



SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NUR 203

COURSE OUTLINE

FALL 2010



COURSE OUTLINE

Course Number: NUR 203

Course Title : NURSING V

Credits: 1

Hours: 1 Theory Hour

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:

Catalano, J.T. (2006). *Nursing now! Today's issues, tomorrow's trends* (4th ed.). Philadelphia, PA: F.A. Davis Company.

Last revised: May 2010

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 2010

WK	OBJECTIVE(S)	TOPIC	REQUIRED READING(S)
1	- Analyze those traits defining a profession that nursing has attained.	Course Introduction Professional Nursing	NUR 203 Course Syllabus Catalano: Chapters 1-6
2	- Discuss problem-solving and conflict-resolution tools.	Strategies for Effective Communication	Catalano: Chapter 14
3	- Discuss strategies for preparing for finding the right job.	Finding the Job that Fits	
4	- Apply the steps in the ethical decision-making process. - Discuss the nurse's role in responding to bioethical issues.	Ethical Decision Making Bioethical Issues	Catalano: Chapters 7 & 8
5	- Discuss legal concepts that are applicable to the nursing profession.	Nursing Practice and the Law	Catalano: Chapter 9
6	- Distinguish between management and leadership. - Distinguish between delegation and supervision in nursing practice.	Leadership, Management, Delegation and Supervision in Nursing	Catalano: Chapter 13 & 15
7	- Examine the efforts being made to ensure high-quality cost-effective health care.	Health Care Delivery Systems and Economics	Catalano: Chapter 17
8	- Demonstrate competence for materials presented during the first half of the course.	MIDTERM EXAM	(Covers material from weeks 1-7)
9	- Describe how nursing research and evidence-based practice strategies contribute to effective nursing care.	Nursing Research and Evidence-Based Practice	Catalano: Chapter 23
10	- Discuss how the information revolution has influenced health care and consumer knowledge.	Nursing Informatics	Catalano: Chapter 18
11	- Describe what is meant by the nursing diagnosis of spiritual distress.	Cultural Diversity & Spirituality in Health Care	Catalano: Chapters 20 & 21

WK	OBJECTIVE(S)	TOPIC	REQUIRED READING(S)
	- Discuss cultural influences in nursing care.		
12	- Compare the philosophy and objectives of alternative and complementary healing modalities with those of conventional Western medicine.	Alternative & Complementary Therapies	Catalano: Chapter 24 RESUME DUE
13		ATI TESTING – Leadership & Management	
14	- Develop a plan of study for the NCLEX-RN. - Discuss ways in which professional nursing practice differs from the student nurse role.	Transitioning from Student to Professional Nurse	Catalano: Chapters 10, 11 & 12
15	- Demonstrate competence for materials presented during the second half of the course.	FINAL EXAM	(Covers material from weeks 9-14)

Evaluation of student learning:

Course Requirements:

1. Project 1 - Class presentation
2. Midterm and Final Exam
3. Project 2 - Professional Resume

Grading

Class Presentation.....	35%
Midterm Exam.....	25%
Final Exam.....	25%
Professional Resume.....	15%

GRADING

A	97-100
A-	93-96
B+	89-92
B	85-88
B-	81-84
C+	78-80
C	75-77
F	74 or below

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 Mock interviews
 - Jeopardy games Videos
 - Crossword puzzles Case studies
 - 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:** (This is to be turned in to instructor at the start of the presentation)
 - 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 (See presentation grading form)
- 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 two weeks prior to the due date.
- All students must submit a final resume for grading (see resume grading form)
- **Due Date: WEEK 12**
- **Any resume submitted late will have a maximum grade of 75%. Any resume submitted five or more days after the due date will receive a grade of zero.**

Demographic information: 20 points

NAME

Objective

Objective: 20 Points

Education

Education: 20 Points

Experience

Experience: 20 Points

References

References: 20 Points

Comments:

Resume Grade:

Mercer County Community College - Division of Science and Health Professions - Nursing Program
Nursing 203 – Student/Faculty Grading Tool for Student Seminar Presentations

PRESENTERS: _____

TOPIC: _____

EVALUATOR NAME: _____ DATE: _____

OBJECTIVES	DISTINCTIVE 4 POINTS	EXCELLENT 3 POINTS	SATISFACTORY 2 POINTS	MINIMAL 1 POINT	INSUFFICIENT 0 POINTS
1. Objectives are reviewed at the beginning of the class.					
2. Student group receives handouts including objectives and key concept definitions.					
3. Presentation is well organized, interesting, and is presented in a logical fashion.					
4. Importance of topic to nursing is clearly defined.					
5. Creativity is incorporated into teaching method making topic interesting.					
6. Teaching is done through discussion and questions, not through reading of materials.					
7. Eye contact is made with the group by presenters.					
8. Voice level is appropriate for all group members to hear presenters.					
9. Active involvement by all class members is encouraged by presenters.					
10. Choice of media is appropriately used, enhancing the learning of the topic.					
11. Discussion was completely summarized with essential points restated for the class through at least five test questions which have been passed out to the class.					
12. Objectives as stated are met.					
ADD TOTAL POINTS UNDER EACH CATEGORY					
TOTAL SCORE FROM PEERS/INSTRUCTOR					
COMMENTS FROM PEERS/INSTRUCTOR					

- 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