

**PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS**

**LIFESPAN NURSING II  
NURS 2150**

**Class Hours: 6.0**

**Credit Hours: 9.0**

**Laboratory Hours: 3.0**

**Revised: Fall 2015**

**NOTE:** The health sciences licensing body changes recommendations as new research/procedures evolve; therefore, course content is subject to change in order to stay in step with health care innovations.

**Catalog Course Description:**

This course focuses on the therapeutic nursing care and modalities in the care of adults and children with emphasis on behavior, thought, and mood; renal/urinary system, men's health; endocrine system, and maternal/newborn family centered nursing. Based on the nursing process, this course focuses on care in a variety of medical, surgical, and community settings with an emphasis on alterations in behavior, thought, and mood, assessment and family-centered assessment, communication, care management, and clinical interventions in care of patients across the lifespan. Six hours lecture and nine hours clinical/lab experience per week. Due to scheduling availability, the amount of actual clinical hours each week may vary but will average to nine hours a week.

**Entry Level Standards:**

College –level competencies in logic, reading, critical thinking, ability to mathematically reason, effectively utilize communication skills, ability to tug, pull, stoop, and lift 50 pounds unassisted.

**Prerequisites:**

NURS 1160 or NURS 1170

**Textbook(s) and Other Course Materials:**

ATI, Testing materials online subscription

DocuCare – Electronic Health Record

ATI-RN Series of Books- Adult Medical –Surgical Nursing; Mental Health; Nursing Care of Children, Pharmacology: Content mastery series review module (Ed 8.0). Kansas City, MO: Assessment Technologies Institute, LLC.

Ford, S. M. & Roach S. S. (2010). Roach's introductory clinical pharmacology (9<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN# 978-1-60547-633-9

Martinez de Castillo, S. L. & Werner-McCullough, M. (2011). Calculating drug dosages: An interactive approach to learning nursing math (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis Company. ISBN# 978-0-8036-2497-9

Pellico, L. H. (2013). Focus on adult health medical-surgical nursing. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN #978-1-58255-877-6

Ralph, S.S. & Taylor, C.M. (2011). Nursing diagnosis reference manual (8<sup>th</sup> ed.). Philadelphia, PA:

Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN #978-1-6083-1165-1

Taber. (2009). Taber's cyclopedic medical dictionary (21<sup>st</sup> ed.). Philadelphia, PA: F.A. Davis Company. ISBN# 978-0-8036-1559-0

Vallerand, A. H., Sanoski, C. A, & Deglin, J. H. (2013). Davis's drug guide for nurses (13<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis Company. ISBN# 978-0-8036-2837-3

Van Leeuwen, A. M., Poelhuis-Leth, D., & Bladh, M. L. (2011). Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications (4<sup>th</sup> ed.). Philadelphia, PA: F.A. Davis Company. ISBN# 978-0-8036-2304-0

Videbeck, S. L. (2011). Psychiatric-mental health nursing (5<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins. ISBN # 978-1-60547-861-6

Ward, S. L. & Hisley, S. M. (2009). Maternal-child nursing care: Optimizing outcomes for mothers, children, and families. Philadelphia, PA: F.A. Davis Company. ISBN# 978-0-8036-2814-4

### **I. Week/Unit/Topic Basis:**

| <b>Week</b> | <b>Topic</b>                                    |
|-------------|---|
| 1           | Obstetrics                                      |
| 2           | Obstetrics                                      |
| 3           | Obstetrics                                      |
| 4           | Maternal-Newborn Nursing                        |
| 5           | Alteration in Behavior, Thought/ Mood           |
| 6           | Alteration in Behavior, Thought/ Mood           |
| 7           | Alteration in Behavior, Thought/ Mood/Pediatric |
| 8           | Endocrine                                       |
| 9           | Endocrine/Pediatric Endocrine                   |
| 10          | Renal   |
| 11          | Renal   |
| 12          | Renal   |
| 13          | Renal/Pediatric and Men's Health                |
| 14          | Renal   |
| 15          | Final Exam Period                               |

