

# **CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM**

*Capital Community College, Gateway Community College, Norwalk Community College, Naugatuck Valley Community College, Northwestern Community College, Three Rivers Community College Community College*

## **THREE RIVERS COMMUNITY COLLEGE DIVISION OF NURSING COURSE SYLLABUS Fall 2012**

### ***NUR 203: NURSING CARE OF INDIVIDUALS AND FAMILIES II***

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#### **COURSE OVERVIEW**

##### **Course Pre-requisites**

NUR 201: Nursing Care of Individuals and Families I

NUR 202: Pharmacology for Individuals and Families with Intermediate Health Care Needs

##### **Course Co-requisites**

NUR 204: Pharmacology for Individuals, Families, and Groups with Complex Health Care Needs

NUR 205 Nursing Management and Trends

Humanities or Fine Arts Elective

##### **Course Components**

Credits           8 credits

Hours             Classroom: 45 hours

                      Clinical: 225 hours

##### **Classroom Schedule**

Lecture: Thursday, 8:30 a.m.–10:00 a.m. & 11:00 a.m.-12:30 a.m. in A 216

##### **Course Description**

The student will focus on the holistic care of individuals, families, and groups with complex health care needs. The student will incorporate critical thinking, caring behaviors, professionalism, and communication skills when providing nursing care in a variety of acute, long-term and/or community settings. The student will have an opportunity to manage a multi-client assignment with an emphasis on safe and competent practice. An observational experience with a visiting nurse agency will be provided.

## **Course Objectives**

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

1. Integrate the principles of holism and nursing theory in providing care to individuals, families and groups with complex health needs.
2. Integrate nursing interventions by utilizing the nursing process in providing care to groups of clients with complex health problems across the life-span.
3. Provide safe and competent care to groups of clients with complex health problems using evidence-based practice, quantitative reasoning and technology.
4. Evaluate the therapeutic communication techniques used in nurse-client interactions.
5. Evaluate the effectiveness of teaching-learning activities that meet the needs of individuals, families and groups experiencing complex health problems.
6. Collaborate with members of the health care team to establish a culturally competent environment that promotes caring behavior.
7. Collaborate with members of the health care team in a variety of settings.
8. Implement strategies to provide accountable and responsible care within the legal-ethical standards of the nursing profession.
9. Support the advancement of nursing practice through life-long learning and political awareness.

## **Unit Objectives**

Refer to class outline for unit objectives.

## **Clinical Laboratory Experience**

Students will gain clinical experience during the semester in each of the following settings: an acute medical-surgical unit and a Mental Health in-patient unit. Clinical agencies used for these rotations will be Westerly Hospital, Westerly, RI; WW Backus Hospital, Norwich; Connecticut Valley Hospital, Middletown; Natchaug Psychiatric Hospital, Mansfield Center; St. Francis Medical Center, Hartford; as well as selected community agencies in the New London and Norwich areas.

## **Clinical Sections**

### **Mental Health In-Patient Facilities**

Connecticut Valley Hospital: Monday and Tuesday 7:00 a.m.-3:30 p.m.

Natchaug: Monday and Tuesday 7:00 a.m.-3:30 p.m.

Clinical conference is included

Professional street dress and college name tags are required

### **Acute Care Clinical Rotation**

Westerly Hospital: Monday 6:45 a.m.-3:15 p.m. and Tuesday 2:45-11:15 p.m.

St. Francis Healthcare: Monday and Tuesday 7a.m.-3:30 p.m.

Backus Hospital: Monday/Tuesday or Friday/Saturday 2:45-11:15 p.m.

Two clinical rotations including one pre/post conference per week

Student nurse uniform per Student Nurse Handbook and identification, i.e.

college name tag and hospital ID badge, required for all clinical experiences

### **Clinical Orientations**

All groups will attend orientation sessions for mental health and medical surgical rotations where applicable. Times will be announced as per facility availability.

## **Classroom Lab**

Classroom lab with required validation will be presented as noted on course calendar. Attendance is mandatory and counts as clinical time. As lab is considered clinical time, clinical attire is worn during the clinical labs. Note that the first Mental Health lab will require students to wear casual street attire and TRCC name tag. The subsequent lab and neurological assessment validations will require students to wear complete clinical attire and TRCC name tag.

## **Observational Learning Activities**

All students will participate in observational activities with selected community-based agencies. Date/s of observation will be assigned as specified on your clinical rotation schedule. Please read carefully. Student nurse attire and college ID badge 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.

