A. **Academic Division:** Health Sciences

B. **Discipline:** Associate Degree Nursing

C. **Course Number and Title:** RNUR2030 Advanced Concepts in Nursing

D. **Course Coordinator:** Tonya Stanger, MSN, RN  
   **Assistant Dean:** Melinda Roepke, MSN, RN

**Instructor Information:**
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. **Credit Hours:** 8
   - Lecture: 3 hours
   - Clinical/Laboratory: 15 hours
     - Clinical Laboratory: 12 hours
     - College Laboratory: 3 hours

F. **Prerequisites:** RNUR1070 or RNUR1125, PSYC2010  
   - Fall Semester: BIOL1550c
   - Spring Semester: BIOL1550, CHEM1030c, RNUR2070c,

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

   **Maternal & Child Nursing Care**
   - Author: Perry, Hockenberry, Lowdermilk, Wilson
   - Copyright Year: 2014
   - Edition: 5th

   **Medical Surgical Nursing – Critical Thinking in Patient Care**
   - Authors: LeMone, Burke, & Bauldoff
   - Copyright Year: 2011
   - Edition: 6th
   - ISBN #: 9780323096102
I. Workbook(s) and/or Lab Manual:

* An IV medication drug book for nurses is suggested.

J. Course Description: This course is designed to assist the student to integrate and build on concepts and skills learned in previous nursing courses. Emphasis of study is upon utilization of the nursing process to maintain and/or restore optimal level health for individuals who present immediate and complex nursing needs. Critical thinking will be utilized in the exploration of theoretical content and clinical experiences. The focus of study is on the stress-adaptation process as it relates to the basic human needs of nutrition and elimination, safety and security, oxygenation, activity and rest, and mental health and behavioral adjustments. Health promotion in growth and development is a strong component of the course. Skills of self-evaluation, organization, discharge planning and referral will be developed. Knowledge regarding therapeutic communication, diet therapy, pharmacology, developmental levels/tasks, community health and resources, culture, and ethical/legal boundaries are integrated into the course. Clinical experiences are planned to work with infants, children, adolescents, adults and child-bearing clients. Clinical experiences are planned in community agencies with preceptors. Some evening clinical experiences may be scheduled during the quarter. Group leaders are expected to make clinical assignments the day prior to or morning of clinical experience if applicable.

K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<tr>
<td>Communication – Speech</td>
<td></td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td>Concept Mapping Activity</td>
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<tr>
<td></td>
<td>Critical Thinking VALUE Rubric – week 2-15 (twice during the semester)</td>
</tr>
<tr>
<td>Information Literacy</td>
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<tr>
<td>Quantitative Literacy</td>
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</tbody>
</table>

L. Course Outcomes and Assessment Methods: Level II Program Outcomes

I. Demonstrates critical thinking in the role of provider of care, manager of care and member of the discipline of nursing.
II. Integrates the nursing process to meet basic human needs of individuals or groups of individuals with common health problems in a variety of settings.

III. Safely performs technical procedures using judgment based on knowledge of bio-psychosocial principles.

IV. Establishes therapeutic relationships with clients and families as an integral part of nursing care.

V. Facilitates cooperative interpersonal relationships with co-workers as a member of the health care team.

VI. Assumes responsibility for self-direction in the on-going process of learning.

VII. Incorporate knowledge of ethical and legal responsibilities and individual limitations in nursing practice.

Following each Course Outcome, the relating Program Outcome(s) is/are indicated by a Roman numeral(s).

