

CONNECTICUT COMMUNITY COLLEGES NURSING PROGRAM

Capital Community College, Gateway Community College, Norwalk Community College,

Naugatuck Valley Community College, Three Rivers Community College

THREE RIVERS COMMUNITY COLLEGE

Nursing 201

NURSING CARE OF INDIVIDUALS AND FAMILIES I

Syllabus and Course Materials

Spring 2011

The Journey Continues!

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

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NUR*201: NURSING CARE OF INDIVIDUALS AND FAMILIES I

Course Prerequisites

NUR*102: Family Health Nursing; NUR*103: Pharmacology for families Across the Life Span; PSY*201: Life Span; SOC*101: Principles of Sociology

Course Co requisites

NUR*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs; ENG*102: English Composition & Literature

Course Components

Credits	9 credits
Hours	Classroom: 60 hours Clinical: 225 hours

Course Schedule

Lecture: Tuesdays 8:30-10:30AM and 12:30-2:30PM

Labs: 8:30am - 4:00pm Weeks 1, 6, 11, 14.

Course Description

The student will focus on holistic care of individuals and families across the lifespan with a variety of health care needs. The needs of clients experiencing endocrine, respiratory, gastrointestinal, cardiovascular conditions and selected mental health disorders are examined. Bioterrorism as a health care issue will be addressed. Clinical laboratory experience provides the student an opportunity to administer care to a diverse population of clients in a variety of acute care and community health care settings. The student will utilize critical thinking, caring, professionalism and communication skills in the care of the client. Emphasis is placed on provision of safe and competent care and development of the professional role as a member of a multidisciplinary health care team. Over the semester, the student is increasingly challenged in the clinical area with more complex client assignments.

Course Objectives

At the completion of this course, the student will be able to:

1. Implement principles of holistic care for individuals, families and groups from diverse cultures across the wellness-illness continuum.
2. Analyze multiple variables when implementing the nursing process in the care of individuals, families, and groups from diverse populations across the wellness-illness continuum.
3. Integrate evidence-based practice, quantitative reasoning and technology in providing competent care to individuals, families, and groups with intermediate health problems.
4. Utilize therapeutic communication techniques in providing care to individuals, families, and groups with intermediate health problems.
5. Implement a teaching plan for individuals, families, and groups with learning needs.
6. Integrate respect for human dignity through therapeutic relationships with individuals, families, and colleagues.
7. Function effectively as a member of the health care team.

8. Implement legal and ethical practice standards in providing care to individuals, families and groups with intermediate health problems in diverse health care settings.
9. Evaluate the professional nursing roles within the health care delivery system.

UNIT OBJECTIVES

Please refer to class outline for unit objectives.

Faculty / Staff Availability

Students are encouraged to seek clarification with the course coordinator as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. All faculty and staff look forward to your success and practice as a registered nurse. Please utilize your time and ours to develop your abilities to the fullest!

Faculty:

Full Time:

Teri Ashton M.S.N., R.N., CNE
Course Coordinator
tashton@trcc.commnet.edu
860-383-5208
Office C228

Nancy Scrivano M.S.N., R.N.
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Heather Bader M.S.N., R.N.
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860-892-5294
Office C244

Judy Snayd M.S.N., R.N.
jsnayd@trcc.commnet.edu
860-892-5726
Office C246

Adjunct Faculty

Linda Moscaritolo, M.S.N., R.N.
Nancy Czarasty M.S.N., R.N.
Kristen Uguccioni MSN, RN
Barbara Fisher MSN, RN

Director of Nursing and Allied Health: Ellen Freeman, M.S., RN, CNE, Professor of Nursing
Office: Junction of D and C Wings, First floor
Phone & Voicemail: 383-5273
E-mail: efreeman@trcc.commnet.edu

ESL /Culture Facilitator: Judy Snayd, MS, RN, CNE
Office C246 Phone: 860-892-5726

Nursing Lab Staff

Sue Turner, MSN, RN Lab Coordinator
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Laurie Godaire, BSN, RN
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Kim Myshka BSN, RN
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Nursing Program College Facilities

Facilities available to the students are: Faculty offices, the library, nursing classrooms and the lab are located on campus. Computer labs are located within the nursing lab and throughout the E Wing.

