



El Camino College
 COURSE OUTLINE OF RECORD – Official

Subject:	NURS
Course Number:	143
Descriptive Title:	Introduction to Nursing
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
Catalog Description:	In this introductory course students will examine the professional nurse's role and responsibilities in healthcare settings. Students will study the Nursing Program's philosophy which encompasses Maslow's and Kalish's Hierarchy of Human Needs and Watson's Theory of Human Caring. The students will apply and evaluate the impact of the nursing process when researching care of the patient with biophysical health conditions under the four domains of patient, professional nursing, health and illness and the healthcare environment. Specific emphasis will be placed on application of the nursing process, critical thinking, therapeutic communication, cultural, development, and diversity.
Prerequisite:	English 1A AND Mathematics 150 or 150H AND Psychology 116 or concurrent enrollment with a minimum grade of C in all prerequisites
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	2
Hours Laboratory (per week):	0
Outside Study Hours:	4
Total Hours:	36
Course Units:	2
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	2/8/1993
Transfer UC:	Yes
Effective Date:	
General Education:	ECC

Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Nursing Process The student will be able to list and define the steps of the nursing process.</p> <p>SLO #2 Roles of Professional Nurses The student will identify the three main roles of the professional nurse functions in the acute care setting and discuss the responsibilities included in each role.</p> <p>SLO #3 Communication The student will be able to describe the differences between social and therapeutic communication and delineate how communication may be affected by the individual's personal attributes and functioning.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Identify the nurse's role and responsibilities in communication with patient's across the lifespan while considering the patient's attributes, culture, family, and personal preferences. 2. Discuss the importance of knowledge, skills, and attitudes as it relates to safety particularly considering critical thinking with the application drug dosage skills. 3. Evaluate how the evidence-based practice impacts biophysical outcomes in patient care. 4. Use steps of the nursing process to understand the nursing care plan. 5. Utilize standards of critical thinking to determine adequacy of data collection for the development of a nursing care plan. 6. Differentiate between the novice nurse and expert nurse in the provision of nursing care in the hospital and community setting. 7. Discuss the impact of legal and ethical concepts on the care of the hospitalized patient.
Major Topics	<p>I. Professional Nursing Role (3 hours, lecture)</p> <p>A. History of nursing</p> <p>B. Defining nursing</p> <p>C. Contemporary nursing roles</p> <p>D. Educational levels</p>

E. Professional Identity

II. Scope of Practice (3 hours, lecture)

A. Licensure

B. Specialties

C. Practice Settings

D. Roles and Responsibilities

E. Accreditation

III. Informatics and Technology/Evidence-Based Practice (3 hours, lecture)

A. Campus Support Services and Resources

B. Research process and Evidence-Based Health Care Data Bases

C. Madden Resources

D. Learning Resource Center (LRC) - tutoring, assessment testing, and support

E. Library Media Technology Center (L:MTC)

F. Research and the American Psychological Association (APA) format.

IV. Nursing Philosophy - Role and Responsibilities (3 hours, lecture)

A. Philosophy

B. Conceptual framework/unifying theme

C. Professional nursing role/s and functions

D. Maslow/ Kalish Hierarchy of Needs

1. Physiological needs

a. Survival

b. Stimulation

2. Safety and security needs

3. Love and belonging needs

4. Self-esteem needs

5. Self-actualization needs

E. Watson Caring Model

1. Defined

2. Transpersonal relationship

3. Seven assumption of the caring environment.

E. Conceptual domains

1. Patient

2. Health & illness

3. Environment

4. Professional nursing

F. Nursing process

G. Major Threads

H. Quality and Safety Education for Nurses (QSEN)

V. Nursing Process (3 hours, lecture)

A. Assessment

B. Nursing diagnosis

C. Planning

D. Implementation

E. Evaluation

VI. Critical Thinking/Legal and Ethical Responsibilities (3 hours, lecture)

A. Definition

B. Standards of Nursing Care

C. Clinical judgments and patient care

- D. QSEN competencies
- E. Novice to expert nurse
- F. Evidenced-based practice

VII. Communication and Collaboration (3 hours, lecture)

- A. Definition
- B. Verbal versus nonverbal
- C. Social versus therapeutic
- D. Factors that affect communication
- E. Techniques to enhance communication
- F. Communication blocks
- G. SBAR
- H. Interprofessional collaboration

VIII. Adult Learner (3 hours, lecture)

- A. Effective study skills
- B. Utilization of nursing textbooks/databases
- C. Test taking strategies

IX. Biophysical Health Conditions (3 hours, lecture)

- A. Definition and etiology
- B. Impact of patient attributes and personal preferences
- C. Morbidity and mortality
- D. Health care disparities
- E. Biophysical impact
- E. Social-emotional and community impact
- F. Evidence-based treatment
- G. Prevention