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Utilize critical thinking in the nursing process when caring for clients and families with common stressors interfering with basic human needs or for health promotion. (I, II, III, IV, V, VI, VII)</td>
<td>Critical thinking exam questions-exam1 week 4, exam 2 week 6, exam 3 week 9, exam 4 week 12, exam 5 week 15, final exam week 16. clinical performance- week 15 nursing process assignments- during OB, Peds, and Peds/ Med/Surg/ clinical rotation Article presentation- 4-5 students per week</td>
</tr>
<tr>
<td>2.0 Interpret, report, and document appropriate and accurate information as an integral member of the health team. (I, IV, V, VII)</td>
<td>Clinical Performance- week 15</td>
</tr>
<tr>
<td>3.0 Apply psychosocial principles while developing therapeutic relationships with individuals. (IV)</td>
<td>Clinical Performance- week 15 Exam 1- week 4 Final exam- week 16</td>
</tr>
<tr>
<td>4.0 Utilize principles of normal and therapeutic nutrition in the treatment of specific stressors and the promotion of wellness. (I, II, III, IV)</td>
<td>Clinical Performance- week 15 Exam 1- week 4 Exam 2- week 6 Final exam- week 16</td>
</tr>
<tr>
<td>5.0 Integrate knowledge of pharmacology in planning nursing care. (I, II, III, VI, VII)</td>
<td>Clinical Performance- week 15 Critical thinking exam questions-exam1 week 4, exam 2 week 6, exam 3 week 9, exam 4 week 12, exam 5 week 15, final exam week 16, Medication administration weekly</td>
</tr>
<tr>
<td>6.0 Utilize knowledge of growth and development when planning nursing interventions for patients of all ages. (I, II, IV)</td>
<td>Clinical Performance- week 15 Exam 3- week 9 Final exam- week 16 Journal in the community/school setting</td>
</tr>
<tr>
<td>7.0 Evaluate nursing services in selected community health agencies. (I, II, III, IV, VI, VII)</td>
<td>Clinical Performance- week 15 Exam 3- week 9 Final Exam- week 16 Community journal at end of community rotation</td>
</tr>
<tr>
<td>8.0 Apply principles of the teaching-learning process in preparing and implementing teaching plans for health education and health promotion. (I, II, III, IV, V, VI)</td>
<td>Clinical Performance- week 15 Teaching project and presentation during peds clinical rotation</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Assessments – How it is met &amp; When it is met</td>
</tr>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>9.0 Develop a plan of nursing care for a small group of clients in the hospital or community. (I, II, III, IV, V, VI, VII)</td>
<td>Clinical Performance- week 15</td>
</tr>
</tbody>
</table>
| 10.0 Integrate knowledge of ethical/ legal implications when planning and implementing nursing care. (I, II, V, VI, VII) | Clinical Performance- week 15  
Exam 1- week 4  
Final exam- week 16                                                          |
| 11.0 Determine the influence of cultural practices on an individual's adaptation of stressors and level of wellness. (I, II, IV, VII) | Critical thinking exam questions; identified in care of clients related to health practices followed Week 1-Week 16 |
| 12.0 Comply with all program requirements as described in the ADN Student Handbook. (I, II, III, IV, V, VI, VII) | Clinical Performance- week 15                                                     |
| 13.0 Perform nursing procedures safely according to criteria listed on the critical skills sheets. (I, II, III, IV, VII) | Clinical Performance- week 15                                                     |
M. **Topical Timeline (Subject to Change):**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1     | Pediatric Assessment Skills (Basic Concepts)  
|       | a) Pediatric Physical Assessment  
|       | b) Pediatric Vital Signs  
|       | c) Pediatric Math Review  
|       | Psychosocial and Physiological Stressors of Pregnancy (Sexual Role Satisfaction)  
|       | a) Culture and the family  
|       | b) Conception and fetal Develop  
|       | c) Prep for parenthood  
|       | d) Physical & Psychological changes  
|       | Maternal/Infant Skills: (Sexual Role Satisfaction)  
|       | a) Newborn care/Assessment  
|       | b) Postpartum care/Assessment  
|       | c) Labor and delivery  
|       | d) Fetal monitoring  
| 2     | Antepartum adaptations and nutritional needs (Sexual Role Satisfaction)  
|       | a) Antepartum nursing assessment and care  
|       | b) Antepartum nutritional needs  
|       | c) Developmental Tasks of Pregnancy  
|       | Pregnancy Adaptations to Risks & Complications (Sexual Role Satisfaction)  
|       | a) Pregnancy Risk Pre-gestational Problems  
|       | b) Pregnancy Risk Gestation Problems  
|       | Medicating Children (Safety and Security)  
|       | a) Medication Administration  
|       | b) Calculation of safe children’s dosages  
| 3     | Health Promotion of Infant: (Safety and Security)  
|       | a) Developmental Assessment and Screening  
|       | b) Health Education for Children  
|       | Health Promotion of Toddler: (Safety and Security)  
|       | a) Developmental Assessment and Screening  
|       | b) Health Education for Children  
|       | Health Promotion of Preschooler: (Safety and Security)  
|       | a) Developmental Assessment and Screening  
|       | b) Health Education for Children  
|       | Health Promotion of School Age Children: (Safety and Security)  
|       | a) Developmental Assessment and Screening  
|       | b) Health Education for Children  
|       | Health Promotion of Adolescents: (Safety and Security)  
|       | a) Developmental Assessment and Screening  
|       | b) Health Education for Children  
| 4     | Assessment of Fetal Well Being (Sexual Role Satisfaction)  
|       | Fetal Stressors and Assessment Techniques (Sexual Role Satisfaction)  
|       | a) Intrapartal Nursing Assessment  
|       | Intrapartum assessment & adaptations to labor and Care: (Sexual Role Satisfaction)  
|       | a) Processes & stages of birth  
|       | b) The family needs and care during labor  
|       | Pain Management During Labor: (Sexual Role Satisfaction)  
|       | a) Pain Medication Pharmacology  
|       | b) Supportive Labor Interventions  
|       | Childbirth complications in intrapartum period: (Sexual Role Satisfaction)  
|       | a) Childbirth Risk Prelabor Complications  
|       | b) Child Birth Labor Complications  
|       | c) Birth Procedures  