Nursing 201 Clinical / Lab Experiences

Acute care clinical facilities include the following: William W. Backus Hospital, Lawrence and Memorial Hospital, Westerly Hospital, Middlesex Community Hospital, and St. Francis Hospital and Medical Center.

Orientation: All groups will attend orientation sessions for the med-surg experience. Times will be announced as per facility availability.

Clinical Observational Learning Activity: All students in good clinical standing will participate in observational activities with selected agencies. Dates of observation will be assigned as specified on your clinical rotation schedule.

Student nurse uniforms and college ID badges are required. Students must attend assigned observations as scheduled. Observational experiences are part of the required clinical hours and must be successfully completed to receive satisfactory passing clinical grade.

Classroom lab with required validations will be presented as noted on course calendar.

Uniforms and name tags are required for all on campus labs. Attendance is mandatory and counts as clinical time.

Clinical Equipment and Uniforms

Stethoscope, Watch with second hand, Bandage Scissors, Black pen, Notepaper, Assigned text, Uniform, ID Badge. Student nurse uniform per Student Nurse Handbook and identification, i.e. college name tag and/or hospital ID badge, are required for all clinical experiences.

Grading Policies

To pass Nursing 201 and progress in the nursing program, a student must do **ALL** of the following:

- Earn at least a 74 average in the theoretical portion of the course. Test items are drawn from ALL content of the course; theory, lab, clinical and math.
- Pass the clinical component of the course in a satisfactory manner.
- Pass Dosage Calculation Competency with 90% accuracy. Students may use calculators provided by the college for all exams involving drug calculations. A student may not administer medications until s/he has successfully passed the dosage calculation examination. A student will be given three (3) attempts to pass the dosage calculation examination. A student who fails the dosage calculation examination must participate in remediation before taking the next examination. A period of one week between exam attempts is required. The third exam is to be taken within 30 days from the start of the semester. A student who fails the third (3rd) examination will be withdrawn from the nursing course and dismissed from the nursing program.
- Pass required clinical skills validations. Three (3) opportunities will be given to pass the skills verification. Students unable to meet critical criteria on the second attempt must attend mandatory remediation.

The grading schedule is as follows:

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
<66	F

Evaluation Activities Reviewed: Examinations

There are five class examinations each worth 15% of the final grade spread out throughout the semester. See Quick view calendar. Each exam will be 50 minutes with 40-42 questions. The additional 25% of the grade is based on the two hour final examination which is a cumulative exam containing between 80 and 85 questions.. **It is expected that all students will be present and punctual for exams. In the event that the student will be absent for personal illness, the student must notify the course coordinator prior to 8 a.m. on the morning of the exam. Planned absences for vacations are not valid reasons for missing an exam.** If warranted, one cumulative makeup exam will be offered at the end of the semester. Make up exams are graded on a raw score basis.

TESTING PROCEDURES: Test answer bubble sheets will be distributed at 8:15 am, exams at 8:30 am. Students are required to complete the answer sheet as directed, which includes **accurate** Banner ID number. Students will have one hour to complete exams and 2 hours to complete the final exam. Students may not leave the exam room for any reason and return to the exam. All books, coats, backpacks, bags, etc. must be left in your car or placed in the front of the exam room. Eating and/or drinking are not permitted during exams. Students may not wear hats during exams. Calculators will be provided by the school. Wooden #2 lead pencils are to be used, no mechanical pencils. Any one who looks at another student's exam or who is seen talking either to themselves or to someone else during the exam may receive an exam grade of 0. Exam scores will be posted on VISTA no later than 48 hours after the exam.

EXAM REVIEW: Exam review will be held following the last class on the exam day. Rationales will be given to the class by faculty. Following this exam review, exams will be available in the nursing lab for a one on one exam review with the lab staff. Any student receiving a 77.5 or less on an exam will be given a mandatory exam review with the lab staff.

Evaluation Activities Reviewed: Clinical

Clinical performance is evaluated on the basis of how well the learner meets the objectives and achievements identified on the evaluation form. Students must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and

documentation. Students will submit their Clinical Learning Evaluation Tool either in the paper and pen format or electronically in the computerized format. This weekly form is due to the clinical instructor 24 hours after the end of clinical.

