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

Nursing 112:

INTRODUCTION TO PROFESSIONAL NURSING ROLE

Fall 2022

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:	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.

COURSE OBJECTIVES: Upon satisfactory completion of the course, the student will:

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.). Wolters Kluwer.

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). *Brunner & Suddarth's textbook of medical-surgical nursing* (15th ed.). Wolters Kluwer.

California Board of Registered Nursing. *Nurse practice act.* (https://rn.ca.gov/practice/npa.shtml)

American Psychological Association. (2020). *American Psychological Association Publication Manual* (7th ed.)

How to access Lippincott CoursePoint:

1. If you do not already have access to Lippincott CoursePoint+ for Taylor: Fundamentals of Nursing, Ninth Edition, redeem your **ACCESS CODE** and complete registration at http://thePoint.lww.com/activate.

2. Once you have redeemed your **Access Code** and are logged in to thePoint, from the **"My Content"** page, click **Launch** for Lippincott CoursePoint+ for Taylor: Fundamentals of Nursing, Ninth Edition.

3. On the content homepage, select "**Join a Class**", enter your **CLASS CODE: 5036F5C8** and click "**Join this Class**"

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.

Not sure what an **ACCESS CODE** is? Learn more at http://thepoint.lww.com/Help/BookAccess.

RECOMMENDED READING:	Neuman, B. (2002). *The Neuman Systems Model.* (4th ed.). 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**
A. Discusses the origins of expectations. 1. Identifies and describes the different levels of expectations and how each level affects nursing. 2. Identifies professional nursing organizations. B. Operationalizes the expectations 1. Utilizes professional socialization 2. Utilizes strategies of success.	A. Origins of expectations 1. Nursing Aims ▪ Promote Health ▪ Prevent Illness ▪ Restore Health ▪ Facilitate coping with disability or death ▪ QSEN competencies ▪ The nursing profession 2. Professional Nursing Organizations ▪ Provides societal expectations ▪ International Nursing Organizations ▪ National Nursing Organizations - ANA - NLN - AACN B. Operationalizing strategies 1. Professional socialization ▪ Standards of nursing practice ▪ ANA ▪ Nursing practice acts and licensure ▪ Nursing process ▪ Essential values/Professional values ▪ Values clarification 2. Strategies of success ▪ Studying skills ▪ Communication skills ▪ Organizational skills ▪ Critical thinking skills	**<u>Required Reading</u>** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 11-13, 16-24; Chapter 6, pp. 97-102; Chapter 13, pp. 297-316.

Unit Title: **Role Expectations of the Nursing Student** (Cont'd**)**		
Objectives	**Content Outline**	**Student Activities**
3. Utilizes critical thinking skills 4. Utilizes clinical reasoning, judgments, and decision making	3. Critical thinking skills ▪ Definition ▪ Developing the method of critical thinking ▪ Standards of critical thinking 4. Clinical reasoning, judgments, and decision-making ▪ Definition ▪ Problem-solving ▪ National Council of State Boards of Nursing (NCSBN) Clinical Judgement Measurement Model ▪ Potential errors in decision-making	

Unit Title: **Professional Standards in Nursing**		
Objectives	**Content Outline**	**Student Activities**
A. Applies professional standards to nursing practice. 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. B. Examines the Nursing Practice Act as a standard for nursing practice 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.	A. Professional standards to nursing practice 1. Standards of care and competent performance for nursing practice ▪ American Nursing Association (ANA) Scope and Standards of practice (2021) ▪ Standards of care - Nurse - Institution - Patient (Equity, Diversity, Inclusion) 2. California Board of Nursing Standards 3. Institutional Standards ▪ Internal Standards 4. Community Standards ▪ External Standards ▪ American Nursing Association ▪ Nursing Organizations B. Nursing Practice Act 1. California Nurse Practice Act ▪ California Business and Professional Code ▪ California Code of Regulations 2. Entry into practice ▪ Educational requirement ▪ Criminal background ▪ NCLEX-RN	**<u>Required Reading</u>** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 8-19 Chapter 6, pp. 97-117 Chapter 7, pp. 118-146 Chapter 12, pp. 264-273 www.rn.ca.gov/ ▪ Nursing Practice Act Statutes and Regulations

