

HILLSBOROUGH COMMUNITY COLLEGE
DIVISION OF NURSING
SYLLABUS
NUR 2412C
Nursing Process III: 10 credits.

FACULTY:

Instructor: _____

Office Hours: _____

Office: _____ **Phone:** _____ **Beeper:** _____

CLASS SCHEDULE:

Class: 90 hours

Clinical: 150 clock hours

COURSE DESCRIPTION:

This course focuses on the physical, emotional, and psychosocial needs of the family. The nursing process is applied to the special needs of the family, birth through the reproductive cycle. This course includes nursing care of the childbearing mother and family and care of the infant through adolescence. The learner will develop specific cognitive and psychomotor competencies which will be demonstrated in an effective performance in the clinical area. This course is for the AS program of nursing.

PREREQUISITES: NUR 1213C & NUR 1260C

CO-REQUISITE: NUR 2521C

TEXTBOOKS:

A. Required:

1. Clinical Pediatric Manual for Nursing Care of Children and Families for Nursing Process III: Tampa, FL: HCC Bookstore
2. Hockenberry, M. (2009). *Wong's Essentials of pediatric nursing* (8th ed.). St. Louis, MO: Mosby.
3. Ladewig, P., London, M., & Davidson, M. (2010). *Contemporary maternal-newborn nursing care* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
4. Lewis, S., Heitkemper, M., & Dirksen, S. (2004). *Medical~Surgical Nursing: Assessment and management of clinical problems* (6th ed.). St. Louis, MO: Mosby.

B. Supplemental:

1. Hockenberry, M. (2009). *Wong's clinical manual of pediatric nursing* (8th ed.). St. Louis, MO: Mosby.
2. Holloway, B., Moredich, C. & Aduddell, K. (2006). *OB Peds Women's Health Notes*. Philadelphia: FA Davis.

3. Ladewig, P., London, M., & Davidson, M. (2010) *Contemporary maternal-newborn nursing care: Student workbook*. (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
4. Murphy, A. (2009). *Study guide: Wong's essentials of pediatric nursing*. (8th ed.). St. Louis, MO: Mosby.
5. *Taber's clopedic medical dictionary* (current ed.). Philadelphia: F. A. Davis Co.
6. Wilson & Hockenberry, M. (2005) *Virtual clinical excursiopediatrics for Wong's essentials of pediatrics* (7th ed.). St. Louis, MO: Mosby.

AND:

- 7 Nutrition book of your choice.
- 8 Nursing diagnosis of your choice.
- 9 Pharmacology book of your choice.
- 10 Laboratory book of your choice.

GRADING SYSTEM

Grading Scale:

A= 91-100	C= 80-84	F= Below 70
B= 85-90	D= 70-79	

CLASSROOM EVALUATION

Examinations will be used to evaluate theoretical knowledge as presented in class and through directed independent study. These tests are based on the behavioral objectives in your text.

Cheating on exams, quizzes or graded work is not permitted and if caught cheating the student will receive a failing grade for the course and considered for dismissal from the program.

A passing grade of 80% on the Medication Dosage Exam must be achieved before the student is allowed to administer medications in the Pediatric and Maternal-Newborn clinical area. **The student must pass this exam by the third week of clinical.** If this criterion is not met, the student **will not meet** the clinical objectives successfully, and will receive an unsatisfactory grade for clinical.

The computation of the final grade based on these exam scores will be explained during the course overview. A minimum grade of 80% is required in order to pass the course. There are NO re-take examinations (except for the dosage exam) or extra credit assignments. A missed examination must be rescheduled with the faculty and taken within one week of the original exam date. Students may be subjected to a 10% grade deduction if they do not take an exam on the scheduled date.

All course assignments which are submitted late will receive the following grade deductions:

- Within one week of due date -10%
- Within two weeks of due date-20%
- After two weeks of due date- grade of zero

All assignments and tests must be completed by the last day of the course.

