

**QUINSIGAMOND COMMUNITY COLLEGE  
NURSE EDUCATION PROGRAM  
NURSING III NUR 211**

**COURSE OUTLINE: SPRING 09**

**I. COURSE DESCRIPTION 10 Credits**

The course is based upon Orem's theory of self-care and Erikson's theory of human development. Students use a developmental focus and a life span approach to study concepts of health promotion, developmental needs, health deviations, and their interrelations. Topics include maternal-infant health, children's health, psychiatric-mental health nursing, using the nursing process to establish therapeutic self-care demands, common assessments, nursing diagnoses, and intervention strategies. Students participate in selected clinical experiences in the content areas at local hospitals and/or health care agencies.

Prerequisites: BIO 112, BIO 232, NUR 112, PSY 121.

Corequisites: ENG 102, any HST, SOC 101 or SOC 111

**II. COURSE OBJECTIVES**

Upon completion of this course, the student will demonstrate NLN competencies in the areas of professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care through meeting the following course objectives:

1. Apply principles from the natural and behavioral sciences to the nursing care of clients.
2. Apply knowledge of pathophysiology and psychosocial dynamics to care of selected clients utilizing a developmental approach.
3. Utilize the nursing process to assist clients experiencing therapeutic self-care demand.
4. Discuss concepts of health promotion and developmental requisites and self-care as they relate to clients and families across the life span.
5. Apply concepts of diversity to the health and well being of individuals and families.
6. Apply communication skills to establish effective interpersonal relationships with clients, families and members of the health care team.
7. Identify methods of helping in collaboration with other members of the health care team.
8. Assume personal and professional accountability for providing nursing care.
9. Apply critical thinking skills in all phases of the nursing process.
10. Identify the most common health deviations using a developmental approach incorporating maternal-newborn, children's health and psychiatric-mental health nursing.
11. Incorporate teaching into a plan of care for selected clients/families.

12. Apply knowledge of ethical-legal standards of practice.
13. Demonstrate satisfactory level of performance of selected skills as outlined in the clinical evaluation tool.
14. Demonstrate proficiency in mathematical calculations related to medication administration.
15. Apply principles of pharmacodynamics in the administration of medications.
16. Identify own strengths and weaknesses in clinical performance through self-evaluation.
17. Implement nursing strategies to provide cost effective care.
18. Discuss principles of delegation related to aspects of client care.

### **III. UNIT OUTLINE**

#### **Unit I Promotion of Normalcy**

- A. Introduction to Course
- B. Nursing Process
- C. Developmental and psychosocial considerations.
- D. Cultural, Societal, Religious factors
- E. Growth and Development
- F. Historical trends in maternal-child, pediatrics and mental health
- G. Health promotion for the pediatric client
- H. Immunizations, Communicable Disease
- I. Normal antepartal, intrapartal and postpartum client
- J. Normal neonate
- K. Neuropsychobiology
- L. Legal Ethical issues in maternal child, pediatrics and mental health care
- M. Acute, chronic and rehabilitation/home care of the child
- N. Stress management/Crisis intervention

#### **Unit II Air**

- A. Nursing Process
- B. Respiratory Acute and Chronic Conditions, Infancy-Adolescence
- C. Cardiac Acute and Chronic Conditions, Infancy-Adolescence
- D. Pediatric Emergencies
- E. Transitions from intra-uterine to extra-uterine life
- F. Fetal and neonatal asphyxia
- G. Cardiac anomalies and pregnancy/postpartum
- H. Anemia in pregnancy/postpartum