### **II. Course Goals\*:**

**The course will**

- A. Guide students toward the understanding of the pathophysiology, clinical manifestations, management and nursing care associated with maternal patients with normal and high-risk pregnancies, and with the neonatal patient. I-X
- B. Integrate knowledge acquired in anatomy, physiology, and developmental psychology to develop advanced nursing skills in the care of patients with disorders of the endocrine and renal disorders, for obstetrical and newborn patients, and for patients with alterations in behavior, thought, and mood. I-VII, X
- C. Explain the etiology/pathophysiology, clinical manifestations, assessment, medical management, and nursing interventions of patients with common disorders of the endocrine and renal disorders across the lifespan. I-IV, VII
- D. Differentiate medications used for the treatment of endocrine and renal disorders and for persons with alterations in behavior, thought, and mood and medications used for maternal-newborn patients such as generic/brand name, classification, and mechanism of action, side effects, normal dosage, and nursing implications. I-V, VII-IX
- E. Examine historical movements in mental health and obstetrical nursing and the current role of the psychiatric-mental health nurse and the obstetrical nurse. V
- F. Discuss major psychiatric disorders and therapeutic interventions for individuals experiencing the various disorders across the lifespan. I-VIII, X
- G. Guide students in the assessment, nursing interventions, care, and management of maternal-newborn patients. I-VIII, X

\*Roman numerals after course objectives reference goals of the nursing program.

### **Nursing Program Learning Outcomes:**

Upon completion of the Associate of Applied Science in Nursing Program, the graduate will develop skills, knowledge, and abilities to accomplish the following:

- I. Provide competent nursing care at the advanced beginner level to diverse populations.
- II. Establish and maintain ethical relationships in order to act within the context of the Nurse Practice Act.
- III. Provide nursing care that promotes, protects, and improves health for individuals, families and communities.
- IV. Deliver culturally competent care that reflects sensitivity to racial, ethnic and cultural diversity
- V. Utilize nursing and allied health related research in the delivery of nursing care.
- VI. Participate in coordinated care by practicing shared decision-making, delegating aspects of care, and working in teams.
- VII. Deliver nursing care that is cost-effective and assures financial accountability.
- VIII. Utilize multiple sources of information, which include computer-based data, to critique and improve clinical decisions.
- IX. Engage in critical self-assessment in order to maintain life-long learning.
- X. Practice and evaluate caring behaviors in clinical nursing.

### **III. Expected Student Learning Outcomes\*:**

Students will be able to:

- 1. Utilize theoretical knowledge and nursing concepts of patient-centered care situations with increasing technical competence across the lifespan. A,B,C,D,E,F,G

2. Demonstrate understanding of ethical and legal standards utilized in nursing practice in order to provide care in health care settings. A, B, C, D, E, F,G
3. Evaluate Maslow's Hierarchy of Needs Theory and Erickson's Developmental theory as applied to individuals and families across the lifespan. A,B,C,D
4. Apply increasingly advanced concepts of culturally competent care within a healthcare setting. A,B,C,D, F,G
5. Utilize therapeutic communication appropriate for individuals across the lifespan. A,B,C,D, F,G
6. Use the nursing process: assessing, planning, implementing, and evaluating care of patients across the lifespan. A,B,C,D,E, F,G
7. Perform teaching/learning in the provision of evidence-based care and quality improvement to patients across the lifespan. A,B,C, E, F,G
8. Summarize and apply principles of professionalism, teamwork and collaboration, accountability, integrity, and values of a caring and professional nurse as identified by the National League for Nursing and the American Association of Colleges of Nursing. A,B,C, E, F,G
9. Evaluate and support principles of the Quality and Safety Education for Nurses (QSEN) process within the health care setting. A,B,C, E,F,G
10. Perform the techniques used during a basic health assessment and demonstrate progressive mastery of physical assessment skills throughout the lifespan. A,B,C, E, F,G
11. Assess patient understanding and implement teaching of healthy lifestyles, support systems, stress, management techniques, and crisis intervention. A,B,C, E, F,G
12. Integrate informatics and technology when assessing, planning, implementing, and evaluating care to individuals across the lifespan. A,B,C, E,F,G
13. Display mastery of content by calculating medication dosages and administering medications safely and timely by oral, parenteral, topical, and instillation routes within a health care setting. D, F,G

\* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

#### **IV. Evaluation:**

##### **A. Testing Procedures:**

A 78% overall course average is required in order for the student to progress in the nursing sequence.

