

**COMMUNITY COLLEGE OF RHODE ISLAND  
NURSING PROGRAM**

**NURSING V - ADNU 2050**

**SYLLABUS A: COURSE OVERVIEW**

**DESCRIPTION**

**ADNU 2050 - Nursing V 10 Credits.** Based upon the Nursing process and Maslow's hierarchy of needs, this course examines the dynamic changes in the family unit in health and illness. Emphasis will be placed on the child-bearing family and families with sick children. Health promotion needs of individual family members at the various stages of the life cycle will be explored (i.e., the family with a pregnant adolescent, the family with aging grandparents and the health concerns of the adult female.) Students will be assigned to a variety of clinical and community settings for experience. (\*Prerequisites: NURS 1020, ENGL 1010, PSYC 2030; \*BIOL 2210 and PSYC 2110 must be taken concurrently with or prior to ADNU 2050.)

<b><u>CREDIT STRUCTURE (10 credits)</u></b>	<b><u>GRADING SYSTEM</u></b> (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 2050, the student utilizing the Nursing Process will:

1. Articulate the dynamics of the nurturing family during the lifespan.
2. Actively participate in caring for the nurturing family in health and crisis utilizing the nursing process.
3. Apply Maslow's hierarchy of needs to the nurturing family in health and crisis.
4. Utilize critical thinking in the development of the nursing care plan that incorporates the normal physiological, psychological, and developmental changes that occur within the nurturing family during the lifespan.
5. Relate deviations from expected normal physiological, psychological and developmental changes which may occur as the nurse manages the care of the nurturing family within the lifespan.
6. Relate the impact of presence, and caring and appropriate communication in the effectiveness of the nurse-patient relationship as the student utilizes the nursing process.
7. Evaluate possible legal and ethical issues in the caring of the nurturing family.
8. Understands cultural/social/economical and political issues, which can impact health and care, provided to the nurturing family.
9. Understands and effectively uses technology and information management tools to communicate, manage knowledge and evaluate the impact on patient care and outcomes.

## COURSE CONTENT

Child with Alterations In Cardiovascular Function, The.....	2 hrs.
Child with Alterations In Endocrine Function, The.....	2 hrs.
Child with Alterations In Gastrointestinal Function, The.....	5 hrs.
Child with Alterations In Genitourinary Function, The.....	3 hrs.
Child with Alterations In Hematologic Function, The.....	3 hrs.
Child with Alterations In Musculoskeletal Function, The.....	3 hrs.
Child with Alterations In Neurologic Function, The.....	4 hrs.
Child with Alterations In Respiratory Function, The.....	5 hrs.
Child with an Infectious Disease/Skin Alteration, The.....	2 hrs.
Family System, The.....	2 hrs.
Health Care Issues for Women Across the Lifespan.....	5 hrs.
High Risk Births and Obstetric Emergencies.....	3 hrs.
Human Reproduction.....	3 hrs.
Management and Nursing Care of the High Risk Obstetric Patient.....	5 hrs.
Normal and High Risk Newborn.....	3 hrs.
Nutrition for Childbearing and Infancy.....	2 hrs.
Physiological Adaptations to Pregnancy.....	3 hrs.
Postpartum Health and Nursing Care.....	3 hrs.
Prenatal Care/Diagnostics.....	2 hrs.
Processes of Birth.....	5 hrs.

## TEACHING STRATEGIES

1. Lecture
2. Audiovisual Presentations
3. Discussion
4. Written Examinations
5. Linkages - connecting new content to prior learning
6. Reflection
  - Reflections on experiences (thinking and feeling)
  - Articulation of reflection (oral, written)
7. Concept Mapping
8. Revisiting - review, repetition
9. Role playing
10. Critical thinking exercises
  - Clinical Foci / Case Studies / Clinical Simulation
11. Assignment of learning enhancing activities
  - computer assisted instruction, videos, readings, community visits
12. Simulation
13. Informatics

## EVALUATION METHODS

### 1. Theory

4 Exams\*: 90 min. , 75 questions each      2/3 of Grade  
1 Final Exam: 3 hours, 150 questions      1/3 of Grade

Final Course Grade: The four 90 min. exams each count as 1 with the final exam counting twice. The sum of the test scores is then divided by 6.