CLINICAL EVALUATION

Clinical performance will be evaluated as satisfactory or unsatisfactory as determined by meeting the clinical objectives. If the clinical grade is unsatisfactory, the course grade will be "F".

NOTE: A student who is not achieving a passing grade in theory may be removed from the clinical laboratory at the discretion of the faculty member(s) responsible for theory and clinical.

Students must pass both the concurrent clinical and theory to complete this course successfully. One grade will be awarded for the course.

Individual conferences between student and instructor will enable the student to know the on-going progress of clinical performance. Each clinical instructor will establish with each group the method to be utilized in collecting the data which will form the clinical evaluation (ex. nursing care plans, anecdotal logs, etc.)

ATTENDANCE

Class attendance is strongly recommended. Refer to the HCC College Catalog for Veterans' attendance policy and withdrawal procedures.

Students are required to attend all clinical sessions. Three late arrivals constitute one absence. More than one no call/no show during this course will constitute failure of the clinical component and therefore the course. The student may apply for re-admission in accordance with the Nursing Program policy. Students who will be absent from the clinical areas are responsible for notifying the appropriate person(s) according to the Hillsborough Community College Nursing Program Handbook/ Student Policy Manual, Revised May 2007 (available on line at www.hccfl.edu).

REQUEST FOR ACCOMMODATIONS

If, to participate in this course, you require an accommodation due to physical or learning impairment, you must contact the Office of Services to Students with Disabilities. The office is located in the Student Service Building on Dale Mabry. Phone number is 253-6035. The office is located in the Student Service Building on Plant City. Phone number is 757-2209.

INSTRUCTIONAL METHODOLOGIES

Lecture	Audio-visuals
Post-conferences	Student presentations
Discussions	Handouts
Examinations	Field trips
Service learning projects	Computer assisted instructional programs

MATERIALS GIVEN STUDENTS

The course syllabus and class schedule will be distributed the first class period. Handouts will be given out as appropriate. Care plan forms and scantrons may be purchased from the bookstore and are the responsibility of the student. Supplementary materials are also to be purchased from the bookstore.

ASSIGNMENTS

- A. **Classroom** - Each chapter of the text contains learning objectives to guide the student in meeting the specific course objectives. Students are expected to read the required text(s) and professional journal articles prior to the class session scheduled for each chapter.
- B. **Clinical** - Students will be assigned select clients experiencing health care problems correlating to current classroom teaching. This experience will occur within the following guidelines.

Clinical laboratory days are designated on the calendar for this course. One faculty member will work with a group of students in each clinical site and this faculty member will make specific client care assignments. Your responsibilities as a student are:

1. Preparation for the assignment must be completed prior to care of patient; inadequate preparation as determined by your clinical instructor will result in dismissal from the hospital laboratory which will count as an absence. Safe client care cannot be given without adequate preparation.
2. You are expected to report for duty appropriately dressed according to the college nursing uniform dress code, and be **ON TIME**.
3. If you are late or will be absent, you are responsible for notifying the hospital in a manner designated by your clinical instructor.
4. Students must wear photo identification badge and name tag for all clinical activity.

COURSE OBJECTIVES

At the completion of this course, the student will demonstrate the ability to:

1. Apply knowledge of the nursing process and nursing diagnosis while caring for child-bearing/rearing families.

2. Examine the relationship between the client's developmental stage and his health status.
3. Examine the effect that cultural diversity has on effective nursing care for child rearing/bearing families.
4. Demonstrate knowledge of nutritional principles while caring for child-bearing/rearing families.
5. Compare and contrast the nursing implications of medication administration to clients of various developmental stages.
6. Demonstrate ability to communicate accurately.
7. Utilize principles of teaching/learning while caring for child-bearing/rearing families.
8. Examine current legal/ethical issues as they relate to child-bearing/rearing families.
9. Continue to develop a knowledge base for computer assisted learning.
10. Contrast community-based resources available to the childbearing/rearing family.

