

**COMMUNITY COLLEGE OF RHODE ISLAND
NURSING PROGRAM**

NURSING IV - ADNU 2040

SYLLABUS A: COURSE OVERVIEW

DESCRIPTION

ADNU 2040 - Nursing IV 10 Credits. This course helps prepare the nursing student to adapt to the role of the AD nurse. Theory and practice, while a continuation of Nursing I and II, are designed to increase the depth of knowledge and level of nursing skill. Content includes principles and concepts of advance medical-surgical and psychiatric nursing and is organized around the nursing process and nursing diagnosis. Integrated throughout are concepts of health promotion, nutrition, and pharmacology. Socio-cultural factors and adaptations for the elderly are also incorporated. Clinical experience includes care of patients with complex medical-surgical and psychiatric problems. (Prerequisites: All admission requirements, NURS 1010, NURS 1020)

CREDIT STRUCTURE (10 credits)	GRADING SYSTEM (points toward GPA)
5 credits - Lecture (5 hours per week)	A = 94 - 100 (4.0)
5 credits - Clinical Laboratory (15 hours per week)	A - = 91 - 93 (3.7)
	B + = 88 - 90 (3.3)
	B = 84 - 87 (3.0)
	B - = 81 - 83 (2.7)
	C + = 78 - 80 (2.3)
	C = 75 - 77 (2.0)
	D = 70 - 74 (1.0)
	F = <70 (0.0)

COURSE OUTCOMES

Upon completion of ADNU 2040, the student will be able to:

1. Apply the nursing process using NANDA, NOC, NIC taxonomies for adults with complex medical-surgical problems and common mental health disorders.
2. Integrate biophysical, psychosocial, spiritual, ethical and cultural assessments into comprehensive care planning for patients with complex medical-surgical problems and common mental health disorders and their families.
3. Assess the health care delivery environment on patients and their families.
4. Correlate nursing research relevant to planning and implementing nursing care.
5. Utilize nursing process to develop a concept care map.
6. Demonstrate therapeutic communication skills in the medical-surgical and psychiatric nurse-patient relationship.
7. Examine the rationale for the treatment modalities utilized in complex medical-surgical and common psychiatric conditions.
8. Implement principles of caring toward patients, peers and self.
9. Formulate health promotion strategies for patients with complex medical-surgical and common psychiatric disorders.
10. Collaborate professionally with members of the health care team.
11. Utilize principles of leadership and delegation in nursing practice.
12. Integrate the professional responsibilities of continuing education and nursing research in nursing practice.
13. Implement various modalities of information technology in nursing practice.

COURSE CONTENT

Medical-Surgical Component:

Care of the Patient with Complex Burn Injuries.	3 hrs.
Care of the Patient with Complex Cardiovascular Dysfunction.	9 hrs.
Care of the Patient with Complex Disorders of the Liver.	3 hrs.
Care of the Patient with Complex Endocrine Disorders (Lecture combined with Metabolic Disorders).	
Care of the Patient with Complex Fluid, Electrolyte and Acid-Base Disorders.	3 hrs.
Care of the Patient with Complex Metabolic Disorders.	3 hrs.
Care of the Patient with Complex Neurologic Problems.	3 hrs.
Care of the Patient with Problems of the Spinal Cord.	3 hrs.
Care of the Patient with Complex Renal, Urinary, and Prostate Disorders.	6 hrs.
Care of the Patient with Complex Respiratory Disorders.	3 hrs.
Care of the Patient with Traumatic Injuries and Shock.	3 hrs.
Ethical and Bioethical Issues in Nursing and Health Care.	3 hrs.

