



**MATH, SCIENCE & HEALTH PROFESSIONS**

**NURSING PROGRAM**

**ENTRY INTO PROFESSIONAL NURSING**

**NRS 101**

**COURSE OUTLINE**

**SPRING 2012**

**7A Session**

# NRS 101 Entry Into Professional Nursing Syllabus/Course Outline Spring 2012 West Windsor Campus

## 7A Session

### *Course Information*

<b>Organization</b>	Mercer County Community College
<b>Credits</b>	1
<b>Instructor</b>	Statira Ziemba RN, MA
<b>E-mail Address</b>	statiraz@ymail.com
<b>Office</b>	
<b>Campus</b>	West Windsor Campus
<b>Office Phone</b>	201-320-7270
<b>Number of Weeks</b>	7

### **Description**

This nursing course is designed to introduce the new nursing student to the profession of nursing. A history of the nursing profession is presented. The concept of critical thinking and the application to the nursing process model of decision-making is discussed. Students are also taught study skills to enhance their success in the nursing program.

### **Prerequisites**

ENG 101, MAT 037 or higher

### **Required Textbooks**

North Carolina Concept-Based Learning Editorial Board. (2011). *Nursing A Concept-Based Approach to Learning Volume Two*. Upper Saddle River: Pearson Education, Inc  
**ISBN:** 978-0-13-510351-7 (vol. 2)

Nugent, P. M., Vitale, B.A. (2008) *Fundamentals Success*. (2<sup>nd</sup> ed.) Philadelphia: FA Davis. **ISBN:** 978-0-8036-1921-0.

### **Learner Supplies**

Lecture notes based on assigned readings are available on the nursing program website, [www.mccc.edu/nursing](http://www.mccc.edu/nursing), under **Course Information, NRS 101**. **Student is responsible for printing lecture notes and bringing them to class.**

### **Course goals:**

*At the conclusion of this course, the student will be able to:*

- Know the ethical principles that impact the nursing profession. **Core Abilities:**

**A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**

- Identify legal issues that pertain to nursing practice. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Discuss the relationship of the nursing process to a model of critical thinking. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Utilize study strategies to promote student success. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Identify effective communication techniques. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**
- Describe the issues pertinent to professional nursing practice. **Core Abilities: A, B, C, E, F Gen Ed Outcomes: 1,3,4,8,9**

### **Course-specific General Education Knowledge Goals and Core Skills.**

Entry into Professional Nursing supports the MCCC General Education Knowledge Goals and Core Skills

### **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

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

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

### **NRS 101 Units of Study in Detail.**

#### **Unit I Introduction to Professional Nursing**

##### **Learning Objectives**

*The student will be able to...*

- Identify different types of health care agencies and health care services.
- Explore nursing behaviors that demonstrate professionalism.
- Identify factors that influence the development of health policy in the United States
- Identify regulatory agencies and accrediting bodies that develop, administer, or implement health policy
- Discuss professional organizations that support nurses and the nursing profession.
- Discuss the goals and purpose of evidence-based practice

#### **Unit II Legal and Ethical Issues in Nursing Practice**

##### **Learning Objectives**

*The student will be able to...*

- Identify legal parameters of professional nursing practice.
- Discuss the relationship between values and ethics in the nursing profession.
- Discuss how personal values influence personal care.
- Describe the rights of client's in the health care system.

#### **Unit III Critical Thinking and the Nursing Process**

##### **Learning Objectives**

*The student will be able to...*

- Discuss the relationship of the nursing process to a model of critical thinking.
- Explain the relationship of data collection and data analysis in critical thinking.
- Discuss the steps of the nursing diagnostic process.
- Discuss the process of developing client outcomes.
- Discuss the steps of the implementation process.
- Describe how evaluation can lead to revision or modification of a plan of care.

## **Unit IV      Professional Communication in Nursing**

### **Learning Objectives**

*The student will be able to...*

- Describe the basic elements of the communication process.
- Discuss effective communication techniques for clients at various developmental levels.
- Discuss the significance of therapeutic communication in promoting professional nursing relationships.
- Identify barriers to successful communication.
- Identify different documentation systems.