CLINICAL OBJECTIVES

1. Demonstrate the use of nursing process in developing a plan of care for child-bearing/rearing families.
2. Incorporate principles of growth and development while caring for child-bearing/rearing families.
3. Contrast various health seeking behaviors of diverse cultures while caring for child-bearing/rearing families.
4. Provide diet therapies appropriate to the nutritional needs of child-bearing/rearing families.
5. Administer medications to mothers, infants, children, and adolescents. (**NOTE** Students **ARE NOT** to administer medications without the direct supervision of their clinical instructor.)
6. Demonstrates ability to communicate effectively in both written and verbal communication with children, parents, and health team members.
7. Implement health teaching appropriate to child-bearing/rearing families.
8. Practice within the legal/ethical framework while caring for child-bearing/rearing families.

9. Utilize computer generated data in the care of clients.
10. Manage the care of a minimum of 2 clients.
11. Continue to practice as a member of the nursing profession by demonstrating professional characteristics that include: a positive attitude and relationship with clients and staff, concern for confidentiality, punctuality, appropriate appearance, and assumption of responsibility for own actions and learning.
12. Perform the following skills competently in the lab and/or clinical facility for child-bearing/rearing families based on clinical evaluation tools.
13. Incorporate community resources when planning care for the child-rearing family.

POLICIES EFFECTING STUDENT PERFORMANCE IN THE CLINICAL AREA

- A. Students in the clinical area may perform **under the direction of the clinical instructor** all procedures which have been previously taught through the use of lecture, demonstrations, audio-visual aids, and/or school laboratory practice.
- B. Students **MAY NOT** perform the following:
 1. Take verbal orders or phone orders from physicians or laboratory reports.
 2. Act as a witness to signing of documents (surgical permits, will, etc.).
 3. Give any medications IV push (except heparin/saline locks).
 5. Add anticoagulant or insulin to IV solutions.
 6. Insert or remove intestinal decompression tubes.
 7. Administer blood products or verify identification of clients receiving blood products.
 8. Perform venipuncture on children or neonates.
 9. Insert metal weighted feeding tubes.
 10. Perform vaginal exams.
 11. Apply fundal pressure in delivery room.
 12. Perform tracheal suction on newborns.
 13. Transport more than one infant from the nursery at a time.

OTHER POLICES

Students are responsible for all policies and information in the Nursing Student Handbook (ex. Philosophy of the program, uniform code, etc.). Any exceptions will be identified during the first class/clinical session.

HEALTH/MEDICAL INSURANCE AND EMERGENCY CARE

The college, Division or Program does not provide health and medical insurance for students. The student is responsible for all costs associated with any medical procedure and for maintaining health and medical insurance while enrolled in the program. Some clinical education settings will require that all students attending the facility provide proof of medical insurance. Students attending these clinical education settings must comply with this condition of mutually agreed affiliation between the clinical education settings and HCC. Each student should check his/her personal health insurance policy to ensure that she or he is covered by the policy for illness or injury resulting from the clinical experience.

In the event a student requires emergency treatment in a clinical setting, the affiliate will provide such treatment according to the conditions of the affiliation agreement between the College and the hospital/affiliate. The affiliate reserves the right to bill the student for such emergency treatment. The student is liable for any medical expenses incurred in the clinical setting from any emergency medical treatment administered. Students at clinical education settings are subject to contracting a disease or incurring bodily injury as a result of activities in the affiliate. Thus, students assume the risk of disease or bodily injury and acknowledge that the College is not responsible for any damages arising from participation in clinical education settings.

MATERNAL-NEWBORN TOPIC CONTENT

Unit I-Normal Obstetrics-Antepartum

- A. Review Anatomy and Physiology of the Reproductive System (Self Study)
- B. Conception and fetal development
- C. Families with special reproductive concerns
 - 1. Infertility
 - 2. Genetic disorders
- D. Antepartum Nursing
 - 1. Physical and psychological changes of pregnancy
 - 2. Antepartal nursing assessment
 - 3. The expectant family: Needs and care
 - 4. Maternal nutrition
 - 5. Adolescent pregnancy
 - 6. Assessment of fetal well being

