



SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

ENTRY INTO PROFESSIONAL NURSING

NRS 101

COURSE OUTLINE

FALL 2011

7 B SESSION (ONLINE)

NRS 101 Entry Into Professional Nursing Syllabus/Course Outline Fall 7B 2011 West Windsor Campus

6A Session (ONLINE)

Course Information

Organization	Mercer County Community College
Credits	1
Instructor	Toni K. Racioppo, RN, MSN, CNS
E-mail Address	racioppt@mccc.edu
Office	MS 117
Office Hours (7B)	Mondays 11:30AM-2:30PM
Campus	West Windsor Campus
Office Phone	609-570-3895
Number of Weeks	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*. (2nd ed.) Philadelphia: FA Davis. **ISBN: 978-0-8036-1921-0**.

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 healthcare and 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 Modules of Study in Detail.

Module I Introduction to Professional Nursing & Health Care Delivery Systems

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

Module 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.
- Discuss legal issues pertaining to nursing practice

Module 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.

Module 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.

Module 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 participation in the weekly discussion forum questions. 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, the average of point scores for the calculation of tests, the critical thinking paper and the online class participation grade must be 75% or higher.

NRS 101 Testing Procedure:

The two theory exams will be given on campus in MS 215 as outlined in the class schedule section of the course outline.. 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 for a detailed explanation of testing requirements and restrictions.**

Late Arrival to Tests

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

Weekly Online Lecture Class:

Weekly online classroom sessions are based on learning objectives from the course outline. Students access the online classroom at <http://www.mccc.angellearning.com>. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to accessing each week's online content. Interactive learning activities may be included with each online lesson. After reading the textbook and accessing the online classroom, students use the discussion forum to post answers to weekly questions. Students will be required to submit one original discussion forum post each week. At least two follow-up discussion forum posts (in response to another classmate's post) must be submitted by 11:55pm on the Saturday of each week.

Critical Thinking Paper Assignment:

A written paper will be required in this course. The guidelines for the paper are included in this course outline. The paper will be submitted to the appropriate drop box as a **word document** attachment. **The paper is due Monday 10/3/2011 by 9:00AM.**

It is highly recommended that all students taking online courses attend a Virtual College orientation session.

Login Frequency/Online Class Participation Grade:

Even though students are not required to log on at specific times, students are expected to log on at least three times weekly to answer weekly discussion forum question and respond to other student's posts. A class participation grade will be awarded to students who login and participate in weekly discussion forum questions and online class discussions.

The Online Class Participation Grade will be awarded as follows:

100% = Answers all discussion forum questions and posts required amount of student replies per week (at least 3 posts per week).

90% = Answers all discussion forum questions and posts twice per week in response to student posts.

80% = Answers all discussion forum questions and posts once per week in response to student posts.

If weekly discussion forum questions are not answered, a grade of 0 will be assigned for the class participation grade.

A grade for NRS 101 will be assigned as follows:

Online Class Participation Grade- 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 August, 2011

Class Schedule: Fall 7B Session 2011 (ONLINE)

Week	Target Competencies	Learning Activities
<p>Week 1: Module 1 Professional Nursing Practice & Health Care Delivery Systems</p>	<p>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</p>	<p>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</p> <p>Module 1 lecture notes from website: www.mccc.edu/nursing</p> <p>Module 1 Discussion Forum Questions</p> <p>Module 1 Learning Activities (game and audio-enhanced power point presentation)</p> <p>Nugent & Vitale Chapter 2</p>
<p>Week 2: Module 2 Legal & Ethical Issues in Nursing Practice</p>	<p>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.</p>	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 42 Chapter 47</p> <p>Module 2 lecture notes from website: www.mccc.edu/nursing</p> <p>Module 2 Discussion Forum Questions</p> <p>Module 2 Learning Activities (game and audio-enhanced power point presentation)</p>
<p>Week 3:</p>	<p>Test (Module I and II Concepts)</p>	<p>Test given 9/19/11 9:00AM MS 215</p>
<p>Week 4: Module 3 Critical Thinking & the Nursing Process</p>	<p>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.</p>	<p>Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 34</p> <p>Module 3 lecture notes from website: www.mccc.edu/nursing</p> <p>Module 3 Discussion Forum Questions</p> <p>Module 3 Learning Activities (game and audio-enhanced power point presentation)</p>

		Nugent & Vitale Chapter 4 pgs. 147-157,
Week 5: Module 4 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 communication in promoting professional nursing relationships. Identify barriers to successful communication. Identify different documentation systems	Reading Assignment: Nursing A Concept Based Approach to Learning Vol. 2 : Chapter 36 Module 4 lecture notes from website: www.mccc.edu/nursing Module 4 Discussion Forum Questions Module 4 Learning Activities (game and audio-enhanced power point presentation)
Week 6: Module 5 Study Skills for Nursing Success	Discuss study skills utilized to promote success in nursing courses.	Nugent & Vitale Chapter 1: Fundamentals of Critical Thinking Related to Test Taking Module 5 lecture notes from website: www.mccc.edu/nursing Module 5 Discussion Forum Questions
Week 7:	Test (Module 4 & 5 Concepts)	Test 10/17/11 9:00AM MS 215

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

GUIDELINES:

Using APA format, type a brief paper (2-4 pages) 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 (#1-4 above) is worth 20 points for a total of 80 points.
2. Presentation (20 points total)
 - A. APA format - 5 points (abstract and running head not 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 under Student Resources.

Mercer County Community College
Division of 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