Unit Exams: 75% of the course grade: Five (5) exams will be given.

Comprehensive Final Exam: 25% of the course grade.

Standardized Course Assessment Exams: Students will complete one (1) online course assessment exams. The Mental Health standardized exam will occur prior to taking the final examination. The student must score a Level 2 on the assessment exam as a passport to take the final exam. If the student does not score a Level 2 on the exam when taken, the student must show remediation of a minimum of one (1) hour on the website for the standardized course assessment exam to be allowed to take the final exam.

### Passport to testing:

For course proctored exams: Students are required to complete the assigned practice exam(s) prior to each proctored standardized specialty exam as a passport.

For unit exam: Students are required to complete the assigned practice exam(s) prior to each unit exam as a passport. Students must achieve an 84% on the assigned passport practice exam to be allowed to take the unit exam. Passports are due the Saturday preceding the exam by midnight. In the event that the student is unable to achieve a score of 84%, a single exemption will be made and the student may proceed with testing as scheduled. If the student has exhausted their single exemption and fails to make an 84% on a subsequent passport, the student will be ineligible to take the regularly scheduled unit exam. The student will be given a period of one (1) week to remediate and retake the passport practice exam in order to achieve a passing score of 84%; upon achieving the acceptable score, the student may schedule a time with the appropriate faculty to take the unit exam. If after a one (1) week period of remediation the student remains unable to achieve a score of 84 % on the passport practice assignment, the student will be permitted to take the unit exam with a 5-point deduction from the exam grade.

If a nursing student is unable to take an exam, it is the responsibility of the student to contact the instructor by telephone PRIOR to the EXAM and arrange an alternate make-up exam or the student will receive a zero for that exam. An email is not an acceptable form of notification.

### B. Laboratory Expectations: Satisfactory Performance

Laboratory outcomes must be satisfactory and clinical essential expected student learning outcomes on the Clinical Evaluation Tool must be satisfactory to receive a passing grade for the course. The following four (4) areas are considered to make up the laboratory portion of this course:

1. Dosage calculations: Students will be tested on dosage calculations at the beginning of the semester. The student has two opportunities to pass the dosage calculation test with at least 78%. If the student is not successful in passing within two attempts, the student will fail the course with a grade of F.
2. Simulation Lab: Students will actively participate in the simulated scenarios provided through the use of Sim Man 3G, Sim Baby, Sim NewB, Vital Sim, and other electronic simulation devices. Students will be using the documentation tool (DocuCare) as part of the simulation experience.
3. Clinical/Lab: Students will participate in clinical experiences in the laboratory, at area hospitals, mental health facilities, extended care facilities, and community agencies as designated by faculty. Pre-planning for the experience may necessitate travel to the clinical facility prior to the scheduled clinical day. Students may be required to use the electronic health record documentation tool (DocuCare) as part of the clinical experience. Completion of all assignments will be required in order to receive a passing grade for the laboratory portion of the course and therefore to be able to pass NURS 2150.
4. Clinical Evaluation Tool: Students will receive a clinical evaluation at the completion of each clinical rotation.
  - Clinical performance will be evaluated with a Clinical Evaluation Tool, and will be scored either “S” for Satisfactory performance. “NI” for Needs Improvement, “U” for Unsatisfactory performance or a “N/A” for non-applicable.
  - The student must also perform a self-evaluation of performance in the identified areas of the tool.
  - The student must receive a score of “S” on the Clinical Evaluation Tool during

the final clinical evaluation to pass the course.

If a student receives a “U” or a “NI” on the Clinical Evaluation Tool during the final clinical evaluation, the student will FAIL the course and receive a grade of an “F” for the course.

\*Note: Any student who unduly compromises the safety of a patient and/or displays clinical misconduct behavior will receive a clinical grade of Unsatisfactory (U) and will receive a grade of an “F” for the course.

