Course Acronym:	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 conceptual nursing, 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, academic writing, cultural, development, and diversity.
Prerequisite:	English 1A AND Mathematics 150 or 150H AND Psychology 116 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 Course Hours:	36
Course Units:	2
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	02/08/1993

Transfer UC:	Yes
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	**SLO #1 Nursing Role** The student will read and summarize a research article on either a nursing role or nursing issue in an APA formatted paper. **SLO #2 Role of Nurse Communication in Patient Care** The student will identify the importance of communication for the registered nursing (RN) in the acute care setting by interviewing an RN. **SLO #3 Term/Research Paper** Working within a group the student will research a current health condition/issue considering the patient attributes impacting the condition such as age, gender, culture/ethnicity, occupation/education, relationships, spiritual/religious beliefs, and other health issues. The group will also consider how health care disparities and other social factors impact prevention and treatment of the disease process. The implementation of the nurse's role in caring for the patient will be included.
Course Objectives:	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 knowlege, skills, and attitudes as it relates to safety particularly considering critical thinking with the application drug dosage skills. 3. Demonstrate critical thinking using basic statistical analysis to review nursing research articles and to write APA style papers. 4. Evaluate how the evidence-based practice impacts biophysical outcomes in diverse patient populations. 5. Discuss the use of nursing process in the development of a nursing care plan. 6. Utilize standards of critical thinking to determine adequacy of data collection for the development of a nursing care plan. 7. Differentiate between the novice nurse and expert nurse in the provision of nursing care in the hospital and community setting. 8. Discuss the impact of legal and ethical concepts on the care of the hospitalized patient.

Major Topics:	**I. Professional Nursing Role (3 hours, lecture)**
	A. History of nursing
	B. Defining nursing
	C. Contemporary nursing roles
	D. Educational levels
	E. Professional Identity
	II. Scope of Practice (3 hours, lecture)
	A. Licensure
	B. Entry level and Advanced Practice
	C. Specialties
	D. Practice Settings
	E. Roles and Responsibilities
	F. Approval/Accreditation
	III. Informatics and Technology/Evidence-Based Practice (3 hours, lecture)
	A. Campus Support Services and Resources
	B. Research process and APA format
	C. Evidence-Based Health Care Data Bases
	D. Learning Resource Center (LRC) - tutoring, assessment testing, and support
	E. Library Media Technology Center (L:MTC)
	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 Hiearchy 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.

  F. Conceptual domains

      1. Patient

      2. Health & illness

      3. Environment

      4. Professional nursing

  G. Nursing process

  H. Major Threads

  I. 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

F. Social-emotional and community impact

G. Evidence-based treatment

H. Prevention

I. Professional nursing interventios, role and responsibilities

X. Stress / Time Management (3 hours, lecture)

 A. Understanding the stress process

 B. Stress reduction and coping strategies

 C. Factors that influence stress levels

 D. Recognizing individual stressors

 E. Resilience and ongoing stress management

 F. Time management

 G. Effective study habits and strategies

XI. Nursing Safety - Knowledge, Skills and Attitudes (3 hours, lecture)

 A. Health Care Quality

 B. Dosage calculations

  1. Units of Measure

  2. Conversions

  3. Dosage Formula

 C. Medication errors

XII. Critical Thinking/Nursing Process - Case Study (3 hours, lecture)

 A. Critical thinking process

 B. Nursing process

 C. Applying health care concepts and patient attributes, resources, health and illness concepts to case study analysis

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 Select an evidence-based (research) article related to a professional nursing role or issue. Using APA

	format, in a three-to five-page written paper summarizing the components of the research including: literature review, question posed, methods utilized, findings/recommendations, and nursing implications. 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 tree to four students, research a health condition. As a group effort, write an APA formatted ten- to twenty-page page paper based on your research that includes: an evaluation of the physiological changes caused by this condition and it's biopsychsocial impact.. 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. Consider if healthcare disparities impact this health condition and suggest strategies to reconcile these discrepancies.
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, Research (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	American Psychological Association. (2020) Publication Manual of the American Psychological Association. (7th ed.) American Psychological Association. Black, B. (2020). Professional Nursing Concepts and Challenges. (9th ed.) Sanders/Elsevier. Giddens, J. F.(2021).Concepts for Nursing Practice (3rd ed.) Elsevier.
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 course objective under each skill(s).	**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. ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. ENGL 1A - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. **Read and understand statistics as it relates to the review and understanding of scientific articles and to write and incorporate research findings into APA style papers.** MATH 150/MATH 150H - Identify, compare, and contrast various types of data and sampling techniques. MATH 150/MATH 150H – Students will be able to relate the sample mean and standard deviation to the frequency histogram for a data set. MATH 150/MATH 150H – Calculate and interpret confidence interval estimates of various parameters. Justify the choice of confidence interval by demonstrating that the necessary criteria are met. **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.** PSYC 116 - Compare and contrast the main focus, key concepts, and basic assumptions of the major theories of lifespan development. PSYC 116 - Discuss normative cognitive changes across the lifespan as suggested by Piaget and other developmental psychologists. PSYC 116 -Trace the development of the brain from conception through the end of life, noting genetic and environment influences at different ages. PSYC 116 - Differentiate typical and atypical development across the lifespan. PSYC 116 - Recognize how the physical, cognitive, and psychosocial domains of development interrelate.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the	

requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill 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
Original Board Approval Date:	02/08/1993
Last Reviewed and/or Revised by:	Michelle Guta
Date:	03/03/2023
Last Board Approval Date:	07/17/2023 effective FALL 2024