#### **Unit III Water**

- A. Nursing Process

- B. Fluid and electrolyte imbalance, infancy-adolescence
  - C. Fluid and electrolyte change, pregnancy/postpartum
- Unit IV Food**
- A. Nursing Process
  - B. Eating Disorders, Anorexia, Bulimia, Binge eating, Pica
  - C. Nutritional Health during pregnancy/postpartum
  - D. Nutritional requirements, Infancy-Adolescence
  - E. GI alterations, upper and lower, infancy-adolescent
- Unit V Elimination**
- A. Nursing Process
  - B. Postpartum assessment
  - C. Health deviations related to genito-urinary/reproductive function, Infancy-adolescence
  - D. Alterations in skin integrity
- Unit VI Activity/Rest/Sleep**
- A. Nursing Process
  - B. Postpartum, health promotion
  - C. High-risk pregnancy, intra-partum and postpartum
  - D. Health deviations in musculoskeletal system
  - E. Sleep pattern disturbances
- Unit VII Solitude and Social Interaction**
- A. Nursing Process
  - B. Mood disorders Infancy – Old age
  - C. Sensory deficits
  - D. Cognitive Impairments
  - E. Therapies, Cognitive, Milieu, Therapeutic groups
  - F. Psychopharmacology/ ECT
  - G. Personality disorders
  - H. Anxiety disorders
  - I. Fetal Alcohol Syndrome
  - J. Attention Deficit Hyperactivity Disorders/ Impulse Disorders
  - K. Autism
- Unit VIII Protection from Hazards**
- A. Nursing Process
  - B. Pain management
  - C. Suicide
  - D. Health deviations related to high-risk pregnancy, intrapartal, and postpartal patients
  - E. Cerebral Dysfunctions
  - F. Health deviations in children related to neurology, oncology, hematology, infections
  - G. Newborns at risk due to birth related and congenital

- deficits
- H. Substance abuse disorders
- I. Domestic Violence
- J. The dying child and grieving family

#### **IV. BIBLIOGRAPHY**

##### **Required Texts:**

Davidson, M., London, M., & Ladewig, P. (2008).

*Olds' maternal-newborn nursing & women's health across the lifespan.*

Upper Saddle River: NJ: Prentice Hall, 8<sup>th</sup> ed.

Davidson, M., London, M., & Ladewig, P. (2008). *Clinical handbook for olds' maternal-newborn nursing & women's health across the lifespan.*

Upper Saddle River: NJ: Prentice Hall, 8<sup>th</sup> ed.

Hockenberry, M. J. & Wilson, D. (2009). *Wong's essentials of pediatric nursing.* St. Louis, MO: Elsevier-Mosby, 8<sup>th</sup> ed.

Townsend, M.C. (2009), *Psychiatric Mental Health Nursing, Concepts of Care in Evidence-Based Practice*, Philadelphia, PA: F.A. Davis, 6<sup>th</sup> ed.

Additionally, the Nursing III ATI Kit:

- Maternal-Newborn Nursing Care
- Mental Health Nursing Care
- Nursing Care of Children

##### **Recommended Texts:**

Doenges, M. & Moorhouse, M. (1999). *Maternal/Newborn plans of care*, Philadelphia, PA: F. A. Davis Company, 3<sup>rd</sup> ed.

Hogan, M. A. & White, J. E. (2006). *Child health nursing reviews and rationales.* Upper Saddle River, NJ: Prentice Hall.

Hogan, M. A. (2006). *Maternal-Newborn nursing reviews and rationales.* Upper Saddle River, NJ: Prentice Hall.

Hogan, M. A. & Smith, G. B. (2008). *Mental health nursing reviews and rationales.* Upper Saddle River, NJ: Prentice Hall.

\*\*\*In addition to the above, texts purchased in Nursing I and II will be used in this course.

#### **V. COURSE REQUIREMENTS**

- Adhere to program policies as described in the nursing student handbook.

- **Plagiarism.** (as noted in the QCC 2008-2009) Student Handbook; plagiarism means taking someone else's ideas or words and presenting them as one's own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college. Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.)
- Complete all assigned readings in texts, and reserve readings in the Library.
- Complete all assignments in the Resource Center.
- Attend classes and all clinical experiences.
- In order that class is not interrupted once in session, the doors to the classroom will be shut 10 minutes after class is scheduled to begin. Students who are late may not enter the classroom until break.
- Participate in-group discussions.
- Complete all tests and examinations.
- Pass the math exam with an 80% or better in order to pass medications in the clinical area.
- Complete written assignments and projects as assigned.
- All written assignments must be typed in APA format.
- Attend and participate in pre and post conferences in the clinical areas.
- Complete any additional assignments as designated by the instructor to meet specific learning objectives.
- Demonstrate satisfactory performance in clinical behaviors as identified in the clinical evaluation tool.
- Take required proctored Assessment Technologies Institute (ATI) Examinations (3)

## **VI. CLASSROOM ETIQUETTE**

The following classroom etiquette guidelines were developed by the *QCC Task Force on Classroom Etiquette* to provide faculty and students with a positive and respectful learning environment to foster teaching and learning. The Nursing 211 faculty believe the implementation of these guidelines will create a positive atmosphere and promote honesty and integrity in the classroom.