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

|        |    |
|--------|----|
| 92-100 | A  |
| 89-91  | B+ |
| 84-88  | B  |
| 81-83  | C+ |
| 78-80  | C  |
| 70-77  | D  |
| 0-69   | F  |

**V. Policies:**

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent their scheduled class and laboratory meetings in order to receive credit for the course. Students are expected to attend all classes for which they are registered, to be prompt and to remain in class/lab for the entire time. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from the class. Withdrawal from class can affect eligibility for federal financial aid. See the PSCC Department of Nursing Student Handbook for the class attendance policy. Attendance at all clinical/lab experiences is mandatory. However, if an unavoidable mitigating circumstance arises which prevents attendance as scheduled; the student may request an excused absence. A student who misses more than 2 (two) clinical/lab days per semester will be referred to the Dean of Nursing for determination of the ability to remain in the program.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic

- materials to be presented as one's own work.
- Taking an exam for another student.
  - Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
  - Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

#### C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to [disabilityservices@pstcc.edu](mailto:disabilityservices@pstcc.edu), or visiting Goins 127, 132, 134, 135, 131. More information is available at <http://www.pstcc.edu/sswd/>.

#### D. Other Policies:

##### Make Up Policy:

The manner in which make up work, test(s), clinical experiences, or assignments will be given for excused absences, as allowed by the Standard College Policies, shall be left solely to the discretion of the instructor.

##### Computer Usage Guidelines:

College-owned or -operated computing resources are provided for use by students of Pellissippi State. All students are responsible for the usage of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner. (*Pellissippi State Online Catalog*)

##### Cell Phone Usage:

Faculty recognizes the need for students to be able to be contacted in the event of an emergency. However, noise disturbance must be reduced during nursing activities. Therefore, all pagers, beepers, and cell phones are to be on vibrating mode while in the classroom. All cell phones are to be turned off while in the Skills Lab or the Simulation Lab as cell phone usage may interfere with the advanced electronic equipment used in those areas. During scheduled testing all cell phones are to be turned off and placed out of reach. Possession of a cell phone during testing constitutes cheating, so any student not in compliance with this rule will receive a grade of zero on the exam and be removed from testing. The use of cell phones by students in an assigned clinical area is prohibited. Students should inform their family that in the case of an emergency the student may be reached by calling the agency to which they are assigned and speaking to the nursing faculty supervising the clinical assignment.

##### Exam Review

Students who desire an individualized test review will need to contact the faculty who taught the unit and request an appointment to do so. This must be completed within one week from the posting of the exam grade.

##### Clinical

Clinical assignments will be determined at the beginning of the semester. Please note that clinical can occur on any day of the week and can be a six to twelve hour clinical day. Due to

scheduling availability, the amount of actual clinical hours each week may vary.

#### Audio-Videotaping of Classroom/Laboratory

The ability to audiotape or videotape in the classroom or laboratory setting is at the discretion of the faculty member. Students must receive permission from the faculty member prior to any audiotaping or videotaping. Violation of this policy by the student is deemed unethical classroom/clinical behavior and subjects the student to immediate dismissal from the nursing program.

#### Social Media Policy

Social media are defined as mechanisms for electronic communication (such as Websites for social networking). Social media is commonly thought of as a group of Internet based applications of the web that allows the creation and exchange of user-generated content. Examples included but are not limited to Twitter, Facebook, YouTube, LinkedIn, Wikipedia, blogs, podcasts, etc. While this policy may need to be modified as new technologies and social networking tools emerge, the college and nursing policies must be upheld to the highest standards. Therefore:

Students must respect copyright and fair use. When posting any materials, students should be mindful of the copyright and intellectual property rights of others and the college being careful not to violate any of these rights.

No audiotape or videotape of nursing faculty or lecture content shall be posted on a social media site by students. At no time shall patients/clients be audiotaped, videotaped, or photographed by nursing students for any reason or posted on a social media site.

Any student website for social networking shall not bear the Mississippi State Community College (PSCC) logo or be associated to PSCC in any manner.

Violation of any of these policies related to social media is deemed unethical classroom/clinical behavior and is subject to immediate dismissal from the nursing program.

#### Nursing Student Handbook

All students are responsible for reading and understanding the current Nursing Student Handbook which is posted in the course D2L site at the beginning of each semester. Students will be held to the standards as written in the handbook. Appropriate disciplinary action will follow any violations of these standards.