completion of the course, the student:</p> <ol style="list-style-type: none">1. Identify the Neuman System Model as a conceptual framework to apply the nursing process in a management of safe patient-centered care.2. Discuss the theories and principles of communication and use of nursing informatics in providing patient-centered care.3. Identify issues in teamwork and the collaborative role of the nurse to promote patient-centered care.4. Discuss accountable behaviors utilized by the professional nurse to improve quality of care for individuals with common health problems.5. Describe collaborative interventions and use of clinical reasoning skills in decision-making for individuals with common health problems.

6. Discuss the legal issues and policies, and evidence based-practice in the healthcare system to promote safe patient-centered care and meet the educational needs of individuals with common health problems.
7. Acknowledge the value of sociocultural factors in providing patient-centered care within the healthcare delivery system.

STUDENT LEARNING
OUTCOME:

Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.

TEACHING
METHODS:

Lecture, discussion, video, case studies

METHOD OF
EVALUATION:

Students attain an overall cumulative score of 70% or higher on quizzes, examinations, and satisfactory completion of all required activities indicating attainment of student learning outcomes.

GRADING SCALE:

Grade is calculated from:

Three exams consisting of 50 questions each

- Exam #1- 31% of the course grade
- Exam #2 – 31% of the course grade
- Final Exam – 32% of the course grade

Written assignment – 6% of the course grade

- No late assignment will be accepted.

REQUIRED
READING:

Taylor, C., Lynn, P., Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Hinkle, J. L., Cheever, K. H. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*, (14th ed.). Philadelphia, PA. Lippincott William & Wilkins.

California Board of Registered Nursing. *Nurse practice act*.
(<http://www.rn.ca.gov/regulations/npa>.)

RECOMMENDED

READING: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Neuman, B. (2002). *The Neuman Systems Model*. (4th ed.). New (4th ed.). New Jersey: Prentice Hall.

Neumansystemsmodel.org (NSM PowerPoint)

All academic policies are strictly enforced.

For any conflict or issue, students must first meet with their respective instructor to discuss a solution. If issue is not resolved, students must adhere to the appropriate chain of command starting with the Semester Coordinator, SON Dean, and Provost.

Unit Title: Role Expectations of the Nursing Student		
Objectives	Content Outline	Student Activities
<p>A. Discusses the origins of expectations.</p> <ol style="list-style-type: none"> 1. Identifies the different levels of expectations. 2. Describes how each level of expectations affects nursing. <p>B. Operationalizing the expectations</p> <ol style="list-style-type: none"> 1. Professional socialization 2. Utilizing strategies of success 3. Utilization of critical thinking skills 4. Utilizing clinical reasoning, judgments, and decision making 	<p>A. Origins of expectations</p> <ol style="list-style-type: none"> 1. Nursing Aims <ul style="list-style-type: none"> ▪ Promote Health ▪ Prevent Illness ▪ Restore Health ▪ Facilitate coping with disability or death ▪ QSEN competencies ▪ The nursing profession 2. Professional Nursing Organizations <ul style="list-style-type: none"> ▪ Provides societal expectations ▪ International Nursing Organizations ▪ National Nursing Organizations <ul style="list-style-type: none"> ○ ANA ○ NLN ○ AACN <p>B. Operationalizing strategies</p> <ul style="list-style-type: none"> ▪ Professional socialization <ul style="list-style-type: none"> - Standards of nursing practice - ANA - Nursing practice acts and licensure - Nursing process - Essential values/Professional values - Values clarification ▪ Utilizing strategies of success <ul style="list-style-type: none"> - Studying skills - Communication skills - Organizational skills - Critical thinking skills 	<p><u>Required Reading</u></p> <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 11-13, 16-24; Chapter 6, pp. 97-102; Chapter 13, pp. 297-316.</p>

Unit Title: Role Expectations of the Nursing Student (Cont'd)		
Objectives	Content Outline	Student Activities
	<ul style="list-style-type: none">▪ Utilizing your critical thinking skills<ul style="list-style-type: none">- Definition- Developing the method of critical thinking- Standards of critical thinking- Clinical reasoning, judgments, and decision- making	