Unit Title: **Professional Standards in Nursing (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
3. Describes the role of state boards of nursing. 4. Discusses licensure and disciplinary issues. C. Applies ANA standards of professional practice to nursing practice 1. Defines ANA standards of practice 2. Describe various collaborative roles of a nurse in management of individualized care D. Explains how the Nursing Code of Ethics affects nursing practice 1. Describe common principles in ethical codes	3. California Board of Nursing ▪ Nursing Education ▪ Licensure ▪ Practice ▪ Discipline 4. Licensure and disciplinary issues ▪ License - Definition - Credentialing - Renewal ▪ Disciplinary issues - Nursing Practice Act violation - Disciplinary Actions C. ANA standards of professional practice 1. ANA standards of professional practice 2. Collaborative roles ▪ Patient advocate ▪ Student nurse ▪ Care provider ▪ Manager and Coordinator of client care ▪ Member of discipline D. Nursing Code of Ethics 1. Common principles in ethical codes ▪ American Nurses Association ▪ International Council of Nurses ▪ National Student Nurses' Association	

Unit Title: **Professional Standards in Nursing (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
2. Discusses ethical codes as morally versus legally binding 3. Identifies ethical issues encountered by professional nurses	2. Code of ethics moral and legal implications ▪ Registered Nurses' Bill of Rights ▪ Moral Distress and Resiliency ▪ Conscientious Objection 3. Ethical issues encountered by nurses ▪ Equity, Diversity, Inclusion (EDI) ▪ Paternalism ▪ Deception ▪ Privacy and social media ▪ Allocation of resources ▪ Consent ▪ Questionable practices of healthcare workers ▪ Beginning-of-life or end-of-life issues	

Unit Title: **Introduction to the Nursing Role**		
Objectives	**Content Outline**	**Student Activities**
A. Examines the relevance of nursing history to the present state of the nursing profession. 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. B. Examines the impact of socioeconomic influences on the role of the nurse. 1. Discusses the evolving role of the nurse. 2. Describes the traits defining a profession that nursing has attained. C. Determines why theories and models are important to the profession of nursing. 1. Discusses the meaning of the terms nursing model, conceptual framework, and nursing theory.	A. Events and people that shaped the development of professional nursing 1. Significant events and struggles of each period of nursing history 2. Major organizations that influenced nursing development 3. Persons who influenced development of professional nursing 4. Factors that influenced change in nursing education B. Professional nursing roles 1. Relevant nursing roles ▪ Nursing roles in primary and secondary intervention ▪ Collaborative roles in the healthcare setting 2. Defining traits of the nursing profession C. Conceptual and theoretical models in nursing practice 1. Define nursing model, conceptual framework, and nursing theory ▪ Global idea of nursing	**<u>Required Reading</u>** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 4-24; Chapter 2, pp. 25-32; Chapter 3, pp. 56-59; Chapter 6, pp. 100-101

Unit Title: **Introduction to the Nursing Role (cont'd)**		
Objectives	**Content Outline**	**Student Activities**
2. Explains how theories and models influence the perception and practice of the nursing profession. 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.	2. Nursing theories and models contribution to the basis of nursing ▪ Models of care ▪ Neuman's understanding of the professional nurse. D. Professional behaviors of the nurse 1. Elements of professionalism 2. Images of nursing ▪ Myths/perceptions about nursing ▪ Contemporary nursing images negatives and positives	

Unit Title: **Therapeutic Communication**		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes principles and theories of therapeutic communication used in promoting individualized care. 1. Describes the components of the communication process. 2. Discusses factors that influence communication. B. Examines the therapeutic communication process utilized in effective interaction. 1. Identifies effective transcultural communication skills when planning care for clients of other cultures. 2. Describes the therapeutic communication techniques	A. Principles and theories of communication 1. Components of communication ▪ Definition of therapeutic communication ▪ Forms of communication ▪ Levels of communication 2. Factors that may influence communication ▪ Developmental level ▪ Biological sex ▪ Sociocultural differences ▪ Roles and responsibilities ▪ Space and territoriality ▪ Physical, mental, and emotional state B. Therapeutic communication process 1. Transcultural communication skills 2. Therapeutic communication techniques	**<u>Required Reading</u>** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 8, pp. 147-181. Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. Chapter 1, pp. 15 (Table 1-2). Discussion: Empathy: The Human Connection to Patient Care – Video Discussion: Good nurse and bad nurse - Video