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## **NURSING DEPARTMENT FACULTY AND STAFF**

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### **Full Time Faculty**

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### **Nursing Lab Staff**

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## COURSE REQUIREMENTS

In order to successfully complete this course, the student must do **ALL** of the following components:

### Theory Component

Achieve a theory grade of 74 or better based on four quizzes, each worth 18.75% for a total of 75% of the final grade, and one final exam worth 25%

Grading criteria are:

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

### Math Content

No new math content taught

There will not be a dosage calculation test at the beginning of the course

Dosage calculation questions will be included on unit exams

Students will be expected to demonstrate accurate calculations in clinical

### Clinical Component

Maintain clinical reflection journal

Complete written assignments:

Mental Health: process recording, psycho-social assessment

Med/Surg: out-rotation observation reflections, case presentations

Pass the course with a satisfactory clinical evaluation.

A weekly conference will be scheduled with his/her clinical instructor for discussion and evaluation **of the student's progress at the end of each clinical week** as documented on the **Formative Evaluation form**. Students are responsible for self-evaluation and documentation of clinical progress on the formative evaluation tool and weekly reflection journal. Final assessment of students clinical performance will be documented on assessed on the N-203 Clinical Summative Evaluation Form. **See CT-CCNP Student Handbook for information regarding the clinical evaluation process.**

Pass required clinical skills validation. Two (2) opportunities will be given to pass the skills validation if necessary.

### Lab Component

- Attend Mental Health, Neurologic Assessment and Patient Emergency Labs
- Complete Neurologic Assessment Validation

- Complete lab referrals, tutoring, clinical improvement forms and/or remedial assignments made by an instructor

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## STUDENT RESPONSIBILITIES

**Complete and sign CT-CCNP Student Nursing Handbook addendum(s)** as provided by course leader, to be kept in student file.

### Disability Statement

If you have a question regarding a disability that may affect your progress in this course, please contact one of the college's Disability Service Providers as soon as possible. Chris Scarborough (892-5751) generally works with students who have learning disabilities or attention deficit disorder. Kathleen Gray (885-2328) generally works with students who have physical, visual, hearing, medical, mobility, and mental health and psychiatric disabilities. Matt Liscum (383-5240) also works with students who have disabilities.

### Theory/Classroom

- Students will be expected to participate in student learning activities: discussions, role play, simulations, material review and lab practice. Practice enhances the learning experience and allows students and instructor the opportunity to learn from each other.
- Students will be expected to submit assignments to ePortfolios
- Grades may be withheld until assignments are completed and/or posted to ePortfolios
- 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.
- Students who violate the rules of courtesy and/or professional demeanor will be asked to leave.
- Tardiness and leaving early as well as absences have a direct impact on student learning.

### Exams

- Test answer sheets will be distributed at 8:15 am, exam booklets 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
- Anyone 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 Bb/Vista no sooner than 48 hours after the exam
- Tardy or absence
  - 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.

**Quiz Review:** Quiz review will be held following the first or last class on the exam day. Rationales will be given to the class by faculty. Following this quiz review; quizzes will be available in the nursing lab for a one on one review with the lab staff. Any student receiving a 77.5 or less on an exam will be given a quiz review referral with the lab staff.

### **Clinical and Lab**

- 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.
- All clinical absences are to be made up as per the CTCCNP Student Nursing Handbook.

### **Study Groups**

Students are encouraged to form study groups which can meet in the lab or at a location of group choice. Tutors within the nursing lab are also available during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently. Referrals may be made by faculty for lab and theory improvement. The Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly.

### **Standardized Curricular Testing**

Standardized curricular testing is required and attendance is mandatory.

### **Withdrawal Statement**

If withdrawal occurs during the semester, the grade assigned for the course will be based on the College Withdrawal Policy as described in the College Catalog and the CT-CCNP Student Handbook. The last day for withdrawal for this semester is December 10, 2012.

### **Plagiarism and dishonesty:**

"A student's written work is expected to be **original** and done independently unless otherwise indicated. Citations and references must be used to acknowledge the source and avoid plagiarism. Violations of academic integrity will be referred to the dealt with in accordance with the college policy."

See CT-CCNP Nursing Student Handbook, College Catalog and 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 the 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 and Student Handbook.

### **Nursing Student Handbook**

Refer to the Nursing Student Handbook for detailed information regarding:

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

### **Required Textbooks: (All textbooks have previously been purchased)**

Ackley,B., Ladwig, G. (2007). *Nursing Diagnosis Handbook*. St. Louis: Elsevier/Saunders.

