

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: FSS 118**

**Year: 2020-2021**

**Course Title: Freshman Seminar – Nursing Interest**

**Credit Hours: 1**

**I. Course Description:** This course is intended primarily for first semester college students with a particular interest in nursing. Students will engage in an in-depth exploration of issues related to college success, and will gain an understanding of the requirements for admission to the Nursing program. This course will assist students in engaging themselves in the college community, understanding diversity and relationship dimensions, understanding college resources, policies, and procedures, and acquiring a self-understanding of one's own strengths and intelligences and how these can be applied to academic goals, wellness issues, and issues related to future academic plans both within this college as well as following completion of their degree.. Because of the similarity of the course content, students may not receive credit toward their degree for ACAD 100, ACAD 150 or any other FSS course taken in combination with this course. Prerequisites: None. 1 Cr. (1 Lec.) Fall semester.

**II. Additional Course Information:**

- |  |
|--|
| 1. This Freshman Seminar is an unrestricted elective credit, and is particularly recommended for students in the first semester of the Liberal Arts & Sciences, General Studies program who are planning to apply for the Nursing program after completion of required pre-requisites. |
| 2. The course is designed to assist students with an interest in the Nursing degree program in achieving better success in their program and to help them focus on their goals upon program completion.  |
| 3. Each student must meet with their assigned academic advisor within the first 3 weeks of the course to talk about academic goals and interests and the advisement/registration process.  |
| 4. Each student will complete a culminating project and give a 5-minute presentation to classmates based on research on a personal interest in the healthcare field.   |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- |  |
|--|
| 1. Develop connections with faculty, staff, and other students.  |
| 2. Discuss college-level expectations related to personal responsibility for academic and life outcomes.   |
| 3. Obtain and utilize information about the College's key academic, wellness, and personal support services, including resources for nursing careers and the Nursing degree program. |
| 4. Articulate personal and academic goals, incorporating basic educational, technical, and interpersonal requirements for success in nursing.  |

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students will learn study skills involving critical reading and listening as a part of course content. They will complete short written assignments and will engage in class discussion. Students will engage in a project at the end of the course integrating all the information to which they have been exposed in order to evaluate where there is the greatest need for academic and personal development and how they can apply their strengths and the resources available to them to develop in these areas.

**Social/Global Awareness**

Course content on diversity and relationship dimensions will lead students to understand perspectives different from their own as well as how their own perspective (including their strengths) influences perception.

**Information Management**

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

**V. Essential Topics/Themes**

1. College resources available for solving problems (Tutoring, Office of Mental Health, Student Success: Advising, Career, and Transfer, Health Services, TC3 Food Pantry, Campus Tech Support)
2. Nursing program admission requirements and career opportunities; Also investigate other healthcare related fields (Human Services, Chemical Dependency Counseling, Recreation) offered on campus. Visit the nursing lab
3. How to conduct basic research, and library resources available on campus
4. Group activities with a focus on communication & teambuilding

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Orientation Day "Hunt"	5-10%
2. Getting to Know You	5-10%
3. Autobiography	5-10%
4. Academic Advising Appointment	5-10%
5. Career Coach Activity	5-10%
6. Weekly Reflection on Guest Speakers/Experiences	20-25%
7. Oral Presentation/Final	25-30%
8. Attendance	10-20%

**VII. Texts – None Required**

**VIII. Bibliography of Supplemental Materials**

1. Jajairam, P. (2016). <i>First-year seminar: The advantages that this course offers. Journal of Education and Learning</i> , 5(2), 15-23.
---

*Editions listed are current as of date of syllabus. More recent editions may be used.*

**IX. Other Learning Resources**

<b>Audiovisual</b> TC3 owns and has access to many audiovisual resources on course-related topics including Films on Demand
--

**Electronic**

Nursing Subject Guide: <https://tc3.libguides.com/c.php?g=21153&p=6043509>  
STAT!Ref

**Other**

Databases: Medline, CINAHL

[www.nih.gov](http://www.nih.gov)

[www.cdc.gov](http://www.cdc.gov)

The library holdings include a rich nursing collection, as well as a number of books about allied health and other areas of possible use to students

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*