

**THREE RIVERS COMMUNITY COLLEGE**

**DIVISION OF NURSING**

**NURSING 116: CARE OF CLIENTS WITH  
INTERMEDIATE HEALTH CARE NEEDS**

**SPRING 2007**

**STUDENT LEARNING SYLLABUS**

I. **Course Title:** N116 Care of Clients with Intermediate Health Care Needs

II. **Course Description (catalog)**

This course focuses on the care of adults and children with intermediate health care needs of limited duration. Emphasis is placed on nursing care during the perioperative and childbearing cycles. Concepts from the biological and social sciences, pharmacology, and nutritional therapeutics are further developed. Clinical laboratory experiences are provided in local health care agencies. Four lecture hours, twelve laboratory hours.  
Prerequisite: Nursing 115. Co-requisites: BIO 212, BIO 225, PSY 212.

III. **Course Overview**

Nursing 116 considers the care of families, adults, adolescents, and children with intermediate health care needs of limited duration. Nursing care during the perioperative and childbearing cycles is emphasized.

Pregnancy and child-bearing are viewed as normal physiological processes. Health deviations, treatments, diagnostic modalities, physiological, psychological, and social stressors placed upon the individual and family as it goes through the perioperative or child-bearing cycle are emphasized. Cultural and developmental factors that influence the health behaviors of individuals and families will be explored. The student will be encouraged to recognize his/her own values as they relate to providing care to others. Beginning problem-solving, critical thinking and the use of nursing diagnosis are stressed in planning, implementing, and evaluating client care. Health teaching is emphasized as an essential component of nursing interventions for all clients.

The simple to complex continuum is maintained. Students will be assisted to develop organizational skills in providing care for one or two clients or the mother-baby dyad. Clinical experiences will be provided on medical-surgical, labor, delivery, recovery and post-partum units in community hospitals. Participational-observational experiences are also provided in perioperative and pediatric nursing. In addition, students will also explore community agencies providing services to children and families.

IV. **Course Objectives:**

I. As a **PROVIDER OF CARE**, the learner will be able to:

- A) Relate principles of social, physical, and biological sciences to the holistic care of persons with intermediate health needs of limited duration including childbearing and perioperative cycles.
- B) Extend the knowledge of the nursing process to assist individuals and families during the childbearing and perioperative cycles to achieve their optimal levels of health.

- C) Distinguish individual and family adaptation in coping with stressors related to changes in health status.

II. As a **MANAGER OF CARE**, the learner will be able to:

- A) Anticipate the health needs of individual clients and the mother-baby dyad.
- B) Differentiate roles of other members of the health care team.

III. As a **MEMBER WITHIN THE DISCIPLINE OF NURSING**, the learner will be able to:

- A) Identify value conflicts that can influence personal and professional growth.
- B) Explain the roles of the nurse within the perioperative and childbearing components of the health care delivery system.
- C) Discuss ethical and professional issues related to caring for individuals and families of diverse ages and cultures during perioperative and childbearing cycles.

\* Clients are defined as members of childbearing/childrearing families and persons with intermediate health care needs of limited duration.

\* Clinical objectives are listed in the N116 Clinical Progress Evaluation Form.

V. **Course Components: Special Course Information**

Credits: 8

Lecture: 4 hours per week = 4 credits

Classroom/Clinical Laboratory/Independent Study: 12.0 hours per week = 4.0 credits

A. Classroom Lectures:

Two 2-hour sessions weekly, Mondays and Wednesdays, 8:30 a.m –10:20 a.m. – Portable Classroom.

- B. Clinical Laboratory Practice:  
Twelve 7.5-hour sessions per semester at either W.W. Backus, Lawrence and Memorial, Windham, Day Kimball, Middlesex Memorial or Saint Francis Hospitals; Tuesday, Thursday, Friday or Saturday sections, 7:00 a.m. - 3:00 p.m. or 2:00 p.m.- 10:00 p.m. (or as mutually arranged between students and instructor) in a medical surgical setting. Six 7.5 hour sessions per semester in a Maternal Child Health (LDRP) setting at either W.W. Backus, Lawrence & Memorial Hospitals, and St. Francis Hospital; one assigned day every week, for four weeks. Pediatric and antepartal experience provided at community agencies as available. One day of in-patient Pediatrics at L&M 5.1 or NICU, or Hospital for Special Care.
- C. Classroom Laboratories: Attendance is mandatory for **all classroom laboratory time** and is accounted for similar to clinical time. If missed **make-up is required**. During the first month, there are two all day classroom laboratories: one Medical/Surgical and one Maternal Child Health/LDRP. Each lab is held from 8:00 a.m.- 4:30 p.m on designated days. Both all day labs are held three times during clinical days, students need to plan their schedules to attend one session of each lab. There is one two hour hospital based laboratory that is held “after hours” at the medical/surgical clinical facility at which each student is assigned. Throughout the semester each week there are also 1.5 hour classroom labs in Room 312 and as arranged.
- D. Independent Study:  
Students will also have assigned independent study modules, 1.0 hour per week.