Berman, A.,Snyder, S.J., Kozier, B., and Erb, G. (2007). *Fundamentals of Nursing, Concepts, Process and* (8 ed.). Prentice Hall.

Deglin, J.H., Vallerand, A.H. (2009). *Davis Drug Guide for Nurses* (11<sup>th</sup> ed.). Philadelphia: F.A. Davis.

Hockenberry, M. J. and Wilson, D.(2009). *Wong’s Essentials of Pediatric Nursing* (8<sup>th</sup> ed.). St. Louis: Elsevier/Mosby.

Lehne, R.E. (2010). *Pharmacology for Nursing Care*, with CD (7<sup>th</sup> ed.). St. Louis: Elsevier/Saunders.

McKinney, E.S., James, S.R., Murray, S.S., Ashwill, L.W. (2009). *Maternal-Child Nursing*. (3<sup>rd</sup> ed.). St. Louis: Saunders/Elsevier.

Pagana, K.D., Pagana, T.J. *Mosby’s Diagnostic and Laboratory Test Reference* (7<sup>th</sup> ed.). St.Louis: Elsevier/Mosby.

Pickar, G.D., Abernathy, A.P. (2007). *Dosage Calculations* with CD. (8<sup>th</sup> ed). Delmar Publications, 2007 packaged with 3,2,1Calc.

Smeltzer, S.C., Bare, B. G.,Hinkle, J.L., Cheever, K.H. (2008). *Brunner & Suddarth’s Textbook of Medical-Surgical Nursing* (12<sup>th</sup> ed.). Philadelphia: J.B. Lippincott/Williams and Wilkins.

Smith, Duell, &Martin. (2008). *Clinical Nursing Skills* (7<sup>th</sup> ed.). Prentice Hall.

Sole, M., Lamborn, M. and Hartshorn, J. (2006). *Introduction to Critical Care Nursing*, (7th ed.). St. Louis: Elsevier/Saunders.

Varcarolis, E.M., Carson, V.B., Shoemaker, N.C. (2010). *Foundations of Mental Psychiatric Mental Health Nursing* (6<sup>th</sup> ed.), St. Louis: Elsevier/Saunders.

**Optional Texts:**

Dillon, P.M. (2007). *Nursing Health Assessment with CD*. (2<sup>nd</sup> ed). Philadelphia: F.A. Davis.

Pernell, L.D. and Paulanka, B.J. (2005). *Guide to Culturally Competent Health Care*. Philadelphia: F.A. Davis.

Sommers, M., Johnson, S.A., Beery, T.A. (200). *Diseases and Disorders*. (3<sup>rd</sup> ed.). Philadelphia: F.A. Davis.

**NURSING 203 READING LIST FOR Fall 2012**

<b>Week</b>	<b>Topic</b>	<b>Readings Sole 5<sup>th</sup> edition, Brunner 12<sup>th</sup> edition, Varcарolis 6<sup>th</sup> edition, Wong 8th ed</b>
Week 1	Course Orientation	
	Patients in Crisis	Varcarolis: 6 <sup>TH</sup> CHAPTER 23 Read Ch 4, 5, 24, 25, 28 Review Ch 15 (323-324) for psych lab
	Behavioral Issues: Anger & Aggression	Varcarolis: Ch 25
	Personality Disorders	Varcarolis: Ch 19
Week 2	Renal Lab: SBAR & Neuro Assessment	Brunner : Review Ch 43 Renal A&P, Ch 44 (1311-1317,1320-1356) Sole: Ch 15 Lehne: Ch 40 Lab: Brunner: Ch 60 (1831-1850) Sole: 371-387
Week 3	<b>QUIZ #1</b> Trauma Lecture Quiz Review	Brunner: 2157-68 Sole: Ch 19
Week 4	Mass Casualty Shock/ Mods	Brunner: Ch 72 Brunner: Ch 15 Sole: 302-306,683-726
Week 5	Burns Oncology Overview	Brunner: 843-46 Sole : 371-387