## **Unit V      Strategies for Nursing Success**

### **Learning Objectives**

*The student will be able to...*

- Demonstrate techniques for note-taking, active reading, and textbook outlining.
- Understand the structure of nursing content questions and how to diagram the question to lead to the correct answer
- Describe time management techniques utilized to manage multiple assignments and deadlines.
- Describe how to form an effective study group.

## ***Grading Information***

### **Grading Rationale**

Student learning will be evaluated by 2 course theory tests, a critical thinking paper project, and a class participation grade. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam. All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade.

**In order to successfully pass this course, point scores for the calculation of tests and the class participation grade must be 75% or higher.**

### **NRS 101 Testing Procedure:**

All course theory exams will be given during lecture. All tests are timed. Students will have 1 ½ minutes per question. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to the Nursing Program Exam Proctoring Policy at the end of this course outline.

### **Late Arrival to Tests**

Students who arrive late for a scheduled exam will not be given additional time to complete the exam.

### **NRS 101 Lecture Class:**

Classroom sessions are based on learning objectives from the course outline. Handouts of content specific power point slides are available on the nursing program website [www.mccc.edu/nursing](http://www.mccc.edu/nursing) under NRS 101. It is the responsibility of the student to print handouts and complete reading assignments prior to class. Classroom sessions are 2 hours once per week for seven weeks. Textbook readings are assigned based on unit/session learning objectives listed in the course outline and should be completed prior to the class session. Cell phones must be shut off during class sessions. During testing cell phones, PDA's or any other electronic device must be turned off and out of student reach. Tape recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class. The Class Participation grade will be awarded based on student presence in class and relevant participation in class discussions. To receive full credit for the class participation grade, the student must attend all 7 class sessions. The class participation grade is 10% of the overall grade for the course. The class participation grade will be awarded as follows:

**0 absences, participates in each class discussion= 100%**

**1 absence, participates in each class discussion=90%**

**2 absences, participates in class discussions=80%**

**Class attendance will be taken at the beginning of the lecture session. If a student arrives to class after attendance has been taken, the student will be marked absent for the class.**

**After the third absence to a lecture class, the student will be withdrawn from the course or will receive a “F” grade for the course.**

**A grade for NRS 101 will be assigned as follows:**

**Class Participation- 10% of final grade**  
**Critical Thinking Paper-20% of final grade**  
**Test 1- 35% of final grade**  
**Test 2- 35% of final grade**

**Grading Scale for MCCC Nursing Courses**

A	97-100%
A-	93-96%
B+	89-92%
B	85-88%
B-	81-84%
C+	78-80%
C	75-77%
D	61-74%
F	60 or below
I	Incomplete
WI	Instructor Withdrawal
W	Withdrawal

## **Guidelines for Success**

### **Academic Honesty 2**

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

#### Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

#### Cheating:

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

### **ADA Statement 2**

If you believe that you may require special accommodations or services to participate in this course, please contact the instructor or a counselor in Student Services. See the MCCC Student Handbook for further details.