There will also be clinical learning experiences in the operating room, post anesthesia care unit, same day surgery units, antepartal and pediatric clinics, and other community health care agencies as scheduled.

**VI. Faculty:** (voicemail) (E-mail)

Ellen Freeman, MSN, RN, Course co-coordinator, full-time faculty  
[efreeman@trcc.commnet.edu](mailto:efreeman@trcc.commnet.edu)  
Office: Annex Room 18  
Phone & Voicemail: 383-5273

Anne Lamondy, MSN, RNC, Course co-coordinator, full-time faculty  
[alamondy@trcc.commnet.edu](mailto:alamondy@trcc.commnet.edu)  
Office: Annex Room 19  
Phone & Voicemail: 383-5218

Judy Albright M.S., WOCN full-time teaching faculty  
[jalbright@trcc.commnet.edu](mailto:jalbright@trcc.commnet.edu)  
Office: Nursing Lab  
Phone & Voicemail: 383-5285

Lili Rafeldt, MSN, RN, full-time teaching faculty  
[lrafeldt@trcc.commnet.edu](mailto:lrafeldt@trcc.commnet.edu)

Office: Annex Room 7  
Phone & Voice Mail: 383-5357

Nancy Scrivano, MSN, RN, full-time teaching faculty  
[nscrivano@trcc.commnet.edu](mailto:nscrivano@trcc.commnet.edu)  
Office: Annex Room 18  
Phone & Voicemail: 383-5250

Judy Snayd, MSN, RN, full-time teaching faculty  
[jsnayd@trcc.commnet.edu](mailto:jsnayd@trcc.commnet.edu)  
Office: Annex Room 3  
Phone & Voicemail: 892-5726

Georg' Ann Bona, MSN, RN, adjunct clinical faculty  
Mary Browning, MA, RN, adjunct clinical faculty  
Joan Cummings, MSN, RN, adjunct clinical faculty  
Judith Dollard, MSN, RN, adjunct clinical faculty  
Connie Guilbeault, , MSN, RN, adjunct clinical faculty  
Martha Healey, MS, RN, adjunct clinical faculty  
Kerri Sauer, MSN, RN, adjunct clinical faculty  
Karyn Therrien , MSN, RN, adjunct clinical faculty  
Christa Kuehler, MSN, RN, APRN, adjunct clinical faculty  
Edi Oulette, BSN, RN, adjunct clinical faculty

## **VII. Instructional Methods and Course Communication**

Lecture, discussion, small group activities, guest speakers, experiential exercises, videos, labs and clinicals. Web based, computerized programmed instruction and interactive video methods are also used. In addition, students will be involved in the presentation of case studies.

**Course Communication:** Course materials (lecture, lab outlines, etc) will be distributed via the course web site on VISTA. Introductory course materials will be posted in January. Class #1 will represent an orientation to Nursing 116 and must be completed by prior to the first class day of the Spring Semester; questions related the course introduction will be addressed in class. See the calendar for the starting date of class. Class for N116 will begin at 0830, see course calendar. All students are responsible for all course materials posted on Vista. All students are encouraged to download course materials on to a floppy or zip disk, as opposed to printing all items. **Please make it a habit to check the web site at least once a day throughout the semester for any announcements or updates. Students will be held responsible for any missed materials which were posted.**

