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

Nursing 112:

INTRODUCTION TO PROFESSIONAL NURSING ROLE

Spring 2013

N112: INTRODUCTION TO PROFESSIONAL NURSING ROLE
Level I, Semester 1
(Thursdays, 0700-0900)

WEEK	TOPIC	HOURS	DATE
1	Course Orientation Introduction to the Nursing Role	2	01/17/13
2	Role Expectations of the Student Nurse	2	01/24/12
3	**QUIZ #1** Neuman Model ***0700-1000**	3	01/31/13
4	Professional Standards in Nursing	2	02/07/13
5	Legal Issues in Nursing	2	02/14/13
6	**EXAM #1** Legal Issues in Nursing	2	02/21/13
7	Therapeutic Communication **Written Paper Due on 02/28/13**	2	02/28/13
8	Therapeutic Communication Course Evaluations	2	03/07/13
9	**FINAL EXAM**	1	03/14/13

*Please Note Time Change in Week 3

COURSE TITLE:	**N112: INTRODUCTION TO PROFESSIONAL NURSING ROLE**
PRE-REQUISITES:	Acceptance into the Nursing Program
UNITS:	1 Unit
HOURS:	2 Hours per week
LENGTH:	9 Weeks
PLACEMENT:	Level I: Semester I
CONCURRENCY:	All courses must be taken concurrently.
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 patient care, coordinator/ collaborator of care, and patient 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:

1. Uses the Neuman Systems Model as a conceptual framework to apply the nursing process in the management of individualized patient care.
2. Discusses the theories and principles of communication strategies in the management of individualized patient care.
3. Discusses the collaborative role of the nurse including patient advocacy to promote individualized patient care.
4. Discusses accountable behaviors utilized by the professional nurse in the management of individualized patient care.
5. Describes various skills for decision making in relation to critical thinking skills.
6. Applies professional perspectives common to the culture of nursing in relation to managing individualized patient care within the health care 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.

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.

Grade is calculated from:

- 1 quiz consisting of 15 questions worth 10% of total grade
- 2 exams each consisting of 50 questions worth 43% of the grade for a total of 86%
- Written Report worth 4% of the grade

GRADING SCALE:

The percentage grading scale is used as the method of scoring and determining final grade in course (See your student handbook on grading policy).

TEACHING METHODS:

Lecture, discussion, video, case study.

REQUIRED READING:

Berman, A., & Snyder, S. (2012). *Kozier & Erb's Fundamentals of nursing: Concepts, process and practice* (9th ed.). New Jersey: Prentice-Hall, Inc.

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

Los Angeles County College of Nursing and Allied Health, School of Nursing (2011). *Student Handbook.* (http://lacusc-teamserv.lacusc.org/C7/C5/Student%20Handbook/default.aspx)

RECOMMENDED READING:

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

INSTRUCTIONAL REFERENCES:

Chenevert, M. (2002). *Mosby's tour guide to nursing school: A student's road survival kit* (4th ed). St. Louis: Mosby.

Fawcett, J. (2000). *Analysis and evaluation of contemporary nursing knowledge: Nursing models and theories*. Philadelphia: F.A. Davis.

Hood, L. & Leddy, S. (2003). *Leddy & Pepper's conceptual bases of professional nursing* (5th ed). Philadelphia: Lippincott.

Neuman, B. (1995*). The Neuman systems model: Application to nursing education & practice* (3rd ed.). Stamford, CT: Appleton-Century-Crofts.

All academic policies are strictly enforced.

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. 2. Explains how theories and models influence the perception of the nursing profession.	A. Events and people that shaped the development of professional nursing ▪ 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 B. Professional nursing roles ▪ Peplau's relevant nursing roles ▪ Collaborative roles in the healthcare setting ▪ Nursing roles in primary and secondary intervention C. Conceptual and theoretical models in nursing practice ▪ Global ideas of nursing ▪ Nursing theories contribution to the basis of nursing ▪ Models of care ▪ Neuman's understanding of the professional nurse.	**<u>Required Reading</u>** Berman, Chapter 1: pp. 3-25 Chapter 3: pp. 39-49

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 ▪ Elements of professionalism ▪ Myths/perceptions about nursing ▪ Contemporary nursing image negatives and positives	

