



**MATH, SCIENCE & HEALTH PROFESSIONS**

**NURSING PROGRAM**

**ENTRY INTO PROFESSIONAL NURSING**

**NRS 101**

**COURSE OUTLINE**

**SPRING  
2013**

**7A Session**

# **NRS 101 Entry Into Professional Nursing Syllabus/Course Outline Spring 2013 West Windsor Campus**

## **7A Session**

### *Course Information*

**Organization** Mercer County Community College  
**Credits** 1  
**Instructor** Arnita R. Cook RN MSN  
**E-mail Address** cookar@mccc.edu

### **Office**

**Campus** West Windsor Campus

### **Office Phone**

**Number of Weeks** 7

**Reviewed: January 2013**

### **Catalog Course 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. (2012) *Fundamentals Success: A Q & A Review Applying Critical Thinking to Test Taking* (3<sup>rd</sup> ed.) Philadelphia: FA Davis. (**ISBN-13: 978-0-8036-2779-6**).

### **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.**

**Information resources:** MCCC nursing program website: [www.mccc.edu/nursing](http://www.mccc.edu/nursing)  
Pearson textbook student resources: [www.mynursingkit.com](http://www.mynursingkit.com)

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

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

### **MCCC 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 Course Student Learning Outcomes:**

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

- Know the ethical principles that impact the nursing profession. **Core Skills: A,**

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

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

### **NRS 101 Unit Student Learning Outcomes.**

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

##### **Learning Outcomes**

*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 Outcomes**

*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 Outcomes**

*The student will be able to...*

- Discuss the need for critical thinking and decision making in the nursing process in order to maintain safe nursing practice.
- Describe the relationships among the nursing process, critical thinking, the problem-solving process, and the decision making process.

- Identify essential decisions made by nurses in their daily practice.
- Define critical thinking, decision making, and problem solving.
- Identify the components of the nursing process.

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

##### **Learning Outcomes**

##### ***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 Outcomes**

##### ***The student will be able to...***

- Discuss study skills utilized to promote success in nursing courses.
- 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.

## **Evaluation of Student Learning/Grading Information**

### **Course Grading Requirements:**

1. Exam 1 (Week 3)
2. Exam 2 (Week 7)
3. Written Project – Critical Thinking Paper
4. Class Participation Grade

### **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. All scantrons are stored in the Nursing Program office.

**In order to successfully pass this course, point scores for the calculation of tests, written project 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%**

**3 absences will result in an instructor withdrawal from the class or a grade of F if after the class withdrawal deadline.**

**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.**

**Written Project:** Students in NRS 101 will be required complete a written project. The focus of the paper is on critical thinking. Project guidelines are included in this course outline. The grade for the written project is 20% of the final course grade.

**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-	93-96.99%
B+	89-92.99%
B	85-88.99%
B-	81-84.99%
C+	78-80.99%
C	75-77.99%
D	61-74.99%
F	60.99 or below
I	Incomplete
WI	Instructor Withdrawal
W	Withdrawal

**Per MCCC Nursing Program Policy, there is no rounding of grades in nursing courses.**

## **Guidelines for Academic Success**

### **Academic Honesty**

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

#### **Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

##### **A. Uses or obtains unauthorized assistance in any academic work.**

- Copying from another student's exam.
- Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- Stealing an exam or possessing a stolen copy of an exam.

##### **B. Gives fraudulent assistance to another student.**

- Completing a graded academic activity or taking an exam for someone else
  - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
  - Sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
  - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
  - Presenting another individual's work as one's own.
  - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- D. Fabricates data in support of an academic assignment.**
- Falsifying bibliographic entries.
  - Submitting any academic assignment which contains falsified or fabricated data or results.
- E. Inappropriately or unethically uses technological means to gain academic advantage.**
- Inappropriate or unethical acquisition of material via the Internet or by any other means.
  - Using any electronic or hidden devices for communication during an exam.

*Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.*

### **Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

**Appeals.** The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

*Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004*

### **ADA Statement**

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.

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

<b>Session</b>	<b>Learning Objectives</b>	<b>Student 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 4. 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	1. Discuss the need for critical thinking and decision making in the nursing process in order to maintain safe nursing practice. 2. Describe the relationships among the nursing process, critical thinking, the problem-solving process, and the decision making process. 3. Identify essential decisions made	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

	<p>by nurses in their daily practice.</p> <ol style="list-style-type: none"> <li>4. Define critical thinking, decision making, and problem solving.</li> <li>5. Identify the components of the nursing process.</li> </ol>	<p><b>Critical Thinking Paper Written Project</b></p> <p>Nugent &amp; Vitale Chapter 4 pgs. 147-157,</p>
<p><b>Session 5:</b> <b>UNIT IV</b> Communication in Nursing</p>	<ol style="list-style-type: none"> <li>1. Describe the basic elements of the communication process.</li> <li>2. Discuss effective communication techniques for clients at various developmental levels.</li> <li>3. Discuss the significance of therapeutic communication in promoting professional nursing relationships.</li> <li>4. Identify barriers to successful communication.</li> <li>5. Identify different documentation systems</li> </ol>	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 36</p> <p><b>Critical Thinking Paper Due</b></p> <p>Print Session 5 lecture notes from website: <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a></p> <p>Class discussion of concepts</p>
<p><b>Session 6</b> <b>UNIT V</b> Study Skills for Nursing Success</p>	<ol style="list-style-type: none"> <li>1. Discuss study skills utilized to promote success in nursing courses.</li> <li>2. Demonstrate techniques for note-taking, active reading, and textbook outlining.</li> <li>3. Understand the structure of nursing content questions and how to diagram the question to lead to the correct answer</li> <li>4. Describe time management techniques utilized to manage multiple assignments and deadlines.</li> <li>5. Describe how to form an effective study group.</li> </ol>	<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.</p> <p>Print Session 6 lecture notes from website: <a href="http://www.mccc.edu/nursing">www.mccc.edu/nursing</a></p> <p>Class discussion of concepts</p>
<p><b>Session 7:</b></p>		<p><b>Test 2 (Units III &amp; IV)</b></p>

MERCER COUNTY COMMUNITY COLLEGE  
NURSING PROGRAM

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