Unit Title: **Therapeutic Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
C. Identifies key elements for effective hand-off communication. 1. Discuss the purpose of hand-off communication or change-of-shift report. D. Demonstrates therapeutic nurse-client, nurse-staff, nurse-nurse communication. 1. Discusses the helping relationship. 2. Describes the characteristics of the helping relationship. 3. Discusses phases of the helping relationship. E. Applies the principles of communication in the nurse-client relationship. 1. Identifies the factors that promote effective communication F. Differentiates health interview from social conversation. 1. Describes interview techniques. 2. Discusses communication styles. 3. Identifies blocks to communication.	C. Effective Hand-off communication 1. Change-of-shift report D. Professional relationships 1. The helping relationship 2. Characteristics of the helping relationship 3. Phases of the helping relationship E. Nurse-client relationship 1. Factors that promote effective communication F. Health interview 1. Interview skills ▪ Developing conversation skills ▪ Developing listening skills ▪ Interviewing techniques 2. Communication styles ▪ Assertive vs. Aggressive 3. Blocks to communication ▪ Disruptive interpersonal behavior	

Unit Title: **Neuman Systems Model**		
Objectives	**Content Outline**	**Student Activities**
A. Examines concepts common to most nursing theories. 1. Discusses the metaparadigm of nursing. 2. Explains the principles of system's theory as utilized in an open system framework. B. Relates the purpose of a conceptual framework to nursing practice and nursing education. 1. Describes how the use of a nursing theory can assist in providing holistic and individualized care. 2. Identifies seven curriculum threads used in the school curriculum.	A. Common concepts in nursing theories 1. Metaparadigm of nursing ▪ Client ▪ Environment ▪ Health ▪ Nursing 2. Components of system's theory ▪ Open versus closed system ▪ Input ▪ Output ▪ Evaluation ▪ Feedback B. Role of nursing theory and conceptual framework 1. Applying nursing theory to holistic and individualized care. ▪ Research ▪ Nursing practice 2. Education curriculum ▪ Curriculum threads	**Required Reading** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 1, pp. 11-14, Chapter 2, pp. 29-34, Chapter 3, pp. 48-62, Chapter 4, pp. 66-79. **Recommended Reading** www.neumansystemsmodel.org (NSM PowerPoint)

Unit Title: **Neuman Systems Model (**Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Summarizes the holistic dynamics of a person as defined in the Neuman Systems Model. 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. D. Compares the five steps of the nursing process with the three steps of the Neuman Model Nursing Process format.	C. Neuman Systems Model dynamics 1. Key concepts and assumptions ▪ Person/client ▪ Environment ▪ Health ▪ Nursing 2. Five variables ▪ Physiological ▪ Psychological ▪ Sociocultural ▪ Developmental ▪ Spiritual 3. Reaction of system ▪ Lines - Flexible line of defense - Normal line of defense - Lines of resistance ▪ Three Stressors - Intrapersonal - Interpersonal - Extrapersonal 4. Three levels of prevention ▪ Primary ▪ Secondary ▪ Tertiary D. Current Nursing Process vs. Neuman Model Nursing Process format	

Unit Title: **Neuman Systems Model (**Cont'd)		
Objectives	**Content Outline**	**Student Activities**
1. Explains the difference between the nursing process and the Neuman's nursing process.	1. Nursing Processes ▪ Current Nursing Process format ▪ Neuman Model Nursing Process format - Diagnosis - Goals - Outcomes	

Unit Title: **Legal Issues in Nursing**		
Objectives	**Content Outline**	**Student Activities**
A. Examines legal controls for nursing practice. 1. Describes the California Nurse Practice Act definition of nursing practice. 2. Discusses the role of the Board of Registered Nursing (BRN). 3. Identifies the legal controls for nursing practice. B. Illustrates the legal responsibilities of a nurse managing individualized care. 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.	A. Legal controls for nursing practice 1. California Nurse Practice Act 2. California Board of Registered Nursing (BRN) ▪ Nursing Education ▪ Licensure ▪ Practice ▪ Discipline 3. Legal controls for nursing practice ▪ Nurse Practice Act ▪ Regulations by BRN - Credentialing ▪ Voluntary controls - National League for Nursing - Joint Commission B. Legal responsibilities of a nurse 1. Statutory and common law 2. Criminal act and torts ▪ Criminal action ▪ Civil actions - Torts o Unintentional o Intentional 3. Unintentional torts ▪ Negligence ▪ Malpractice ▪ Elements of liability	**Required Reading** Taylor, C., Lynn, P., Bartlett, J. L., Chapter 7, pp. 118-145. Chapter 18, pp. 447 – 449 Chapter 19, pp. 452 – 480 ANA's Principles for Nursing Documentation: http://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/principles-of-nursing-documentation.pdf **Student Activity** Case Study