	<p>H. Professional nursing interventios, role and responsibilities</p> <p>X. Stress / Time Management (3 hours, lecture)</p> <p>A. Understanding the stress process</p> <p>B. Stress reduction and coping strategies</p> <p>C. Factors that influence stress levels</p> <p>D. Recognizing individual stressors</p> <p>E. Resilience and ongoing stress management</p> <p>F. Time management</p> <p>G. Effective study habits and strategies</p> <p>XI. Nursing Safety - Knowledge, Skills and Attitudes (3 hours, lecture)</p> <p>A. Health Care Quality</p> <p>B. Dosage calculations</p> <ol style="list-style-type: none"> 1. Units of Measure 2. Conversions 3. Dosage Formula <p>C. Medication errors</p> <p>XII. Critical Thinking/Nursing Process - Case Study (3 hours, lecture)</p> <p>A. Critical thinking process</p> <p>B. Nursing process</p> <p>C. Applying health care concepts and patient attributes to case study analysis</p>
Total Lecture Hours:	36
Total Laboratory Hours:	0
Total Hours:	36
Primary Method of Evaluation	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Select an evidence-based practice article related to a professional nursing role or issue. Using APA format, in a three-to four-page written paper summarizing the key points of the article, discuss the role of the professional nurse or the nursing issue reflecting on how these impact the nurse's responsibilities and the nursing

	process. Evaluate how this article has enhanced your understanding of the nursing profession.
Critical Thinking Assignment 1:	Interview a professional nurse currently in practice regarding the impact of therapeutic communication on patient care. Write a three-page paper analyzing your interview. In your analysis discuss how you communicated during the interview and describe the communication technique used. Finally, identify at least three nonverbal cues you observed the nurse using during the interview and analyze the meaning of these nonverbal cues.
Critical Thinking Assignment 2:	In a small group of three to four students, research a health condition. As a group effort, write an APA formatted ten- to 20-page paper based on your research that includes: an evaluation of the physiological changes caused by this condition. Research and discuss how patient attributes such as development and functional ability impact family dynamics and how they effect the condition outcomes. Also, consider how personal preferences such as culture, spirituality, sexuality, adherence, and self-management contribute to client vulnerability and patient outcomes such as death and disability, the social and emotional impact on the patient, family, and community systems, prevention and treatment measures, and nursing interventions used in caring for a patient with this condition.
Other Evaluation Methods:	Class Performance, Completion, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Other Exams, Presentation, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	American Psychological Association. <u>Publication Manual of the American Psychological Association</u> . 7th Edition ed. American Psychological Association, 2019. Black, Beth. <u>Professional Nursing Concepts and Challenges</u> . 9th Edition. Elsevier, 2019.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	communication, computational, and sequential
Requisite course(s): List both prerequisites and corequisites in this box.	English-1A AND Mathematics-150 OR 150H AND Psychology-116
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	Demonstrate skills in essay writing. ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.

<p>course objective under each skill(s).</p>	<p>ENGL 1A -Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ENGL 1A -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>ENGL 1A - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.</p> <p>Write APA formatted paper based on evidenced-based research.</p> <p>MATH 150/150H - Identify, compare and contrast various types of data and sampling techniques.</p> <p>Review data and graphs, and interpret findings MATH 150/150H - Create appropriate displays of data, including histograms, frequency distributions, stem and leaf plots, box plots, bar graphs and pie charts. Use the displays to interpret and answer questions in the context of the data.</p> <p>Review data to determine how the probability of a given event was calculated based on various variables. MATH 150/150H - Calculate the probability of a given event using elementary probability techniques.</p> <p>To care for the "whole patient", nurses need to recognize and understand lifespan development and how physiological conditions are affected by developmental changes throughout life.</p> <p>PSYC 116 - Compare and contrast the main focus, key concepts, and basic assumptions of the major theories of lifespan development.</p> <p>PSYC 116 - Discuss normative cognitive changes across the lifespan as suggested by Piaget and other developmental psychologists.</p> <p>PSYC 116 -Trace the development of the brain from conception through the end of life, noting genetic and environment influences at different ages.</p> <p>PSYC 116 -Differentiate typical and atypical development across the lifespan.</p> <p>PSYC 116 -Recognize how the physical, cognitive, and psychosocial domains of development interrelate.</p>
<p>Requisite:</p>	
<p>Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable</p>	
<p>Requisite course:</p>	
<p>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding</p>	

course objective under each skill(s).	
Requisite:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	P. Kidwell-Udin, K. Townsend
Date:	11/04/1992
Last Reviewed and/or Revised by:	Peggy Kidwell-Udin
Date:	05/10/2021
Last Board Approval Date:	1/18/2022