



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number NRS 275	Course Title Nursing Transition to Practice	Credits 1.0
Hours: Lecture/Lab/Other 1/0/1	Co-requisite: NRS 250 Pre-requisite: NRS 245	Implementation Semester & Year Spring 2025

Catalog description: This course will prepare the new graduate nurse to transition into practice. Students will complete a professional development plan and explore nursing careers in different healthcare settings. The course will include content on advocacy and ethics in healthcare, evaluation of evidence, promotion of quality and safety, and leadership. Clinical observation hours are included.

General Education Category:
Not GenEd

Course coordinator: Nursing faculty TBD

Director of Nursing Education Elizabeth Mizerek
mizereke@mccc.edu
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:

1. 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)
2. Promote health equity through the inclusion of social determinants of health in the nursing process (ILG5, IGL11).
3. Develop a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care (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 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 (PLO)

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)

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

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

Units of study in detail – Unit Student Learning Outcomes:

Unit 1: Professional Role Development {Supports Develop a professional identity that includes a spirit of inquiry and an ethical practice with advocacy for patient centered care. (ILG9) }

Learning Objectives

The student will be able to:

1. Complete a plan for ongoing professional development and lifelong learning.
2. Recognize leadership skills in nursing practice.
3. Understand conflict management strategies for nursing practice.

Unit 2: Nursing Knowledge {Supports 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)}

Learning Objectives

The student will be able to:

1. Evaluate practice questions against available evidence.
2. Identify practices that promote safe outcomes.
3. Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.

Unit 3: Health Equity {Supports Promote health equity through the inclusion of social determinants of health in the nursing process. (ILG5, IGL11)}

Learning Objectives

The student will be able to:

1. Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care.
2. Identify the impact of social determinants of health on patient needs.

Evaluation of student learning:

Professional portfolio – students will create professional portfolio, including resume and life-long learning plan.

Group project – Identify practice question and create presentation analyzing potential evidence.

Group project – Create patient safety initiative, linking to best practice and present as educational poster.