Unit Title: **Role Expectations of the Nursing Student**		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the origins of expectations. 1. Identifies the different levels where the expectations originate. 2. Discusses origins of own expectations.	A. Origins of expectations ▪ Definition of expectation ▪ Levels of expectations - Society's - The nursing profession - The Nurse Practice Act - The school of nursing - The nursing student ▪ Origins of own expectations	**<u>Required Reading</u>** Berman, Chapter 1: pp. 16-20 Chapter 5: pp. 80-83 Chapter 10 Chapter 25: pp. 448-461
B. Operationalizing the expectations 1. Professional socialization. 2. Utilizing strategies of success. 3. Utilization of critical thinking skills	B. Operationalizing strategies ▪ Professional socialization - Definition - Goal of socialization - Values essential to professional nursing - Values clarification - The caring component in nursing ▪ Utilizing strategies of success - Test taking skills - Promoting a positive self-image - Developing and utilizing communication skills (reading, speaking, listening, writing) - Developing organizational skills for educational and professional growth	<u>Student Handbook</u>: Section on "Student Responsibilities" <u>Student Catalog:</u> Sections on "Standards of Student Conduct", "Bill of Rights for Nursing Students", and "Student Organizations and Clubs" Self Assessment Exercise for Time Management and Professional Socialization. (will be given with handout)

Unit Title: **Role Expectations of the Nursing Student** (Cont'd**)**		
Objectives	**Content Outline**	**Student Activities**
	▪ Utilizing your critical thinking skills - Definition of critical thinking - Importance of critical thinking in nursing - How critical thinking is used - Characteristics of a critical thinker - Skills in critical thinking (critical analysis, inductive reasoning, deductive reasoning) - Differentiating facts from opinion - How do you know if you are critically thinking? - Applying critical thinking to the nursing process - Critical thinking in problem-solving - Decision-making	

Unit Title: **Neuman 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.	A. Common concepts in nursing theories ▪ Characteristics - logical in nature - orderly reasoning - describes relationships - logical sequence - consistent with basic assumption used in development ▪ Metaparadigm of nursing ▪ Components of system's theory - input - output - evaluation - feedback ▪ Open versus closed system	**<u>Required Reading</u>** Berman, Chapter 3, pp. 40-42 pp. 41-42 (Introduction to Theories) pp. 45-46 (Neuman Systems Model) **<u>Recommended</u>** Neumanmodelsystem.org
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. Lists seven curriculum threads used in the school curriculum.	B. Value of nursing theory and conceptual framework ▪ Generation of research ▪ Guidelines for nursing practice ▪ Structure for education ▪ Curriculum threads	
C. Compares the five steps of the nursing process with the three steps of the Neuman Model Nursing Process format. 1. Explains the difference between the nursing process and the Neuman's nursing process.	C. Neuman Model Nursing Process format ▪ Diagnosis ▪ Goals ▪ Outcomes	

Unit Title: **Neuman Model (**Cont'd)		
Objectives	**Content Outline**	**Student Activities**
D. Summarizes the holistic dynamics of man 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 of man 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 Neuman Systems Model ▪ Key concepts and assumptions - man - environment - health - nursing ▪ Five variables of man - physiological - psychological - sociocultural - developmental - spiritual ▪ Three levels of prevention - primary - secondary - tertiary	

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. Lists Board of Nursing standards of practice. 3. Defines institutional standards. 4. Describes community standards.	A. Professional standards of care ▪ Board of Registered Nursing (BRN) ▪ American Nursing Association (ANA) ▪ LAC+USC Medical Center ▪ Other organizations	**Required Reading** www.rn.ca.gov/ ▪ Diversion Program ▪ Nursing Practice Act Statues and Regulations ▪ Nursing Programs Berman: pp. 16, Box 1-2 (ANA 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. 3. Describes the role of state boards of nursing. 4. Discusses licensure and disciplinary issues.	B. Nursing Practice Act ▪ Definition of scope of practice ▪ Entry into practice ▪ Accreditation for schools of nursing ▪ BRN roles ▪ Licensure ▪ Disciplinary issues	Berman: pp. 19 (Socialization to Nursing) pp. 16-19 (Core Role of RN) pp. 11, Box 1-1 (Entry to Practice) pp. 10(Associate Degree RN) pp. 80-81 (Values Transmission)
C. Applies ANA standards of professional practice to nursing practice. 1. Defines collaborative roles. 2. Describes various collaborative roles of a nurse in management of individualized patient care.	C. Collaborative roles ▪ Provider of care ▪ Student ▪ Manager of patient care ▪ Coordinator of patient care ▪ Member of discipline ▪ Patient advocate	Berman: pp. 84, Box 5-2 (Standard of Care) pp. 93 (Advocacy Role)