Mental Health Component:

Care of the Patient Receiving Antianxiety/Antidepressant Medication/Electroconvulsive Therapy.	2 hrs.
Care of the Patient Receiving Antipsychotic/Anticonvulsant /Antispasmodic/Antimania/Mood Stabilizing Medications.	2 hrs.
Care of the Patient Throughout the Mental Health and Illness Continuum.	3 hrs.
Care of the Patient with Anxiety Disorders.	2 hrs.
Care of the Patient with Cognitive Disorders.	2 hrs.
Care of the Patient with a Mood Disorder.	2 hrs.
Care of the Patient with a Personality Disorder.	2 hrs.
Care of the Patient with Schizophrenia and Other Psychotic Disorders.	2 hrs.
Care of the Patient with Substance-Related Disorders.	2 hrs.
Nursing Process & Therapeutic Communication as the Foundation for a Caring Nurse-Patient Relationship.	2 hrs.

TEACHING STRATEGIES

1. Assigned textbook reading
2. Lecture
3. Handouts
4. Audiovisual Presentations
5. Discussion
6. Electronic Examinations
7. Linkages - connecting new content to prior learning
8. Reflection
9. Concept Care Mapping
10. Simulation Lab
11. Critical thinking exercises
12. Informatics as they relate to all aspects of nursing practice.

EVALUATION METHODS

1. Theory

4 Exams*:	1½ hours, 75 questions each	66% of Grade
1 Final Exam:	3 hours, 150 questions	34% of Grade

Final Course Grade: The student's totaled raw score from the 4 exams is divided by 450 (maximum number of questions from the 4 exams) to compute the final grade. Theory grade must be equal to or above 75.

2. Clinical

- Final Clinical Evaluation Performance must be Satisfactory to pass the course.
- Math Requirement: 1st Math Test will be given at beginning of course. 90% score is required. Students who do NOT achieve this grade will be placed on Clinical Probation and will be required to take Exam #2 (date TBA). Students who do NOT achieve a 90% score on Math Exam #2 will remain on probation and be required to take Math Exam #3 (date TBA). Failure after Math Exam #3 constitutes a clinical failure.
- Evaluation (ADNU 2040 Clinical Evaluation Tools)

Clinical Rotation Schedule: A student's clinical schedule can be changed at faculty discretion when a student is on clinical probation. For example, a student on clinical probation after a first-rotation medical/surgical experience may not progress to a second-rotation psychiatric experience but would continue in a medical/surgical rotation.

3. ATI Testing Policy - The following policy describes how ATI Testing data is used in conjunction with other evaluation methods in each Nursing Course:

- All students must take **both** the Non-Proctored and the Proctored ATI Test. Students must achieve a score of 90% on the Non-Proctored Test **before** they can take the Proctored Test.
- Non-proctored Tests must be completed before final grades are submitted or a grade of incomplete (I) will be given for the course. A grade of incomplete will be converted to a withdraw/fail (WF) if achievement does not take place within six months.
- If the student's course average is a **C or better** and the student passes the ATI Proctored Test(s) with a Proficiency Level of 2 or 3, three (3) points will be added to the final grade.
- If the student's course average is a **C or better** and the student passes the ATI Proctored Test(s) with less than a Proficiency Level of 2, no points will be added to the final grade.
- If the student's course average is less than 75 (**< C**), no additional points will be added to the final grade, regardless of whether the student has passed the ATI Proctored Test(s) with a Proficiency Level of 2 or 3.
- All graduating students are required to take both the proctored and non-proctored ATI RN Comprehensive Exam. Students that can achieve an ATI Proficiency Level of 2 are fairly certain to meet NCLEX-RN standards in this content area. Students must achieve a 90 % on the Non-Proctored Test in order to fulfill course requirements and to graduate. Students will have no points added to their respective course grade for this achievement.
- Proficiency Level Definitions (RN Content Mastery Series - ATI)
 - A student meeting the criterion for Proficiency Level 1:
 - is likely to just meet NCLEX- RN® standards in this content area.
 - demonstrates the minimum level of knowledge in this content area required to support
 - academic readiness for subsequent curricular content.
 - meets the absolute minimum expectations for performance in this content area.
 - demonstrates achievement of a minimal level of competence needed for professional nursing practice in this content area.