Unit II-Normal Obstetrics-Intrapartum/Postpartum/Newborn

- A. Intrapartum Nursing
 1. Processes and stages of labor and birth
 2. Intrapartal nursing assessment
 3. Family in childbirth: Needs and care
 4. Pain management during birth
 5. Birth related procedures
- B. Postpartal Nursing
 1. Postpartal adaptation and nursing assessment
 2. The postpartal family: Needs and care
- C. Newborn Nursing
 1. The physiologic responses of the newborn to birth
 2. Nursing assessment of the newborn
 3. Normal newborn: Needs and Care
 4. Newborn nutrition

Unit III-Obstetrical Complications

- A. Obstetrical Complications
 1. Pregnancy at risk: Pregestational problems
 2. Pregnancy at risk: Gestational onset
 3. Childbirth at risk: Pre-labor complications
 4. Childbirth at risk: Labor-related complications
 5. The Newborn at risk: Conditions present at birth
 6. The Newborn at risk: Birth-related stressors
 7. The Postpartal Family at Risk
- B. Women's and Men's Health Topics
 1. Methods of contraception
 2. Fibrocystic breast changes
 3. Breast cancer
 4. Menstrual conditions
 5. Gynecological Problems
 - a. Polycystic ovarian syndrome
 - b. Pelvic inflammatory disease
 - c. Endometriosis
 - d. Toxic shock syndrome
 - e. Benign uterine fibroids
 - f. Vaginal Infections
 - i. Bacterial vaginosis
 - ii. Vulvovaginal candidiasis
 6. Sexually Transmitted Infections
 - a. Chlamydia
 - b. Syphilis
 - c. Gonorrhea
 - d. Trichomoniasis
 - e. Herpes Simplex Virus (HSV)
 - f. HIV/AIDS
 - g. Human Papilloma Virus (HPV)/Condylomata acuminata
 7. Disorders of pelvic floor relaxation
 8. Menopause
 - a. Physical aspects
 - b. Psychological aspects
 9. Benign uterine fibroids
 10. Premenstrual syndrome

11. Male health issues
 - a. Testicular cancer
 - b. Erectile dysfunction
 - c. Vasectomy
 - d. Prostate Cancer

PEDIATRIC TOPIC CONTENT

Unit I - Perspectives of Pediatric Nursing

- A. Introduction to pediatric nursing
 1. History
 2. Morbidity & mortality
 3. Role of nurse - atraumatic care
- B. Family systems
- C. Social/cultural influences
- D. Communication with children
- E. Developmental Influences
Piaget, Erickson, Freud, Kohlberg
- F. Physical & developmental assessment
- G. Pediatric variations of nursing interventions

Unit II - Normal Growth & Development & Anticipatory Guidance

Including for each stage - Motor development, cognitive dev, psycho social dev, maturation of systems, Anticipatory guidance for sleep, nutrition, dental, injury prevention.

- A. Infant
- B. Toddler
- C. Preschooler
- D. School-age
- E. Adolescent

Unit III - Common Health Alterations

- A. Newborn
- B. Infant
- C. Toddler/preschooler
- D. School age/ Adolescent

Unit IV - Nursing Care of Health Alterations of children & families

- A. Immunizations & communicable diseases
- B. Child Maltreatment
- C. Fluid & Electrolytes & GI alterations
- D. Respiratory alterations
- E. Cardiac alterations
- F. Hematology/oncologic alterations
- G. GU alterations

Developed November 2005
Revised May 2009

- H. Endocrine alterations
- I. Neurological alterations
- J. Neuromuscular alterations
- K. Sensory/Cognitive alterations
- L. Ortho alterations
- M. Integumentary alterations

LIMITED ACCESS PROGRAMS

DISMISSAL: If a student receives a grade less than “C” in a program required course, the Program Manager will advise the Dean of Health, Wellness & Sports Technologies. If this is the first grade less than “C”, the student will be dismissed from the program, but may be allowed to re-track back into the program on a space available basis upon the recommendation of the program manager. When the student receives a second grade less than “C”, the student will be permanently dismissed from the program. If the student will be allowed to re-track into the program, the letter will notify the student of the need to make an appointment with the Program Manager to receive an educational plan. The educational plan will identify specific date(s) on which a student must indicate his or her intent to seek readmission to the program and details of any educational activities the student may need to complete prior to or during the term in which he/she is readmitted. Failure to complete the educational plan will (a) result in denial of readmission or (b) dismissal from the program for the student who had educational activities to complete during the first term of readmission.