Unit Title: Professional Standards in Nursing		
Objectives	Content Outline	Student Activities
<p>A. Applies professional standards to nursing practice.</p> <ol style="list-style-type: none"> 1. Discusses standards of care and competent performance for nursing practice. 2. Identifies Board of Nursing standards of practice. 3. Defines institutional standards. 4. Describes community standards. <p>B. Examines the Nursing Practice Act as a standard for nursing practice.</p> <ol style="list-style-type: none"> 1. Describes how the California Nurse Practice Act defines the scope of nursing practice. 2. Discusses the relationship between the Nurse Practice Act and requirements for entry into practice. 3. Describes the role of state boards of nursing. 4. Discusses licensure and disciplinary issues. 	<p>A. Professional standards of care</p> <ul style="list-style-type: none"> ▪ Competent Performance ▪ Board of Registered Nursing (BRN) ▪ Institutional Standards ▪ Community Standards ▪ American Nursing Association (ANA) <p>B. Nursing Practice Act</p> <ul style="list-style-type: none"> ▪ Definition of scope of practice ▪ Entry into practice ▪ Accreditation for schools of nursing ▪ BRN roles ▪ Licensure ▪ Disciplinary issues 	<p><u>Required Reading</u></p> <p>www.rn.ca.gov/</p> <ul style="list-style-type: none"> ▪ Nursing Practice Act Statutes and Regulations ▪ Nursing Programs <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 11 (Table 1-2 Nursing Roles in All Settings), pp. 13-19; Chapter 6, pp. 102-114; Chapter 12, pp. 264-292.</p>

Unit Title: Professional Standards in Nursing (Cont'd)		
Objectives	Content Outline	Student Activities
<p>C. Applies ANA standards of professional practice to nursing practice.</p> <ol style="list-style-type: none"> 1. Defines collaborative roles. 2. Describes various collaborative roles of a nurse in management of individualized client care. <p>D. Explains how the Nursing Code of Ethics affects nursing practice.</p> <ol style="list-style-type: none"> 1. Describes common principles in ethical codes. 2. Discusses ethical codes as morally versus legally binding. 3. Identifies ethical issues encountered by professional nurses. 	<p>C. Collaborative roles</p> <ul style="list-style-type: none"> ▪ Provider of care ▪ Student ▪ Manager and Coordinator of client care ▪ Member of discipline ▪ Client advocate <p>D. Nursing Code of Ethics</p> <ul style="list-style-type: none"> ▪ ANA Code of Ethics ▪ Code of Ethics moral and legal implications ▪ LAC+USC Medical Center 	

Unit Title: Introduction to the Nursing Role		
Objectives	Content Outline	Student Activities
<p>A. Examines the relevance of nursing history to the present state of the nursing profession.</p> <ol style="list-style-type: none"> 1. Discusses the historical development of professional nursing. 2. Identifies significant events that contributed to the development of nursing as a profession. 3. Identifies nursing leader who helped to shape the nursing profession. 4. Discusses factors that influenced changes in nursing education. <p>B. Examines the impact of socioeconomic influences on the role of the nurse.</p> <ol style="list-style-type: none"> 1. Discusses the evolving role of the nurse. 2. Describes the traits defining a profession that nursing has attained. <p>C. Determines why theories and models are important to the profession of nursing.</p> <ol style="list-style-type: none"> 1. Discusses the meaning of the terms nursing model, conceptual framework, and nursing theory. 2. Explains how theories and models influence the perception of the nursing profession. 	<p>A. Events and people that shaped the development of professional nursing</p> <ul style="list-style-type: none"> ▪ Significant events and struggles of each period of nursing history ▪ Persons who influenced development of professional nursing ▪ Major organizations that influenced nursing development ▪ Factors that influenced change in nursing education <p>B. Professional nursing roles</p> <ul style="list-style-type: none"> ▪ Relevant nursing roles ▪ Collaborative roles in the healthcare setting ▪ Nursing roles in primary and secondary intervention <p>C. Conceptual and theoretical models in nursing practice</p> <ul style="list-style-type: none"> ▪ Global ideas of nursing ▪ Nursing theories contribution to the basis of nursing ▪ Models of care ▪ Neuman's understanding of the professional nurse. 	<p><u>Required Reading</u></p> <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 4-24; Chapter 2, pp. 25-32; Chapter 3, pp. 56-58.</p>