- A student meeting the criterion for Proficiency Level 2:
 - is fairly certain to meet NCLEX- RN® standards in this content area.
 - demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
 - exceeds minimum expectations for performance in this content area.
 - demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.

- A student meeting the criterion for Proficiency Level 3:
 - is very likely to exceed NCLEX- RN® standards in this content area.
 - demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
 - exceeds most expectations for performance in this content area.
 - demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.

- Other Definitions:
 - **Percent** - number of correct answers (proportionately) based on 100.
 - **Percentile** - the ranking of a score for a specific category of individuals. For example, the 65th percentile indicates that an individual scored higher than 65 % of people taking the test.
 - **Program Percentile** - The percentile rank of students in Associate Degree Programs that have taken the test.

*The Disability Services for Students Office (DSS) provides support services and coordinates reasonable academic accommodations for students with documented disabilities under the ADA and Section 504 of the Rehabilitation Act. Students are responsible for identifying themselves to the DSS office and submitting appropriate documentation in advance of the requested accommodation. Any student with a disability should contact Disability Services for Students (DSS) at 401-825-2464 (Knight Campus), 401-333-7329 (Flanagan Campus), 401-455-6064 (Liston Campus), or 401-851-1650 (Newport Campus) to arrange for special accommodations. The resultant paperwork must be **brought to and signed by the Level II Nursing Department Chairperson, not** your clinical or classroom instructor. This must be done at least **two (2) weeks before the exam** for which special accommodations are being requested.

TEXTBOOKS

Required:

- Ackley and Ladwig Nursing Diagnosis Handbook: A Guide to Planning Care, 8th Ed., Elsevier, 2008.
- Deglin Davis's Drug Guide for Nurses, 11th Ed., F.A. Davis, 2008 (with resource kit CD-ROM).
- Gahart 2008 Intravenous Medications, 24th Ed., Elsevier, 2009.
- Grodner, Long, Walkingshaw Foundation and Clinical Applications of Nutrition: A Nursing Process Approach, 4th Ed., Elsevier, 2007.
- Karch, Amy Focus on Nursing Pharmacology, 4th Ed., Lippincott, 2008.
- Nursing: Deciphering Diagnostic Tests, Lippincott, 2008.
- Lynn, Pamela Taylor's Clinical Nursing Skills: A Nursing Process Approach, 2nd Ed., Lippincott, 2008.
- Pickar Dosage Calculations: A Ratio Proportion Approach, 2nd Ed., Delmar, 2008.
- Preusser, Barbara Winningham and Preusser's Critical Thinking Cases in Nursing: Medical-Surgical, Pediatric, Maternity, and Psychiatric Case Studies, 4th Ed., 2009 (Paperback).
- Smeltzer, Bare, Hinkle, & Cheever Brunner & Suddarth's Textbook of Medical Surgical Nursing, V1 & V2, 11th Ed., Lippincott, 2008
- Straight A's in Medical-Surgical Nursing, 2nd Ed., Lippincott, 2008
- Taylor, Lillis, LeMone, & Lynn Fundamentals of Nursing: The Art and Science of Nursing Care, 6th Ed., Lippincott, 2008
- Townsend, Mary Psychiatric Mental Health Nursing: Concepts of Evidence-Based Practice, 7th Ed., Davis, 2009

Recommended:

- Boyer, Mary Jo Study Guide to Accompany Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 11th Ed., Lippincott, 2008.
- Myers RN Notes: Nurse's Clinical Pocket Guide, FA Davis, 2006.
- Wolters, Kluwer Stedman's Medical Dictionary for the Health Professions and Nursing, Lippincott, 2008.
- Townsend, Mary Nursing Diagnoses in Psychiatric Nursing: Care Plans and Psychotropic Medication, 7th Ed., Davis, 2009.
- Weber Nurses' Handbook of Health Assessment, 6th Ed., Lippincott, 2008.