A conference will be scheduled **by the learner** with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week**. A clinical evaluation form will be completed by the instructor and reviewed by the student 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 must successfully meet the clinical objectives in order to pass the course. Students are responsible for self-evaluation and documentation. A summative evaluation will be completed and reviewed at the end of the semester.

Students will be assessed on their clinical performance in accordance with their ability to meet the behaviors identified on the N-201 Clinical Summative Evaluation Form. **See CT-CCNP Student Handbook for information regarding the clinical evaluation process.**

Clinical and college lab time including observational learning activities must be completed to successfully meet objectives. Students who do not complete clinical and clinical laboratory hour requirements may receive a grade of **Incomplete**. All absences must be made up, including both clinical, lab, and observational experiences. Students are strongly encouraged to avoid clinical/lab absences for personal reasons other than student's **own** illness.

STANDARDIZED CURRICULAR TESTING: Standardized testing is required this semester. Please check the quick calendar for dates and times.

Aids to assist students to be successful in N201

Study Groups

Study groups are crucial to your N201 success. Students are encouraged to form study groups which can meet in the lab or at the groups' mutual location choice. Staff within the nursing lab are available during posted hours to assist students with tutoring, skills, study/test taking skills, or other learning needs. Students are encouraged to be proactive in their learning and seek help independently. Learning resources can be found on the N201 Course Shell on Blackboard Vista, Text book Web Sites and CDs / DVDs, materials within the nursing laboratory and library. Students are encouraged to utilize these independent opportunities weekly.

Methods of Instruction

Teaching modalities include lecture, power point, case studies, and simulation. Computerized programmed instruction and interactive learning tools are also used. Blackboard Vista and eportfolio are used as learning management tools. Students are encouraged to participate in all activities offered to enhance the learning experience. **Students are expected to participate in class** discussions, role-play, exam review and lab practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other. Students will be expected to submit appropriate assignments to ePortfolio. Students are reminded that classroom demeanor is a vital part of participation. Students should behave 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. Cell phones should be turned off. 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 leaving early as well as absences have a direct impact on student learning.

Nursing Lab Resources: The Nursing lab is available for all students. They offer a wide variety of services to help the student succeed. Students may be referred to the lab for tutoring, math skills, clinical skills, organization and time management, study strategies and test taking strategies. Students are encouraged to utilize the lab.

Required Textbooks: (textbooks are used in subsequent courses)

1. Berman, Snyder, Kozier & Erb, Fundamentals of Nursing, Concepts, Process and Practice (8th edition) Prentice Hall, 2007.
2. Smith, Duell, & Martin, Clinical Nursing Skills (7th edition) Prentice Hall, 2008.
3. Ackley, Nursing Diagnosis Handbook (8th edition) Saunders, 2007.
4. Smeltzer, S.C., & Bare, B. G. & Hinkle, J.L. & Cheever, K.H. (2008). *Brunner & Suddarth's textbook of medical-surgical nursing* (11th ed.). Philadelphia: J.B. Lippincott/Williams and Wilkins
5. Deglin, Davis Drug Guide for Nurses (11th edition) F.A. Davis, 2008.
6. Pickar, Dosage Calculations, with CD, (8th edition) Delmar Publications, 2007
7. Lehne, Pharmacology for Nursing Care, with CD (6th edition) Saunders, 2007.
8. Pagana, Mosby's Manual of Diagnostic and Lab Tests (3rd edition) Mosby, 2006.
9. Hockenberry, M.J., & Wilson, D. (2009) *Wong's essentials of pediatric nursing* (8th ed.) St Louis: Mosby Elsevier
10. Varcarolis, Elizabeth (2002) *Foundations of Psychiatric Mental Health Nursing* (6th) Philadelphia W.B. Saunders

New books for this course

12. Sole, Lamborn and Hartshorn, Introduction to Critical Care Nursing, 5th edition, Saunders, 2008
13. Dillon, Patricia, Nursing Health Assessment: Clinical Pocket Guide, F. A. Davis.