### 2. Clinical

- ▶ Performance (final clinical evaluation) must be Satisfactory to pass the course.
- ▶ Evaluation (Please refer to the ADNU 2050 Clinical Evaluation Tools)

Clinical Rotation Schedule: A student's clinical schedule can be changed at faculty discretion when a student is on clinical probation.

### 3. ATI Testing - 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 65<sup>th</sup> 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	<u>Nursing Diagnosis Handbook: A Guide to Planning Care</u> , 8 <sup>th</sup> Ed., Elsevier, 2008.
Deglin	<u>Davis's Drug Guide for Nurses</u> , 11 <sup>th</sup> Ed., F.A. Davis, 2008 (with resource kit CD-ROM).
Gahart	<u>2010 Intravenous Medications</u> , 24 <sup>th</sup> Ed., Elsevier, 2010.
Grodner, Long, Walkingshaw	<u>Foundation and Clinical Applications of Nutrition: A Nursing Process Approach</u> , 4 <sup>th</sup> Ed., Elsevier, 2007.
Karch, Amy	<u>Focus on Nursing Pharmacology</u> , 4 <sup>th</sup> Ed., Lippincott, 2008.
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Lynn, Pamela	<u>Taylor's Clinical Nursing Skills: A Nursing Process Approach</u> , 2 <sup>nd</sup> Ed., Lippincott, 2008.
Pickar	<u>Dosage Calculations: A Ratio Proportion Approach</u> , 2 <sup>nd</sup> Ed., Delmar, 2008.
Potts & Mandleco	<u>Pediatric Nursing for Children and their Families</u> , 2 <sup>nd</sup> Ed., Delmar, 2007.
Preusser, Barbara	<u>Winningham and Preusser's Critical Thinking Cases in Nursing: Medical-Surgical, Pediatric, Maternity, and Psychiatric Case Studies</u> , 4 <sup>th</sup> Ed., 2009 (Paperback).
Rebeschi & Brown	<u>The Pediatric Nurse Survival Guide</u> , 3 <sup>rd</sup> Ed., Delmar, 2007.
*Ricci	<u>Essentials of Maternity, Newborn, &amp; Women's Health Nursing</u> , 2 <sup>nd</sup> Ed., Lippincott, 2008.
Smeltzer, Bare, Hinkle, & Cheever	Brunner & Suddarth's <u>Textbook of Medical Surgical Nursing, V1 &amp; V2</u> , 11 <sup>th</sup> Ed., Lippincott, 2008
Taylor, Lillis, LeMone, & Lynn	<u>Fundamentals of Nursing: The Art and Science of Nursing Care</u> , 6 <sup>th</sup> Ed., Lippincott, 2008
Townsend, Mary	<u>Psychiatric Mental Health Nursing: Concepts of Evidence-Based Practice</u> , 7 <sup>th</sup> Ed., Davis, 2009

### **RECOMMENDED:**

Holloway, Moredich, & Aduddell	<u>OB PEDS Women's Health Notes, Nurses Pocket Guide</u> , F.A. Davis, 2006.
Gregory	<u>Case Studies in Maternity and Women's Health</u> , Thomson, 2006.
*Ricci	<u>Essentials of Maternity, Newborn, &amp; Women's Health Nursing, Study Guide</u> , 2 <sup>nd</sup> Ed., Lippincott, 2008.
-----	<u>Straight A's in Maternal-Neonatal Nursing</u> , 2 <sup>nd</sup> Ed., Lippincott, 2008
-----	<u>Straight A's in Pediatric Nursing</u> , 2 <sup>nd</sup> Ed., Lippincott, 2008.
Wolters, Kluwer	<u>Stedman's Medical Dictionary for the Health Professions and Nursing</u> , Lippincott, 2008.
Weber	<u>Nurses' Handbook of Health Assessment</u> , 6 <sup>th</sup> Ed., Lippincott, 2008.

\*Ricci textbook: Students must register on-line at Lippincott "The Point" to access full textbook and student resources.

Students in ADNU 2050 will use the required texts from NURS 1010 and NURS 1020 as reflected in the above list and prior course reading lists including required drug and nutrition books. If you are a new or re-entering student, please obtain a current list from the faculty.

RAC 04/03; JSH/JD 05/03; JSH/KS 05/04; RAC 09/04; 11/04; RAC 09/06; RAC 08/09; RAC 01/10