**VIII. Textbooks:** (All textbooks are used in previous and subsequent courses)

*Utilized in previous Course (N115):*

1. Kee, Drug Calculations Online to Accompany Clinical Calculations (5<sup>th</sup> edition) Mosby, 2004.
2. Kozier & Erbs, Fundamentals of Nursing, Concepts, Process and Practice (7<sup>th</sup> edition) Prentice Hall.
3. Kozier & Erbs Study Guide.
4. Kozier & Erbs Techniques in Clinical Nursing (5<sup>th</sup> edition).
5. Kozier & Erbs Clinical Handbook for Fundamentals of Nursing.
6. Wilkinson, Nursing Process and Critical thinking (3<sup>rd</sup> edition) Pearson Education, 2001.
7. Gulanick and Myers, Nursing Care Planning Guides Settings (5<sup>th</sup> edition) Elsevier, 2006.
8. Cataldo, Nutrition & Diet Therapy (6<sup>th</sup> edition) Thompson Learning, 2003.
9. Select ONE version of Deglin, Davis Drug Guide for Nurses (10<sup>th</sup> edition) F.A. Davis, 2004.  
OR  
Nurses Med Deck, (9<sup>th</sup> edition) F.A. Davis, 2004.
10. Dillon, Patricia, Nursing Health Assessment: Clinical Pocket Guide, F. A. Davis.
11. Ebersole, Toward Health Aging – Human Needs and Nursing Response (6<sup>th</sup> edition) Mosby.
12. Lehne, Pharmacology for Nursing Care (and Study Guide) (6<sup>th</sup> edition) Saunders, 2004.
13. Mosby, Medical, Nursing and Allied Health Dictionary (6<sup>th</sup> edition) Elsevier, 2002.
14. Varcarolis, Foundations of Psychiatric Mental Health Nursing (5<sup>th</sup> edition) Saunders, 2005.
15. Myers, RN Notes, Davis, 2003(**optional**).
16. Pagana, Mosby's Manual of Diagnostic and Lab Tests (3<sup>rd</sup> edition) Mosby, 2002.

17. Pernell/Paulanka, Guide to Culturally Competent Health Care, F.A. Davis, 2005 (optional)
18. London, Maternal – Newborn and Child Health Nursing (2<sup>nd</sup> edition) Prentice Hall 2005.
19. Smeltzer, Brunner Textbook of Medical-Surgical Nursing (10<sup>th</sup> edition) Lippincott, 2004.
20. Summers, Diseases & Disorders (2<sup>nd</sup> edition) F.A. Davis, 2002. (**optional**)

## **IX. Course Requirements:**

- A) In order to pass this course, the student must complete **BOTH:**
- 1) The classroom theory requirements at a C level or better. Test items are drawn from **ALL** learning activities, i.e., lectures, readings, audiovisual aids, labs and independent learning modules. (In order to graduate with a major in nursing, a student must have averaged a C (2.0) or better in all nursing and co-requisite courses),  
AND
  - 2) The clinical objectives must be met at a satisfactory level.
  - 3) Students who are readmitted to N116 must maintain a 75 or C+ average.
  - 4) Student Learning Portfolio: A collection of student work serving as documentation of progress in critical thinking and theory application begun at the beginning of nursing study. Course components include, but are not limited to:
    - process recording
    - surgical follow-through assignment
    - journal article summaries
    - Perinatal ethical response
    - Labor & Delivery exercise
    - 2 representative examples of clinical data form from MCH and Med/Surg
    - OB & Med/Surg Case Studies
    - Individual student literature reviews related to Case Study Development
    - Pediatric nursing experience response
- B) Evaluation activities  
Clinical: A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation of the student's progress at approximately halfway through and after the last week

of clinical. A clinical evaluation form will be completed by the student and instructor at these times. Clinical performance is evaluated on the basis of how well the learner meets the objectives and achievements identified on the evaluation form. Students are responsible for **self-evaluation** and documentation on the student's copy of the N-116 clinical evaluation form.

Theory: There will be **five 45 minute** quizzes and **one two hour** final examination in Nursing 116. Students requiring more time may work an additional 15 minutes through the class break. Class will resume at 9:30 a.m.

Weight 5 quizzes, each worth 15% = 75% of total grade  
Final examination 20% of total grade  
OB/M/S Case Studies 5% of total grade, 2.5%  
Review of Literature will be completed by each student on e-portfolio.

Quiz dates are: See course calendar. The final is on 5/14/07.

The final grade for the course is averaged according to the above formula for theory and requires a satisfactory evaluation for clinical performance.

Students will also be required to pass a ProCalc medication administration test by February 20, 2006 with a score of 85% or better. If unsuccessful, student may arrange for up to two re-takes, 1 week apart. If student remains unsuccessful after two re-takes clinical progression will be addressed by the course team. The test is pass/fail and does not carry any weight in the final grade for the course.

The grading criteria are:

A	92-100	C+	75-78
A-	89-91	C	70-74
B+	85-88	D+	65-69
B	82-84	D	60-64
B-	79-81	F	0-59

Students will be expected to sit for the ERI Critical Thinking Test in May. The cost TBA.