Optional:

14. Dillon, Nursing Health Assessment, with CD, (2nd edition) F.A. Davis, 2007.
15. Pernell & Paulanka, Guide to Culturally Competent Health Care F.A. Davis, 2005.
16. Summers, Diseases & Disorders (3rd edition) F.A. Davis, 2007.
17. Quick Notes for Anatomy and Physiology (1st edition) F.A. Davis 2008.

Additional Information

Nursing Student Handbook

The Connecticut Community College Nursing Program (CT-CCNP) Nursing Student Handbook contains the program specific policies and procedures in effect for academic year 2010-2011. It is the student's responsibility to be familiar with the content in the Nursing Student Handbook. The student will be held accountable for meeting the expectations outlined in the Nursing Student Handbook, College Catalog, and College Student Handbook. The CT-CCNP reserves the right to modify any information contained in the Nursing Student Handbook. Officially approved changes will be made known to students through a Nursing Student Handbook Addendum.

Refer to the Nursing Student Handbook for detailed information regarding:

- Missed Exams
- Clinical Evaluations
- Clinical Warning
- College Labs
- Attendance
- Required Clinical Equipment
- Professional Appearance in the Clinical Sites
- Return if withdraw
- Inability to return under certain circumstances

Three Rivers Community College Student Handbook

Refer to the TRCC Student Handbook regarding Disabilities, Course Refunds, Withdrawal Dates, Financial Aide and other college specific policies and resources.

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 absences are to be made up as per the Nursing Program Policy Handbook.

WITHDRAWAL POLICY:

Students may withdraw, in writing, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail this course and receive a grade of F. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

DISABILITIES STATEMENT:

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see the Disability coordinator as soon as possible. Please be sure to register with Chris Scarborough if you have a learning disability, ADD or ADHD, or Student Services for other physical disabilities. Please see the Three Rivers Community College Catalog for additional policies and information.

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be canceled. 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. Preplanning and communication with your clinical instructor and course coordinator is important. (The College Student Handbook and Catalog lists radio stations announcing cancellations.) There also will be a notice of delays or cancellation on a recording at 886-0177. Postings may also be seen on the Three Rivers Web Page: www.trcc.commnet.edu or via Blackboard Vista.

INDIVIDUALIZED LEARNING NEEDS: The student has the option of choosing which method of studying or combination of methods is most suitable for his/her learning needs. Faculty may request completion of additional learning activities as indicated by student needs. Extra practice sessions can be planned in the laboratory upon request. Study groups can be formed. Additional reading materials can be suggested. Audio and visual tapes and computerized materials on several patient situations are available. At the discretion of the faculty team, individual student clinical rotations maybe re-sequenced to facilitate student learning.

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.” See TRCC Student Handbook.

A student's written work is expected to be **original** and done independently unless otherwise indicated. Footnotes and references must be used to acknowledge the source and avoid plagiarism.

Selected portions of the nursing curriculum are taught, reinforced, or reviewed through the use of educational software/instructional media: e.g., videotapes, computer programs, audio cassettes, filmstrips, online learning activities etc. Students must sign an Ethics Statement regarding the use of these materials and agree to follow the policies outlined in the Statement. The signed Ethics Statement is retained in each student's record.

Violations of academic integrity will be referred to the Academic Dean and dealt with in accordance with the college policy on Academic Integrity.

See Nursing Student Handbook

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. Refer to College Catalog for policy. Students are expected to:

Demonstrate academic integrity by not engaging in conduct that has as its intent or effect he false representation of a student’s academic performance, including but not limited to : (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed, or otherwise obtained) as one’s own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Consequences are specified in the College Catalog.

THREE RIVERS COMMUNITY COLLEGE NURSING 201 READINGS

For all classes, please bring clickers.