Unit Title: Introduction to the Nursing Role (Cont'd)		
Objectives	Content Outline	Student Activities
D. Illustrates professional behaviors that define nursing. 1. Discusses essential elements of professional conduct and role modeling in nursing. 2. Gives examples of the image of nursing.	D. Professional behaviors of the nurse <ul style="list-style-type: none">▪ Elements of professionalism▪ Myths/perceptions about nursing▪ Contemporary nursing image negatives and positives	

Unit Title: Therapeutic Communication		
Objectives	Content Outline	Student Activities
<p>A. Utilizes principles and theories of therapeutic communication used in promoting individualized care.</p> <ol style="list-style-type: none"> 1. Describes the components of the communication process. 2. Discusses factors that influence communication. <p>B. Examines the therapeutic communication process utilized in effective interaction.</p> <ol style="list-style-type: none"> 1. Identifies effective transcultural communication skills when planning care for clients of other cultures. 2. Describes the therapeutic communication techniques 	<p>A. Principles and theories of communication</p> <ul style="list-style-type: none"> ▪ Definition of therapeutic communication ▪ Components of communication ▪ Forms of communication ▪ Levels of communication ▪ Factors that may influence communication <ul style="list-style-type: none"> - Developmental level - Biological sex - Sociocultural differences - Roles and responsibilities - Space and territoriality - Physical, mental, and emotional state - Values - Environment <p>B. Therapeutic communication</p> <ul style="list-style-type: none"> ▪ Transcultural communication skills ▪ Therapeutic communication techniques 	<p><u>Required Reading</u></p> <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 8, pp. 147-181.</p> <p>Hinkle & Cheever, Chapter 3, pp. 37 (Table 3-1).</p>

Unit Title: Therapeutic Communication (Cont'd)		
Objectives	Content Outline	Student Activities
<p>C. Identifies key elements for effective hand-off communication.</p> <ol style="list-style-type: none"> 1. Discuss the purpose of hand-off communication or change-of-shift report. <p>D. Demonstrates therapeutic nurse-client, nurse-staff, nurse-nurse communication.</p> <ol style="list-style-type: none"> 1. Discusses the helping relationship. 2. Describes the characteristics of the helping relationship. 3. Discusses phases of the helping relationship. <p>E. Applies the principles of communication in the nurse-client relationship.</p> <ol style="list-style-type: none"> 1. Identifies the factors that promote effective communication <p>F. Differentiates health interview from social conversation.</p> <ol style="list-style-type: none"> 1. Describes interview techniques. 2. Discusses communication styles. 3. Identifies blocks to communication. 	<p>C. Effective Hand-off communication</p> <ul style="list-style-type: none"> ▪ Change-of-shift report ▪ Documentation in the medical record <ul style="list-style-type: none"> - SBAR <p>D. Professional relationships</p> <ul style="list-style-type: none"> ▪ The helping relationship ▪ Characteristics of the helping relationship ▪ Phases of the helping relationship <p>E. Nurse-client relationship</p> <ul style="list-style-type: none"> ▪ Social versus professional relationship ▪ Factors that promote effective communication <p>F. Health interview</p> <ul style="list-style-type: none"> ▪ Developing conversation skills ▪ Developing listening skills ▪ Interviewing techniques ▪ Communication styles <ul style="list-style-type: none"> - Assertive vs. Aggressive ▪ Blocks to communication ▪ Disruptive interpersonal behavior 	