Unit Title: **Professional Standards in Nursing** (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
D. Explains how the Nursing Code of Ethics affects nursing practice. 1. Describes common principles in ethical codes. 2. Discusses ethical codes as morally versus legally binding. 3. Identifies ethical issues encountered by professional nurses.	D. Nursing Code of Ethics ▪ ANA Code of Ethics ▪ Code of Ethics guidelines to patient care ▪ Code of Ethics moral and legal implications	Berman: pp. 88, Box 5-4 (ANA Code of Ethics) .

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 BRN. 3. Identifies the legal controls for nursing practice.	A. Regulations governing nursing practice and education Nurse Practice Act Regulation by BRN Voluntary controls, including NLN ▪ The Joint Commission ▪ WASC	**Required Reading** Berman, Chapter 4, pp. 52-65, 68-78 Review website: http://www.rn.ca.gov/regulations/title16.shtml
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. 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. Lists methods to prevent litigation. 8. Describes legal responsibilities of student nurses.	B. Legal responsibilities of the nurse ▪ Sources of laws - tort law ▪ Elements of liability for the nurse - negligence - malpractice ▪ Causes for liability - treatment - medication administration - communication/confidentiality - monitoring/observing/supervising - safety ▪ Legal safeguards for nursing practice - documentation - CQI and incident reporting - Standards of clinical nursing practice - professional liability insurance - institutional policies and procedures - event notification	http://www.rn.ca.gov/regulations/npa.shtml

Unit Title: **Legal Issues in Nursing (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
C. Discusses patients' rights and responsibilities. 1. Defines and explains the basic elements of informed consent. 2. Summarizes the Patient 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 ▪ Informed consent ▪ Patient Bill of Rights ▪ Concept: Self-care ▪ HIPAA compliance ▪ DNR orders	

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. 3. Identifies effective transcultural communication skills when planning care for patients of other cultures. B. Examines the therapeutic communication process utilized in effective interaction. 1. Discusses ways to promote congruent communication. 2. Describes the criteria utilized for accurate communication.	A. Principles and theories of communication ▪ Definition of therapeutic communication ▪ Verbal versus non-verbal communication ▪ Components of communication - sender - receiver - message - channel - feedback ▪ Factors that may influence communication - sociocultural - environment - developmental - physical and emotional - gender B. Criteria for accurate communication ▪ Congruency in communication ▪ Attributes of an effective communicator	**<u>Required Reading</u>** Berman, Chapter 26, pp. 462-489

Unit Title: **Therapeutic Communication (Cont'd)**		
Objectives	**Content Outline**	**Student Activities**
C. Demonstrates therapeutic nurse-patient, nurse-staff, nurse-nurse communication. 1. Discusses the therapeutic relationship. 2. Discusses phases of the helping relationship. 3. Formulates coping strategies to handle difficult people. 4. Illustrates documentation in the medical record as communication.	C. Social versus professional relationships ▪ Phases of therapeutic relationships ▪ Communication styles - assertive versus non-assertive ▪ Conflict management through effective communication ▪ Documentation in the medical record	
D. Applies the principles of communication in the nurse-patient relationship. 1. Identifies communication techniques that promote a therapeutic interaction. 2. Identifies blocks to therapeutic interaction.	D. Nurse-patient relationship ▪ Social versus professional relationship ▪ Factors that promote successful nurse-patient relationships ▪ Factors that lead to unsuccessful nurse-patient relationships ▪ Blocks to therapeutic interactions	
E. Differentiates health interview from social conversation. 1. Defines interview. 2. States the purposes of a nursing interview. 3. Describes three phases of interview. 4. Discusses guidelines for interviewing.	E. Health interview ▪ Definition of nursing interview ▪ Purpose of nursing interview ▪ Guidelines for interviewing	