



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
NRS105	Professional Nursing	1
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
1/0/0	Co-requisites: NRS115	Fall 2023

Catalog description:

This course introduces the learner to non-clinical professional nursing concepts. The courses focuses on understanding foundational concepts in nursing such as nursing theory, advocacy, ethics, and evidence based practice.

General Education Category:
Not GenEd

Course coordinator: Nursing faculty TBD

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 609-570-3526

Required texts & Other materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2019) Pharmacology for Nurses A Pathophysiologic Approach. (6th Edition) Pearson Education, Inc. ISBN: 978-0135218334

Callahan, B. (2018). Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume Three, 3rd. Edition. Pearson Education, Inc. ISBN: 978-0134616834

Giangrasso, A., & Shrimpton, D. (2013). Dosage calculations: a multi-method approach. Pearson Education, Inc. ISBN: 978-0132158626

MyNursingLab: Electronic resource bundle from Pearson that includes study materials and additional electronic textbooks. Sold in college bookstore as a bundle with concept textbooks and pharmacology text. May be purchased separately for approximately \$310 by visiting <https://registration.mypearson.com/#payment-option>

Pearson. (2018). Nursing: A Concept-Based Approach to Learning, Volume I, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803

Pearson. (2018). Nursing: A Concept-Based Approach to Learning, Volume II, 3rd Edition Pearson Education, Inc. ISBN 978-0134616803

Silvestri, L.A, (2020) Saunders Comprehensive Review for the NCLEX-RN Examination, 8th Edition. Elsevier Saunders. ISBN 978-0323672849

Adobe PDF Reader (Free Version) installed on your computer or device

Microsoft Teams App installed on your device. This is free through your MyMercer account.

Stethoscope, blood pressure cuff, penlight, and wrist watch with a second hand

Regular access to a computer with internet access and ability to generate Microsoft Office documents (Word, Excel, and PowerPoint).

Course Student Learning Outcomes (SLO):

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

CLO1: Identify written and verbal therapeutic communication, information literacy, and use of healthcare technology to promote safe and positive outcomes through the continuum of care delivery. (PLO2, ILG1, ILG4, ILG10).

CLO2: Identify the importance of collaboration with members of the interprofessional team, the patient, and the patient's support person to promote care that incorporates a culturally humble and holistic focus. (PLO3, ILG5, ILG8).

CLO3: Describe health equity through the inclusion of social determinants of health in the nursing process. (PLO4, ILG5, IGL11).

CLO4: Define a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care. (PLO5, ILG9).

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Nursing

PLO1: Apply clinical judgement to provide safe, evidence-informed patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (ILG2, ILG3, IGL11)

PLO2: Implement written and verbal therapeutic communication, information literacy, and use of healthcare technology to promote safe and positive outcomes through the continuum of care delivery. (ILG1, ILG4, ILG10)

PLO3: Collaborate with members of the interprofessional team, the patient, and the patient's support person to promote care that incorporates a culturally humble and holistic focus (ILG5, ILG8)

PLO4: Promote health equity through the inclusion of social determinants of health in the nursing process (ILG5, IGL11).

PLO5: Develop a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care (ILG9).

Unit 1: Foundations of Nursing Practice

Learning objectives: The student will be able to verbalize understanding of nursing theory, apply the nursing process, and discuss accountability within nursing practice.

1. Nursing theory
2. The nursing process – clinical decision making
3. Accountability

Unit 2: Healthcare Systems

Learning objectives: The student will recognize of the impact of healthcare systems and health policy on patient outcomes.

4. Healthcare systems
5. Health policy

Unit 3: Collaboration

Learning objectives: The student will describe the importance of collaboration, teamwork, communication, professionalism and informatics in nursing practice.

6. Collaboration and teamwork
7. Communication
8. Professionalism
9. Informatics

Unit 4: Advocacy

Learning objectives: The student will explain the importance of teaching, learning, evidence based practice, advocacy, ethics, and legal issues in nursing practice.

10. Teaching and learning
11. Advocacy
12. Ethics
13. Evidence based practice
14. Legal issues

Evaluation of student learning:

Evidence based practice paper

Ethics debate

Advocacy communications

Patient teaching demonstration

Nursing process paper