Unit Title: Neuman Systems Model		
Objectives	Content Outline	Student Activities
<p>A. Examines concepts common to most nursing theories.</p> <ol style="list-style-type: none"> 1. Discusses the metaparadigm of nursing. 2. Explains the principles of system's theory as utilized in an open system framework. <p>B. Relates the purpose of a conceptual framework to nursing practice and nursing education.</p> <ol style="list-style-type: none"> 1. Describes how the use of a nursing theory can assist in providing wholistic and individualized care. 2. Identifies seven curriculum threads used in the school curriculum. 	<p>A. Common concepts in nursing theories</p> <ul style="list-style-type: none"> ▪ Metaparadigm of nursing <ul style="list-style-type: none"> - client - environment - health - nursing ▪ Components of system's theory <ul style="list-style-type: none"> - input - output - evaluation - feedback ▪ Open versus closed system <p>B. Role of nursing theory and conceptual framework</p> <ul style="list-style-type: none"> ▪ Research ▪ Nursing practice ▪ Education <ul style="list-style-type: none"> - curriculum threads 	<p><u>Required Reading</u></p> <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 11-13, Chapter 2, pp. 29-33, Chapter 3, pp. 48-59, Chapter 4, pp. 66-79.</p> <p><u>Recommended Reading</u></p> <p>Neumansystemsmodel.org (NSM PowerPoint)</p>

Unit Title: Neuman Systems Model (Cont'd)		
Objectives	Content Outline	Student Activities
<p>C. Summarizes the holistic dynamics of a person as defined in the Neuman Systems Model.</p> <ol style="list-style-type: none"> 1. Discusses the key concepts, assumptions, and beliefs of the Neuman Systems Model. 2. Identifies the five variables that are viewed as interacting parts of the system. 3. Discusses the reaction of the system when stressors break through the normal line of defense. 4. Identifies three levels of prevention that are useful in planning nursing interventions. <p>D. Compares the five steps of the nursing process with the three steps of the Neuman Model Nursing Process format.</p> <ol style="list-style-type: none"> 1. Explains the difference between the nursing process and the Neuman's nursing process. 	<p>C. Neuman Systems Model</p> <ul style="list-style-type: none"> ▪ Key concepts and assumptions <ul style="list-style-type: none"> - Person/client - environment - health - nursing ▪ Five variables <ul style="list-style-type: none"> - physiological - psychological - sociocultural - developmental - spiritual ▪ Lines <ul style="list-style-type: none"> - Flexible line of defense - Normal line of defense - Lines of resistance ▪ Three Stressors <ul style="list-style-type: none"> - Intrapersonal - Interpersonal - Extrapersonal ▪ Three levels of prevention <ul style="list-style-type: none"> - primary - secondary - tertiary <p>D. Neuman Model Nursing Process format</p> <ul style="list-style-type: none"> ▪ Diagnosis ▪ Goals ▪ Outcomes 	

Unit Title: Legal Issues in Nursing		
Objectives	Content Outline	Student Activities
<p>A. Examines legal controls for nursing practice.</p> <ol style="list-style-type: none"> 1. Describes the California Nurse Practice Act definition of nursing practice. 2. Discusses the role of the BRN. 3. Identifies the legal controls for nursing practice. <p>B. Illustrates the legal responsibilities of a nurse managing individualized care.</p> <ol style="list-style-type: none"> 1. Distinguishes between statutory law and common law. 2. Discusses the differences between a criminal act and intentional and unintentional torts. 3. Recognizes common areas of negligence and liability. 4. Discusses the elements of intentional torts. 5. Summarizes legal safeguards appropriate to utilize in nursing practice. 6. Relates the process of continuing quality improvement (CQI) to documentation. 7. Identifies methods to prevent litigation. 8. Describes legal responsibilities of student nurses. 	<p>A. Regulations governing nursing practice and education</p> <p>Nurse Practice Act Regulation by BRN Voluntary controls, including NLN</p> <ul style="list-style-type: none"> ▪ The Joint Commission ▪ WASC <p>B. Legal responsibilities of the nurse</p> <ul style="list-style-type: none"> ▪ Sources of laws <ul style="list-style-type: none"> - tort law ▪ Elements of liability for the nurse <ul style="list-style-type: none"> - negligence - malpractice ▪ Causes for liability <ul style="list-style-type: none"> - treatment - medication administration - communication/confidentiality - monitoring/observing/supervising - safety ▪ Legal safeguards for nursing practice <ul style="list-style-type: none"> - Documentation - Competent Practice - Informed Consent or Refusal - Contracts - Standards of clinical nursing practice - Professional liability insurance - Institutional policies and procedures - Sentinel Events 	<p><u>Required Reading</u></p> <p>Taylor, C., Lynn, P., Bartlett, J. L., Chapter 7, pp. 118-145.</p>