**Updated:** 4/10/2017
| 5 | Postpartum Adaptations, Assessment and Care: (Sexual Role Satisfaction)  
   |   | a) Post-Partum Complications  
Normal Newborn Adaptations, Assessment and Care: (Safety and Security)  
   |   | a. Newborn Nutrition |
| 6 | Newborn Stressors: (Safety and Security)  
   |   | a) Newborn at risk Conditions at birth  
Infertility & contraception: (Sexual Role Satisfaction)  
   |   | b) Contraception  
   |   | c) Infertility  
   |   | d) Newborn at risk Birth related stressors |
| 7 | Stressors r/t illness & children: (Safety and Security)  
   |   | 1. Assessment of the child  
   |   | 2. Discharge planning and Referral  
   |   | 3. The Child in the Hospital and other Care Settings  
Stressors r/t communicable illness in children: (Safety and Security)  
   |   | 1. Microbiologic Stressors  
   |   | 2. Communicable Diseases |
| 8 | Pediatric GI Stressors: (Nutrition and Elimination)  
   |   | a) Alterations in Nutrition of the Child  
   |   | b) Congenital Stressors to Nutrition  
Pediatric GU Stressors: (Nutrition and Elimination)  
   |   | 1. Alteration in elimination  
   |   | 2. Congenital Stressors to Elimination  
Fluid & electrolyte stressors in the Child: (Nutrition and Elimination)  
   |   | Allergies: (Oxygenation)  
Community Health and Culture: Safety and Security)  
   |   | b) Role of the nurse in the community  
   |   | c) Levels of Prevention  
   |   | d) Culture |
| 9 | Neuro Stressors: TBI/Tumors: (Safety and Security)  
   |   | a) Traumatic Brain Injury  
   |   | b) Brain Tumors  
   |   | c) Adapting to Spinal Cord Stressors  
Stressors to Oxygenation: (Oxygenation)  
   |   | 1. Childhood Respiratory Stressors |
| 10 | Seizures & Increased Intracranial Pressure (IICP): (Safety and Security)  
   |   | 3. Adapting to Seizures  
   |   | 4. Increased Intracranial Pressure  
Cerebral Stressors in Children- Congenital and Microbiologic Stressors to Neurologic Function: (Safety and Security)  
   |   | a) NTD  
   |   | b) CP  
   |   | c) Meningitis |
| 11 | Child Abuse: (Mental Health and Behavioral Adjustment)  
   |   | a) Richland County Children’s Services  
   |   | b) Recognizing Child Abuse  
Thermal Stressors: (Safety and Security)  
   |   | Poisoning and Poison Prevention: (Safety and Security)  
Auditory Stressors: (Safety and Security)  
Eating Disorders |
| 12 | WBC Stressors: (Oxygenation)  
   |   | RBC Stressors: (Oxygenation)  
   |   | Platelet Stressors: (Oxygenation)  
Musculoskeletal System Stressors: (Activity and Rest)  
   |   | 1. Stressors to Mobility |
N. Course Assignments:

1. Required and Suggested Readings
2. Clinical Worksheets/Nursing Concept Map
3. Demonstration of Skills
4. Pediatric Clinical Presentations
5. Independent Study
6. Videos Clips
7. Observation Experiences
8. Article Research/Presentation
9. Homework/Quizzes/Exams/Final Exam

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00-59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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Updated: 4/10/2017
T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

**Student engagement requirements:**
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student;
providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, www.ncstatecollege.edu, under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.