

NS M16: STUDY SKILLS FOR NURSING STUDENTS

Originator

clee

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College

Moorpark College

Discipline (CB01A)

NS - Nursing Science

Course Number (CB01B)

M16

Course Title (CB02)

Study Skills for Nursing Students

Banner/Short Title

Study Skills/Nursing Students

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Introduces skills that promote the academic preparation of pre-nursing students. Develops techniques for improving study skills, communication, time management, test-taking, reading comprehension, critical thinking, and math skills for dosage calculations. Emphasizes creating a framework for success in preparation for becoming a nursing student.

Taxonomy of Programs (TOP) Code (CB03)

4930.14 - Study Skills

Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

B - The Course is a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | describe and demonstrate academic skills that promote success as a nursing student. |
|---|---|

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|--|
| 1 | demonstrate key arithmetic skills needed for calculation of drug dosages, including performing basic arithmetic operations (addition, subtraction, multiplication, and division) and interconverting between quantities on whole numbers, decimals, and percentages. |
| 2 | identify, evaluate and apply individual learning styles to improve academic performance in a nursing program. |
| 3 | analyze and evaluate potential nursing specialty or advanced practice career goals and interventions to maximize success and goal achievement. |
| 4 | identify and practice test taking strategies, including National Council Licensure Examination (NCLEX) test-taking strategies. |
| 5 | create effective student-instructor and peer-peer relationships to promote a positive learning environment. |
| 6 | apply academic reading skills to healthcare literature. |
| 7 | improve reading accuracy, speed, and comprehension, including differentiating between main ideas and supporting details when reading healthcare related texts and sources. |
| 8 | describe practices required for success in a college nursing program and relate these behaviors to lifelong learning. |
| 9 | identify and utilize student support resources (library, financial aid, scholarships, counseling, etc.) on-campus and in the community. |
| 10 | discuss college students' rights and responsibilities, including policy and procedures for grading, grievances, sexual harassment, academic honesty, and plagiarism. |
| 11 | evaluate healthcare information resources to determine the reliability of the source. |

12 define, demonstrate, and apply time management skills to academic planning and academic activities such as studying and taking tests.

Course Content

Lecture/Course Content

23.00% Vocabulary, reading comprehension, literacy, reading speed, and evaluating healthcare resources

16.00% Math skills and fundamental operations needed for calculation of drug dosages

16.00% Managing time, overcoming obstacles to success, maintaining wellness, promoting a positive learning environment

10.00% Communication methods and strategies for interacting with instructors, support system, and ultimately patients and the interdisciplinary healthcare team

7.00%

Evaluating learning style, applying study habits to serve one's learning style, and applying knowledge of learning styles to planning education of patients as a nurse

7.00% Valuing diversity and introducing application of cultural competence to patient care as a nurse

7.00% Exploration of nursing specialties and advanced practice roles

7.00% Test-taking skills, including NCLEX style testing

7.00% Critical thinking, including the nursing process as a framework

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Group projects

Individual projects

Objective exams

Problem-solving exams

Quizzes

Reports/papers

Written homework

Other (specify)

Classroom Discussion

Projects

Reports/Papers/Journals

Other

Exercises examining potential barriers to implementation of success strategies

Synchronous or archived online lecture or demonstration

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities

Class discussions

Collaborative group work

Distance Education

Group discussions

Internet research

Lecture

Problem-solving examples

Readings

Small group activities

Web-based presentations

Describe specific examples of the methods the instructor will use:

Demonstration of interpretation of computational word problems.
 Demonstration and facilitation of metacognitive reading strategies.

Representative Course Assignments**Writing Assignments**

Post written reflections about cultural competence to the online discussion.
 Write in-text citations and create a short reference list using APA-style formatting for healthcare resources.
 Write an assignment describing one's own history of reading and examining the influence of that history on his or her academic reading motivation in college.

Critical Thinking Assignments

Participate in group problem solving activities emphasizing the role of effective communication and teamwork in the role of the nurse.
 Solve mathematical word problems, including basic dosage calculations, by determining the most pertinent information presented.
 Utilize a framework of evaluation for determining the credibility of an online healthcare resource.

Reading Assignments

Read assigned websites about the requirements of advanced practice nursing roles and post a reflection to an online discussion.
 Read an online healthcare resource and evaluate its credibility.

Problem-Solving and Other Assignments (if applicable)

Create a weekly schedule and identify tasks or duties that can be moved, eliminated, or delegated while enrolled in a nursing program.
 Identify student service resources that would help decrease one's own potential barriers to success in a nursing program.

Outside Assignments**Representative Outside Assignments**

Attend and reflect on a cultural presentation, event, or exhibit and how the experience promotes cultural competence in his or her future nursing career.
 Create a group project describing a campus resource.
 Read from the assigned textbook and websites in preparation for the week's assignments and in-class discussions.

Textbooks and Lab Manuals**Resource Type**

Textbook

Description

Chenevert, Melodie. *Mosby's Tour Guide to Nursing School: A Student's Road Survival Kit*. 6th ed., Mosby, 2010.

Resource Type

Textbook

Description

Buchholz, Susan. *Henke's Med-Math: Dosage Calculation, Preparation and Administration*. 9th ed., Wolters Kluwer, 2019.

Resource Type

Textbook

Description

Ellis, Dave. *Becoming a Master Student*. 17th ed., Cengage, 2022.

Library Resources

Assignments requiring library resources

Use of the Library Learning Resources building's open access lab to connect to the Internet. Learn how to do research using the Library's print and online resources specializing in healthcare topics.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Access healthcare texts, articles, or websites to identify the requirements of advanced practice nursing roles.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD. Instructors may involve students in active learning with the following activities: students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.
E-mail	Contact with students by college or Canvas email.

Other DE (e.g., recorded lectures)

Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics.
 "Announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.
 Instructors may involve students in active learning with the following activities:
 students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes.

Synchronous Dialog (e.g., online chat)

Lectures, study sessions.
 Instructors may involve students in active learning with the following activities:
 students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; instructor may create student groups or group activities using the online course.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
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Asynchronous Dialog (e.g., discussion board)	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD. Instructors may involve students in active learning with the following activities: students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.</p>
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E-mail	Contact with students by college or Canvas email.
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Other DE (e.g., recorded lectures)	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics.</p> <p>"Announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.</p> <p>Instructors may involve students in active learning with the following activities:</p> <p>students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes.</p>
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100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts.</p> <p>Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD.</p> <p>Instructors may involve students in active learning with the following activities:</p> <p>students may complete homework and receive feedback through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.</p>
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

NURSING

Review and Approval Dates

Department Chair

12/09/2022

Dean

12/16/2022

Technical Review

02/16/2023

Curriculum Committee

02/21/2023

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000589890

DOE/accreditation approval date

MM/DD/YYYY