



**SCIENCE & HEALTH PROFESSIONS**

**NURSING PROGRAM**

**NUR 203**

**COURSE OUTLINE**

**SPRING 2006**



## COURSE OUTLINE

**Course Number: NUR 203**

**Course Title : NURSING V**

**Credits: 1**

**Hours: One lecture hour per week**

**Catalog description:**

Designed to assist the student in assuming the role of the registered nurse. Consideration of licensure, legal aspects of nursing, professional organizations, trends in nursing and health care, and ethics and biomedical ethical concerns.

**Prerequisites:** NUR 101, NUR 112, NUR 201

**Corequisites:** NUR 202

**Required texts/other materials:**

Cherry, Barbara and Jacob, Susan. (2005). Contemporary Nursing. (3<sup>rd</sup> edition). St. Louis, MO: Elsevier Mosby

**Last revised:** December 2005

**Course coordinator:**

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**Information resources:** Textbook, library sources, professional nursing organization websites

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

1. Discuss the characteristics of a professional nurse
2. Discuss provisions of the New Jersey Nurse Practice Act
3. Discuss the legal and ethical responsibilities for nursing practice
4. Discuss responsibilities of the RN when delegating tasks to unlicensed personnel
5. Discuss competencies of the beginning staff nurse in the role of manager of client care
6. Identify factors affecting health care delivery systems today
7. Identify the changes occurring in the nurse's role as a result of managed care and other developments in the health care system
8. Discuss the ways to make a smooth transition from student to professional nurse
9. Discuss responsibilities of nurse for emergency preparedness
10. Discuss resume writing, job search approach and how to succeed at the NCLEX

**Units of study in detail.****NURSING 203 SPRING SCHEDULE 2006**

WEEK	DATE	TOPIC	CHAPTER
1	1/18/06	Introduction to course Define professional and professionalism, applying these concepts to nursing Discuss how public perceptions of the nurse have changed over time	1, 2, 3
2	1/25/06	Communication approaches to use as a professional nurse (assertiveness, negotiation, conflict management), managing time effectively	17, 23 handout
3	2/1/06	Delegation and Supervision in Nursing	18
4	2/8/06	The Influence of Contemporary Trends and Issues on Nursing Education; Nursing Licensure and Certification; Nursing Research	4 5 21
5	2/15/06	Financing Health Care and Economic Issues; Nursing in the ever evolving Health Care System	6 7
6	2/22/06	Legal Issues in Nursing and Health Care; Nursing Informatics and clinical Information Systems	8 14
7	3/1/06	Ethical and Bioethical Issues in Nursing and Health Care	9
8	3/8/06	<b>MIDTERM EXAM</b> (in class on material from Week 1 to Week 7)	
9	3/22/06	Health Policy and Politics; Nursing's Role in Improving the Quality of Health Care	10 20
10	3/29/06	Cultural Competency and Social Issues in Nursing and Health Care; Complementary and Alternative Healing	11 15
11	4/5/06	Workplace Advocacy and the Nursing Shortage; Emergency Preparedness and Response for Today's World	12 13
12	4/12/06	Nursing Leadership and Management; Staffing and Nursing Care Delivery Models	16 19 <b>RESUMES DUE</b>
13	4/19/06	Making the Transition from Student to Professional Nurse; Contemporary Nursing roles and Career Opportunities	22 24
14	4/26/06	Job Search: Finding Your Match; NCLEX-RN Examination	25 26
15	5/3/06	<b>FINAL EXAM</b> (in class on material from Week 9 to Week 14) EVALUATION OF COURSE EVALUATION OF PROGRAM	