	<b>PATIENT CARE EMERGENCY LAB</b>	Review CPR Review SBAR Review Neuro Assessment
Week 6	<b>QUIZ #2</b> Oncology Treatment Modalities Quiz Review	Brunner: Ch 57 Brunner: 336-345, 346-358, 361-365
Week 7	Reproductive Cancer Pediatric Cancer	Brunner : 1481-85, 1462-65, 1516-1563 Wong: 595-607, related pages for Osteosarcoma, Wilms' tumor, Nephroblastoma & Ewings Sarcoma
Week 8	Leukemia/Lymphoma HSCT/BMT	Brunner: 935-6, 941-44, 358-61 Wong: 930-939, 945-47
Week 9	<b>QUIZ #3</b> Oncologic Emergencies Hospice Guest Speaker Quiz Review	Brunner : 387-91, 385-93
Week 10	Neuro Overview/ ICP	Brunner: Ch 60, 61 Sole: 398-405
Week 11	Brain Attack/ Surgeries/ Head Trauma/TBI	Brunner: Ch 62, 63 Sole: 411-421
Week 12	<b>QUIZ # 4</b> Paralyzing (Spinal cord injury, ALS) Degenerative (Parkinsons), Autoimmune (MS, Myasthenia Gravis, Guillian Barre) Neuro Disorders Quiz Review	Brunner: Ch 63 (1933-1948, 1966-70) Sole: 406-411, Brunner: Ch 64 (1956-66), Ch 65 (1985-92) Wong: 1165-1167, 1170-1172
Week 13	Meningitis	Brunner: Ch 64 (1949-52) Sole: 424-425
	Seizure Disorders	Brunner: Ch 61 (1881-89) Sole: 421-424
	Pediatric Neuro	Wong: Ch 28, Ch 32 (1145-1160, 1162) Brunner: Ch 65 (1995-97)
Week 14	HIV HIV Panel	Brunner: Ch 52
Week 15	<b>Final Exam</b>	8:30-10:30
Week 16	<b>Standardized Testing</b>	TBA

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*Capital Community College, Gateway Community College,  
Naugatuck Valley Community College, Northwestern Connecticut Community College,  
Norwalk Community College, Three Rivers Community College*

**Side by Side comparison of student activities for semester co-requisite courses:**

1. NUR\*203: Nursing Care of Individuals and Families II (8 credits)
2. NUR \*204: Pharmacology for Individuals, Families and Groups with Complex Healthcare Needs (1 credit)
3. NUR\*205: Nursing Management and Trends (2 credits)

<b>Week of Semester</b>	<b>Activities in NUR*203</b>	<b>Activities in NUR*204</b>	<b>Activities in NUR*205</b>
<b>Week 1:</b>	Psych content <b>Psych Lab-Thurs</b>	Introduction/Overview	Orientation to Course
<b>Week 2:</b>	Renal content Organ/tissue transplantation  Neuro Assessment SBAR (in afternoon)	Renal pharmacology	
<b>Week 3:</b>	<b>Quiz #1</b> Trauma content Quiz Review	Pharmacology related to multisystem dysfunction	Seminar: Leadership and Delegation
<b>Week 4:</b>	Mass Casualty content Multisystem Organ Dysfunction	Cancer pharmacology	
<b>Week 5: LAB- Monday</b>	Shock/Burns Oncology Overview	<b>Quiz #1</b> (4 hr content)	
<b>Week 6:</b>	<b>Quiz #2</b> Oncology Treatment Modalities Quiz Review	Cancer pharmacology Teaching Plan Due (10 points)	

<b>Week of Semester</b>	<b>Activities in NUR*203</b>	<b>Activities in NUR*204</b>	<b>Activities in NUR*205</b>
<b>Week 7:</b>	Reproductive Cancers Pediatric Cancers	Neuro pharmacology	Seminar: Panel & Mock Interviews
<b>Week 8:</b>	Leukemia Lymphoma BMT/HSCT	Neuro pharmacology	
<b>Week 9:</b> <b>NEASC</b>	<b>Quiz#3</b> Hospice Oncological Emergencies Quiz Review	Neuro pharmacology	
<b>Week 10:</b>	Neuro Overview Brain Attack Traumatic Brain Surgeries	<b>Quiz #2</b> (4 hr content)	
<b>Week 11:</b>	Paralyzing Degenerative Autoimmune Neuro Disorders	Pharmacology related to multi-system dysfunction	Seminar: Impaired Nurse
<b>Week 12:</b>	<b>Quiz#4</b> Menigitis Seizure Disorder Pediatric Neuro Disorders Quiz Review	Pharmacology related to multi-system dysfunction	
<b>Week 13:</b>	<b>Thanksgiving</b> <b>No Classes on Thursday</b> <b>Clinical as directed</b>	Herbal Supplements	
<b>Week 14:</b>	HIV/AIDS Standardized testing Orientation	HIV/AIDS	Seminar: NCLEX
<b>Week 15:</b>	<b>Final</b>	<b>Quiz #3</b> (4 hr content)	

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