Unit Title: **Legal Issues in Nursing (Cont'd)**		
Objectives	**Content outline**	**Student activities**
4. Discusses the elements of intentional torts	4. Intentional torts ▪ Assault and battery ▪ Defamation ▪ Invasion of privacy ▪ False imprisonment ▪ Fraud	
5. Summarizes legal safeguards appropriate to utilize in nursing practice and methods to prevent litigation	5. Legal safeguards for nursing practice ▪ Competent practice ▪ Documentation ▪ Informed consent or refusal ▪ Contracts ▪ Standards of clinical nursing practice ▪ Institutional policies and procedures ▪ Sentinel events ▪ Laws affecting nursing practice - Occupational Safety and Health - National Practitioner Data Bank - Reporting Obligations - Controlled Substances - Discrimination and Sexual Harassment - HIPAA - Americans with disabilities act - Wills	
6. Relates the process of continuing quality improvement (CQI) to documentation.	6. Documentation ▪ ANA's Principles for Nursing Documentation (2010) ▪ Purpose of patient records	

Unit Title: **Legal Issues in Nursing (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
7. Describes legal responsibilities of student nurses	7. Student Nurse ▪ California BRN ▪ Nursing process	
C. Discusses clients' rights and responsibilities. 1. Defines and explains the basic elements of informed consent.	C. Clients' rights and responsibilities 1. Informed consent ▪ Disclosure ▪ Comprehension ▪ Competence ▪ Voluntariness	
2. Summarizes the Client Bill of Rights.	2. Clients' Bill of Rights ▪ California Code of Regulation ▪ Civil Rights	
3. Discusses the Health Insurance Portability and Accountability Act (HIPAA).	3. HIPAA	
4. Explains the legal principles involved in Do-not-resuscitate (DNR) orders.	4. Legal principles in DNR ▪ Advanced directives	

NURSING 112 WRITTEN ASSIGNMENT

Purpose: The purpose of the written assignment is to apply N112 course concepts to real-world issues that affects the nursing profession. The student will demonstrate academic-level writing and critical thinking when choosing an appropriate topic and article analysis.

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. Both the article and the evaluation tool must be attached to the written assignment.

DUE DATE: <u>See class schedule for due date. Email/hand it to your Clinical Instructor.</u>

<u>Readings</u>

Required:

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:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).

GUIDELINES

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

1. Use standard size 8 1/5 x 11 white, clean paper.

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 APA 7th ed. sample paper in Microsoft Teams Class files post and LAC CONAH college library. You can also use this link to the Purdue OWL sample student paper: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

B. Submit selected research article to clinical instructor for pre-approval no later than one week before the due date, in either e-copy or hard copy format (Do not send a link; it must be the actual research article).

C. The required in-text quotation is limited to one, single quotation of 40 words or less.

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) submitted on or before the due date.

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	Score	Reason for Deduction
Format • Length of paper is 3-4 pages (excluding title and reference pages), type-written, double-spaced, 1-inch margins, 12-point Times New Roman font **(3%)** • Correct grammar and spelling **(5%)** • Adherence to APA 7th ed. including correct format for: **(12% total)** o Title page **(2%)**, level headings **(2%)**, in-text citations **(4%)**, one single quotation less than 40 words **(2%)**, and reference list **(2%)**	**Length:**		
	Grammar & Spelling:		
	Title page:		
	Level heading:		
	In-text citation:		
	One single quote:		
	Reference list:		

Content of Work Submitted
• **Introduction:** Brief description of what the article is about and its intended purpose **(15%)**
• **Body**: Key points of the article and implications
  o Discussion of key points of the article **(10%)**
  o Address the implications of this article to:
  ▪ Nursing profession/practice **(10%)**
  ▪ Client **(10%)**
  ▪ Healthcare system **(10%)**
  ▪ Community **(10%)**
• **Conclusion**: Summarize your findings **(15%)**
	Introduction:		

	Discussion:		
	Nursing profession:		
	Client:		
	Healthcare system:		
	Community:		
	Conclusion:		
TOTAL POINTS	**Possible: 100%**		