Assignments: Students are expected to prepare for clinical experience by reading appropriate material and studying audiovisual materials, self-study materials, and procedures before coming to the clinical area for practice.

Any skills requiring validation in the college nursing lab must be completed according to established timelines.



As discussed in the Nursing Student Handbook, Clinical Occurrence, Nursing Tutor and Nursing Lab Referral forms will be used in the clinical setting.

The instructor assumes the responsibility for assessing the student's ability to safely practice on a given clinical day, including the decision for dismissal from the clinical unit. Please refer to the Nursing Student Handbook for further clarification.

At the discretion of the faculty team, individual student clinical rotations may be resequenced to facilitate student learning.

Written assignments: Students must satisfactorily complete all written assignments. These papers will be graded "Satisfactory" or "Unsatisfactory". All written assignments must be handed in to your clinical instructor on or before the due date. All students MUST utilize the computerized Excel Clinical Data Form (see syllabus section IX, G; see N116 Clinical Progress Evaluation Form page 8, A5). All Students must pass the Pro-Calc exam (max. three attempts) for IV medication administration by 2/12/07.

Written assignments include:

- Independent Well Child Observational Experience
- Surgery Follow Through Assignment
- Case Study Group Project OB and M/S
- Process Recording
- L&D Assignment
- Congen.Concerns ILP
- Journal Article Summary
- Critical Thinking Response to a perinatal ethical issue
- Weekly Clinical Data Forms
- Pediatric nursing experience response

Specific guidelines will be provided for the above assignments.

#### D) Attendance Policy

Students are expected to attend each lecture, classroom laboratory and clinical experience. It is the student's responsibility to notify the instructor if absence is necessary and to fulfill objectives of the experience. All clinical and lab absences are to be made up at the instructor's and/or Nursing 116 team discretion.

**In the event of cancelled clinical(s) due to inclement weather it is a possibility that spring break time may be utilized for make-up at the discretion of the faculty. However if a student is unable to attend during spring break then they will be provided an alternate time for make-up.**

E) Test Make-Up Policy

If you must be absent from a scheduled test due to illness or other emergency, contact one of the course coordinator by 8 a.m. on the morning of the test (383-5218 or 383-5273). Failure to do so will result in a **zero grade** for that test.

**NOTE: All students with approved absences will be scheduled for a CUMULATIVE test to be given at a time and date (near the end of the semester) convenient for the course coordinators.**

F) Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Please refer to the Student Handbook.

G) TRCC Academic Standards:Statement on Academic Integrity

**“Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you used from others; and act at all times with honor.”**

H) Additional Expected Activity Requirements

Students are to participate in class discussions, role-play, material review and lab practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are encouraged to utilize the Excel computerized clinical data form. A nursing student tutor is available by appointment for assistance with the use of the computerized version of the clinical data form. Contact the course coordinator or your clinical instructor for additional assistance.

Students are reminded that classroom demeanor is a vital part of participation. Students should act appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave.

Students are required to attend all class meetings. Tardiness and early leaves as well as absences have a direct impact on student learning.

X. WITHDRAWAL POLICY:

Students may withdraw, in writing, at the Registrar's Office for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor. Refer to the Student Handbook. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

XI. DISABILITIES STATEMENT:

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see the course coordinator as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough if you have a learning disability, ADD or ADHD, or Linda Jacobsen, Disabled Student Counselor.

XII. INDIVIDUALIZED LEARNING NEEDS:

At the discretion of the faculty team, individual student clinical rotations may be resequenced to facilitate student learning. Extra practice sessions can be planned in the Nursing Laboratory at the request of the student or faculty - see Nursing Lab and Nursing Tutor referral forms and Clinical Occurrence forms in Nursing Student Handbook. Study groups can be formed. Additional reading materials can be suggested. Audio and videotapes and computer programs, including patient simulations are available.

**XIII. CLINICAL OR CLASS CANCELLATION DUE TO INCLEMENT WEATHER:**

When the college is closed for reasons of inclement weather, clinical experiences will also be cancelled. When the college delays opening, clinical experiences will begin one hour later. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. (The College catalog lists radio stations announcing cancellations.) There also will be a notice of delays or cancellation on a recording at 886-0177. A posting in the announcements on Vista will also note any changes due to the weather or other emergency situations.

**In the event of cancelled clinical(s) due to inclement weather it is a possibility that spring break time may be utilized for make-up at the discretion of the faculty. However if a student is unable to attend during spring break then they will be provided an alternate time for make-up.**

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