**Evaluation of student learning:**

<b>Course Requirements:</b> 1. Project 1 - Class presentation 2. Midterm and Final Exam 3. Project 2 - Professional Resume  <u>Grading</u> Class Presentation..... 35% Midterm Exam..... 25% Final Exam..... 25% Professional Resume.. 15%	<b>GRADING</b> <table border="1"><tr><td><b>A</b></td><td><b>93-100</b></td></tr><tr><td><b>A-</b></td><td><b>90-92</b></td></tr><tr><td><b>B+</b></td><td><b>87-89</b></td></tr><tr><td><b>B</b></td><td><b>83-86</b></td></tr><tr><td><b>B-</b></td><td><b>80-82</b></td></tr><tr><td><b>C+</b></td><td><b>77-79</b></td></tr><tr><td><b>C</b></td><td><b>75-76</b></td></tr><tr><td><b>C-</b></td><td><b>70-74</b></td></tr><tr><td><b>D</b></td><td><b>60-69</b></td></tr><tr><td><b>F</b></td><td><b>59 or less</b></td></tr></table>	<b>A</b>	<b>93-100</b>	<b>A-</b>	<b>90-92</b>	<b>B+</b>	<b>87-89</b>	<b>B</b>	<b>83-86</b>	<b>B-</b>	<b>80-82</b>	<b>C+</b>	<b>77-79</b>	<b>C</b>	<b>75-76</b>	<b>C-</b>	<b>70-74</b>	<b>D</b>	<b>60-69</b>	<b>F</b>	<b>59 or less</b>
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**Academic Integrity Statement:**

**ACADEMIC INTEGRITY  
OMB 210**

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.**

- inappropriately or unethically acquiring 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 course 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 (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

**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 the MCCC Board of Trustees March 18, 2004

## PROJECT 1 - CLASS PRESENTATION

Each student will be required to present one course topic to the class. Depending on the size of the class, these presentations may be done independently or in small groups (size of small group to be determined by instructor). Students will select from course topics during orientation to course.

### GUIDELINES FOR PREPARATION OF PRESENTATION

1. **Formulate learning outcomes** for your presentation. Initially, go to the beginning of each chapter to guide you as to what will be covered in each chapter. Your learning objectives may be the same or different.
2. **Strategies for group presentation**
  - Definitions of **key concepts** should be distributed to the class. These come from the chapters summarized in outline, bullet format, no more than two typewritten pages
  - Utilize class time to **APPLY concepts** to actual situations, case studies
  - Student presenter(s) are **leaders** of discussion. **THIS IS NOT A LECTURE!**
  - Materials collected need to be discussed, **DO NOT READ.** (You will lose points for reading).
  - Student leaders can **assign** the class participants to take roles with a script that might best explain the concept. Costumes, props can be used
  - Some examples for presentation formats include:
    - **“What if” games**
    - **Jeopardy games**
    - **Crossword puzzles**
    - **Case studies**
    - **Test questions**
    - **Skits**
  - The presentation should end with **SUMMARY OF KEY POINTS BY REVIEWING TEST QUESTIONS** – Student groups are to develop 10 sample test questions to review with the class. Correct answers with rationales and references should also be distributed.
3. **Presentation Packet Should Include the Following Items:**
  - Title of presentation
  - Names of participants
  - Responsibilities of participants
  - Chapters of text covered by the presentation
  - Date of presentation
  - Student learning outcomes
  - Reference list
  - Copy of articles, web sites used
  - Copy of test questions and all student handouts
4. **References:**
  - Go to the end of the chapter to give yourself a point for sources that discuss the topic.
  - You need to find your own sources. **YOU MUST HAVE AT LEAST THREE TO FIVE CURRENT (within the past five years) JOURNAL ARTICLES.** Web site sources are acceptable, but must be in addition to the journal articles.
  - **Make sure you present your Reference List in APA format.** You will lose points from your presentation if the format is not followed.

5. **Evaluation:**

- Evaluations will be done by peer and faculty review
- Student groups should review the evaluation tool to determine the criteria for grading
- Evaluation tools will be distributed to the student group at the beginning of the class
- A written grade will be handed to the student one week following the presentation  
Presentation grades are determined by two evaluation tools, one completed by the instructor and one completed by the student peers

6. **Presentation Grades are Based on the Following Criteria:**

- **Distinctive**: exceptional competence, beyond expectations of objectives, stands alone, highly creative
- **Excellent**: fulfills all objectives, utilizes creativity, demonstrates high level of competence
- **Satisfactory**: meets objectives with some use of creativity and average competence
- **Minimal**: partially meets objectives with minimal use of creativity and below average competence
- **Insufficient**: does not meet objectives, no use of creativity, no demonstration of competence

**PROJECT 2 - PROFESSIONAL RESUME**

- The student will be expected to write a professional resume.
- Drafts can be reviewed by instructor until one week prior to the due date.
- All students must submit a final resume for grading.
- **Due Date: APRIL 12, 2006**