Week	Topic	Readings Sole 5 th edition, Brunner 11 th edition
Week 1	Cardiovascular Risk factors and evaluation	Brunner, chapter 26, pg 780-815
Week 1	HTN-	for this class please bring Lehne book. Brunner, ch 32, 1021-1034 Lehne, chapter 46
Week 1	All day lab	Brunner, 737-741, 1194-1196, 1197-1198, 568-576, 798-805, Dillon Pocket Guide, Ch 5 and 6, 120-166
Week 2	Heart Failure	Brunner, chapter 30
Week 2	PCI & CABG	Brunner, chapter 28 Sole Ch. 12
Week3	PVD & PAD	Brunner, ch 31
Week 3	Shock	Brunner, chapter 15, Sole ch 11
	Exam1 2/8/11	On above content
Week 4	Dysrhythmias	Brunner, chapter 27 Sole Ch. 7
Week 4	MVR & AVR	Brunner, chapter 29
Week 5	Congenital Heart Disease	Hockenberry and Wilson, Chapter 25 pp. 861-891.
Week 5	Acid Base Balance	Brunner Chapter 334-338 Sole pp. 184- 187
Week 5	Pneumothorax and Respiratory Failure	BRUNNER: 678-680, 758-764 AND 655-659 SOLE: 439-453 AND 342
Week6	Infectious Respiratory Disease Pneumonia	Brunner Ch 23
Week 6	Common Pediatric Resp Disorders	Hockenberry and Wilson, Ch 23 Note please add Video: Child in respiratory distress· Note please add Virtual Hospital: Bronchiolitis
Week 6	COPD	Brunner Chapter 24 685-708;
Week 6	All day lab	Brunner, 737-741, 1194-1196, 1197-1198, 339(t), 334-338, and previous week 6 readings Brunner, chapter 27 Sole Ch. 7
	Exam 2 3/1/11	On above content
Week 7	Asthma	Brunner Chapter 24 p 709 and articles (TBA)
Week 7	Lung Cancer	BRUNNER: 670-674
Week 7	TB	BRUNNER 643-650
Week 8	Diabetes	Brunner Ch. 41 Sole pp. 605-624
Week 9	SPRING BREAK	
Week 10	Thyroid	BRUNNER: 1452-1470 SOLE: 631-641
Week 10	Adrenal and Pituitary	BRUNNER: 1456-1474 AND 1475-1485 SOLE: 624-631 AND 641-649
	Exam 3 3/29/11	On above content
Week 11	Autoimmune (Systemic Lupus Erythematosus)	Brunner Chapter 54 pages 1909-1911 page 1796 and selected articles (TBA)
Week 11	Peptic Ulcer Disease,	Brunner, ch 37, 1209-1217 Lehne, ch 76

	GI Bleed	
Week 11	All Day Lab	Brunner Ch 36 1181-1188, 1193-1200, Ch41 DKA, HHNS material, and Ch 38 1248-1263
Week 12	IBS, , Reflux, cholecystitis	please bring Brunner Brunner, chapter 34, ch 35, pg1165-1166, 1237-1238, ch 40 1345-1358
Week 12	Diverticulitis and Pancreatitis	Brunner, ch38, 1242-1245, ch 40, 1358-1369
Week 12	Bowel Obstruction Cancer of the colon	Brunner ch 38, 1263-1275 http://www.cancer.gov/cancertopics/wyntk/colon-and-rectal http://www.cancer.gov/cancertopics/pdq/treatment/colon/healthprofessional http://www.cancer.gov/cancertopics/pdq/treatment/colon/Patient/page1
Week 13	Celiac Disease and Ulcerative Colitis, Crohn's	Brunner Chapter 38 pages 1247-1263
Week 13	Hepatitis	Brunner Chapter 39; articles (TBA)
Week 13	Liver Disease: Cirrhosis, Portal HTN, Varices, Failure	Brunner Chapter 39; Case Study (TBA)
	Exam 4 4/19/11	On above content
Week 14	Substance Abuse	Varcarolis, Chapter 18 in the 6 th edition or Chapter 27 in the 5 th edition. Brunner, Chapter 71 pp 2544-2550.
Week 14	On campus psych lab Thought disorders	Varcarolis, Chapter 15 and 30 in the 6 th edition or Chapter 20 and 28 in the 5 th edition
Week 15	Bioterrorism	Brunner, Chapter 72
Week 15	Psych lab	Varcarolis, 6 th ed. Chapter 4, 8, 9 plus familiarity with Week 14 and 15 readings, 5 th ed. Chapters 5, 9 and 10 and the same as above
	Exam 5 5/3/11	Above content
Week 16	Pedi Psych	Varcarolis: Chapter 28, Disorders of Children and Adolescents Chapter 35, Family Interventions
	Final exam 5/10/11	