WITHDRAWAL: A student who does not successfully complete the first term of a health science program and withdraws from a program required course or the program must seek readmission to the program as a new student. A student who withdraws from a program required course or a health science program subsequent to completion of the first term may apply for readmission. A student who withdraws must notify the Program Manager in writing of his/her withdrawal on the same date that s(he) submits the official college course withdrawal form.

READMISSION (RETRACKING): A student can be readmitted into a limited access program only once.

A student who has received only one program required course grade less than “C”, been dismissed from a health science program, and has been recommended by the program manager for re-tracking back into the program may apply for readmission to the same program only one time. The student must meet with the Program Manager to assure compliance with any educational plan. The readmission date cannot exceed one calendar year (12 months) from the date of dismissal. The student must provide evidence that (s)he has successfully completed those educational activities the student was required to complete prior to being granted readmission. The student whose educational plan required educational activities to be completed during the first term of readmission will be dismissed at the end of the first term if the student fails to comply with the requirements of the educational plan. The Dean of Health, Wellness & Sports Technologies may grant readmission to the student whose educational plan has been completed or to the student who is in complete compliance with an educational plan requiring completion of educational activities during the first term of readmission on a space available basis.

In order to seek readmission if the student withdraws, the student must meet with the Program Manager to assure compliance with any restrictions for readmission. The readmission date cannot exceed one calendar year (12 months) from the date of dismissal. Readmission may be granted to

the student who withdraws from a health science program and meets all of the guidelines as set forth in this procedure for seeking readmission on a space available basis.

AFFILIATE AGENCY'S POLICIES: In addition to required drug testing at the time of admission into a health science or nursing program, an affiliate agency may request that a student submit to a drug test based on their agency drug testing policies. If the affiliate agency has reasonable suspicion that a student is either impaired, has used or is using illegal drugs and/or alcohol, the student will be requested to provide the program manager with a copy of these drug test results. Failure of the student to notify the program manager shall be grounds for dismissal from the program.

TUTORING: Each of the four campuses provides peer tutoring services to students during regular college business hours. Any enrolled student is eligible for tutorial services. Peer tutors provide academic assistance to student across a broad spectrum of academic subjects. Dale Mabry Campus tutoring center can be reached at (813) 253-7286. Plant City Campus tutoring center can be reached at (813) 757-2103.

Smart Thinking, on on-line tutorial services is primarily for students who are enrolled in distance education courses; however, it is also available for other students who prefer an option to on-campus assistance. Smart Thinking is available 24 hours a day. Contact <http://www.hccfl.edu/ecampus>.

STUDY GROUPS:

The College offers the College Success course to help students become better learners and to get the most out of their college experience. These courses are taught by either counselors or other professionals in the Student Services Departments at each campus. Students are given instruction in time management, reading, note and test taking skills and critical thinking.

WINGS: Assistance is available for students who are currently participating in A.S, A.A.S., Certificate Program and are Pell Grant certified. Assistance may include textbook vouchers, partial tuition, and partial childcare assistance. Contact WINGS Coordinator Diane Driscoll at 253-7234 for further information.

STUDY SKILLS & TEST TAKING SKILLS: Professional counselors are available to help students with career decision-making, academic planning and personal growth. Counselors offer seminars and workshops on study skills, time management, interpersonal skills, and test anxiety reduction. All counseling services are free to students. Students who would like to meet with a counselor may call or stop by an HCC counseling office. Students will either be seen on a walk-in basis or given an appointment for a time in the immediate future.