Revised: July 2011

## ***Class Schedule: Spring 2012 7A Session***

<b>Session</b>	<b>Target Competencies</b>	<b>Learning Activities</b>
<b>Session 1:</b> <b>UNIT I</b> Professional Nursing Practice	1. Explore nursing behaviors that demonstrate professionalism 2. Identify different types of health care agencies and health care services. 3. Identify factors that influence the development of health policy in the United States 5. Identify regulatory agencies and accrediting bodies that develop, administer, or implement health policy 5. Discuss professional organizations that support nurses and the nursing profession. 6. Discuss the goals and purpose of evidence-based practice	Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 38 pgs. 2225-2233 and 2236-2238 (Work Ethic) Chapter 44 pgs. 2339-2350 Chapter 45 pgs. 2361-2369 Chapter 43  Print Session 1 lecture notes from website: <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a>  Class discussion of concepts  Nugent & Vitale Chapter 2
<b>Session 2:</b> <b>UNIT II</b> Legal & Ethical Issues in Nursing Practice	1. Discuss the relationship between values and ethics in the nursing profession. 2. Discuss how personal values influence personal care. 3. Describe the rights of client's in the health care system. 4. Identify the legal parameters of professional nursing practice.	Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 42 Chapter 47  Print Session 2 lecture notes from website: <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a>  Class discussion of concepts
<b>Session 3:</b>	<b>Units I and II Concepts</b>	<b>Test 1 – (Unit I &amp; II)</b>
<b>Session 4:</b> <b>UNIT III</b> Critical Thinking & the Nursing Process	Discuss the relationship of the nursing process to critical thinking. Identify the components of the nursing process. Explain the relationship of data collection and data analysis in critical thinking.	Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 34  Print Session 4 lecture notes from website: <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a>  Class discussion of concepts  Critical Thinking Paper  Nugent & Vitale Chapter 4 pgs. 147-157,
<b>Session 5:</b> <b>UNIT IV</b> Communication in Nursing	Describe the basic elements of the communication process. Discuss effective communication techniques for clients at various developmental levels. Discuss the significance of therapeutic	Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 36 <b>Critical Thinking Paper Due</b> Print Session 5 lecture notes from website:

	<p>communication in promoting professional nursing relationships.  Identify barriers to successful communication.  Identify different documentation systems</p>	<p><a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a>  Class discussion of concepts</p>
<p><b>Session 6</b>  Study Skills for Nursing Success</p>	<p>Discuss study skills utilized to promote success in nursing courses.</p>	<p>Nugent &amp; Vitale Chapter 1: Fundamentals of Critical Thinking Related to Test Taking  Handout: Introduction to Testing Styles  Handout: How to Form an Effective Study Group.  Print Session 6 lecture notes from website:  <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a>  Class discussion of concepts</p>
<p><b>Session 7:</b></p>		<p><b>Test 2 (Units III &amp; IV)</b></p>

## NRS101 - ENTRY INTO PROFESSIONAL NURSING

### **CRITICAL THINKING PAPER**

#### **OBJECTIVES:**

1. Demonstrate awareness of one's own method of thinking.
2. Define critical thinking.
3. Identify ways in which one's own thinking style compares with critical thinking.
4. Compare problem-solving, the scientific method and critical thinking.
5. Recognize the importance of critical thinking skills for nursing students.

#### **GUIDELINES:**

Using APA format, type a brief paper (2-4 pages, exclusive of title and reference page) answering the following questions:

1. What is your style of thinking?
2. How is critical thinking defined?
3. How does your style of thinking compare with critical thinking?
4. How does critical thinking compare with problem-solving and the scientific method?
5. Why is the ability to think critically a necessary skill for nursing students?

#### **GRADING CRITERIA:**

1. Each project objective (#1-5 above) is worth 16 points for a total of 80 points.
2. Presentation (20 points total)
  - A. APA format - 5 points (No abstract or running head required)
  - B. Spelling & Grammar – 10 points
  - C. Professional appearance - 5 points
  - D. Lateness - one point will be deducted for each day late.  
**Projects late over 7 days will receive a grade of zero.**
3. Information on APA format is located on the nursing website at [www.mccc.edu/nursing](http://www.mccc.edu/nursing) under Student Resources.

*Mercer County Community College*  
*Division of Math, Science and Health Professions*  
*Nursing Program*

Policy: Exam Proctoring

Purpose: To ensure secure conditions for exam administration.

Procedure:

1. Each exam should have a minimum of two proctors.
2. Exam proctors are to walk about the room while the exam is in progress.
3. All personal articles will be placed in the front of the room during the examination. All cell phones and recording devices are to be turned off. No jackets, hats, cups or personal items will be allowed at the students desk during the examination.
4. There is to be no talking or other communication between students and/or faculty during the examination. Questions can be answered after all students have completed the examination.
5. Once a student has finished their exam, they are to raise their hand and a faculty member will retrieve the examination and Scantron sheet. Students are to immediately leave the exam room.
6. Coats, cell phones and other personal items can be retrieved once all students have completed the examination.
7. Any student who does not abide by the above, will receive a "0" for that exam.

Effective Date: February 24, 2009

Revised Date:

Approved by:



, Director