Unit Title: Legal Issues in Nursing (Cont'd)		
Objectives	Content Outline	Student Activities
C. Discusses clients' rights and responsibilities. <ol style="list-style-type: none"> 1. Defines and explains the basic elements of informed consent. 2. Summarizes the Client Bill of Rights. 3. Discusses the Health Insurance Portability and Accountability Act (HIPAA). 4. Explains the legal principles involved in Do-not-resuscitate (DNR) orders. 	C. Client rights and responsibilities <ul style="list-style-type: none"> ▪ Informed consent ▪ Client Bill of Rights ▪ Concept: Self-care ▪ HIPAA compliance ▪ DNR orders 	

NURSING 112 WRITTEN ASSIGNMENT

Written Assignment: Critique a research article related to a Legal Issue or Healthcare Issue/Policy

This assignment is worth 6% of your N112 grade. Select a research article of interest from a nursing journal or a multidisciplinary healthcare journal. The research article should focus on a legal or healthcare issue/policy that has implications to nursing such as nursing staffing, mandatory overtime, Joint Commission's National Patient Safety Goals, mandatory reporting of healthcare associated infections, etc. Ensure to find an article that contains adequate information for you to complete the assignment.

DUE DATE: See class schedule for due date. Submit to either that day's lecturer or stamp date it in the School's office to be placed in your Clinical Instructor's mailbox.

Required Reading

Taylor, C., Lynn, P., Bartlett, J. L., Chapter 2, p. 40 Table -6 (Parts of a Research Journal article), p. 42 Box 2-6 (Checklist for Reading and Critiquing a Research Article)

Recommended Reading

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

APA GUIDELINES

The following APA Guidelines are to be used for your written assignment:

1. Use standard size 8 1/5 x 11 paper; white, clean, and print dark enough to read easily.
2. Must be type-written. All lines are double-spaced throughout the entire document.
3. Use black, 12-point Times New Roman font throughout the document.
4. Refer to sample paper in CAMS.

EVALUATION TOOL FOR WRITTEN ASSIGNMENT

Name of Student: _____

Title of Article: _____

Name of Journal: _____

All criteria below must be addressed. No credit will be given if any of the following requirements are not met: a) research article is within 5 years, b) retrieved from a nursing journal or multidisciplinary healthcare journal authored by a RN or with a RN included in the authorship list, c) no act of plagiarism, d) both the article and this evaluation tool are attached to the written assignment, e) submitted in a timely manner.

NOTE: *Plagiarism is considered as academic dishonesty. It occurs when a student purposely uses someone else's language, ideas, or other original materials without acknowledging its source or when one submits someone else's written work as one's own, inappropriately or inadequately citing ideas and words borrowed from other sources.*

Criteria	Possible Score	Earned Score
<u>Format</u> <ul style="list-style-type: none"> Length of paper from 2-4 pages (excluding title and reference pages), type-written, double-spaced, 1-inch margins (2%) Correct grammar and spelling (6%) Adherence to APA including correct format for: (12% total) <ul style="list-style-type: none"> Title page (2%), headers (2%), headings (2%), in-text citations (2%), quotations (2%), and reference list (2%) 	20%	
<u>Content of Work Submitted</u> <ul style="list-style-type: none"> Introduction: Brief description of what the article is about and its intended purpose (15%) Body: Key points of the article and implications <ul style="list-style-type: none"> Discussion of key points of the article (10%) Address the implications of this article to: <ul style="list-style-type: none"> Nursing profession/practice (10%) Client (10%) Healthcare system (10%) Community (10%) Conclusion: Summarize your findings (15%) 	80%	
TOTAL POINTS	Possible: 100%	