***Students are expected to attend all scheduled classes***

1. Be in class on time
2. No hats to be worn during any quizzes or tests
3. Remain in class for the entire instructional period
4. Remain alert throughout the entire instructional period
5. Come to class free of alcohol or drugs
6. Be respectful of opposing opinions
7. Not interrupt a faculty member or other students when they are speaking
8. Address student specific concerns prior to or after the instructional period
9. Use respectful language throughout the instructional period
10. Receive the faculty's permission prior to using cell phones, laptops, or other electronic equipment
11. Students must request in writing to audio tape lecture

**VII. STUDENT INTEGRITY/PROFESSIONALISM**

Students will receive an immediate zero for the course if there is activity on their part that may be construed as cheating or plagiarism. This includes but is not limited to work done on papers, notes, care plans as well as activity involving discussions with others during exams and /or looking at other student's work during an exam. **Issues with dishonesty or breach of confidentiality will result in immediate failure of the clinical rotation with no written warning.**

**VIII. TEACHING METHODOLOGIES**

- Lectures/Seminars
- Group Discussions
- Case Study Analysis
- Workbook Assignments
- Observational Reports
- College Nursing Laboratory
- Patient Care Plans
- Audiovisual Materials
- Computer Assisted Learning Activities
- On-Line resources
- Clinical Laboratory
- Process Recordings
- Journals
- Virtual Clinical Excursions-Psychiatric

## **IX. METHODS OF EVALUATION/GRADING POLICY**

Tests (4)	60% of final grade
Comprehensive Final Exam	40% of final grade

ATI Proctored Exam- Points will be administered for obtaining a Level 2 and Level 3 on the proctored exams. The points given for each of the specialties will be averaged, and the average score of these points will be added to **test 4**.

Level 3 will receive 6 points.

Level 2 will receive 3 points.

Students may be required to retake another proctored exam in the specialty or specialties receiving a score below Level 1.

**\*\*\*ATI unproctored 2.0 Testing for each specialty (Maternal Child Health 2.0, Nursing Care of Children 2.0 and Mental Health 2.0) must be completed with a score of 90 or above in order to sit for the scheduled proctored exam for each specialty.**

**\*\*\*\*A Final Grade of C (73) or higher is required to pass Nur 211.**

## **STATEMENTS ON DISABILITIES**

Students with documented disabilities (physical, emotional, learning and/or others, who believe they need accommodation in this class are encouraged to contact Lori Cochran, the Counselor for Students with Disabilities in Room 246A, ext. 7429 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Each test/exam may consist of multiple choice, fill in the blank, short answer, and math calculations. If a student is unable to take a test/exam as scheduled, he/she must contact one of the instructors **PRIOR TO THE SCHEDULED TEST TIME**. In all cases, the make-up test/exam may be given on the next scheduled class day and will be a different test. The make-up test/exam may be multiple choice, essays, oral, short answer or a combination of all.

When tests are graded, they will be handed back at the end of class. Tests will be reviewed during office hours with any full time faculty member. Tests #1 through #4 must be reviewed within two weeks of receiving the test results. There will be no test review after this time. The portal is used for posting of individual grades but the official

calculation of grades takes place by faculty and official grades are generated through the registrars office.

Final grades will be distributed by the Registrar's Office per college policy. The final grade will be rounded up if the grade is 0.5 or above, or rounded down if 0.49 or below. The college letter grade system will be used (refer to the student handbook).

### Written Assignments

All students must conform to the time guidelines established by each clinical instructor for written assignments.

### Clinical Evaluation

Each student is expected to maintain a satisfactory level of clinical performance. An unsatisfactory clinical evaluation will result in a course grade of F. Please refer to the clinical evaluation tool and guide, and review the clinical practice policies in the Nursing Student Handbook. Clinical evaluations will be reviewed by the student and the clinical instructor at the end of each of the clinical rotations.

## GRADING SYSTEM

The college grading system shown below will be used in computing final grades:

<b>A</b> = 95-100	<b>C</b> = 73-76
<b>A-</b> = 90- 94	<b>C-</b> = 70-72
<b>B +</b> = 87-89	<b>D+</b> = 67-69
<b>B</b> = 83-86	<b>D</b> = 63-66
<b>B-</b> = 80-82	<b>D-</b> = 60-62
<b>C+</b> = 77-79	<b>F</b> = less than 61

### Faculty Contact Information

<b>Faculty</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Carol Bosworth MS, RN	315A	x- 4707	<a href="mailto:cbosworth@qcc.mass.edu">cbosworth@qcc.mass.edu</a>
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(If calling from outside the college, dial 508-854 + extension)