COURSE OUTLINE

Course Number: NSG 234  
Course Title: Concepts of Nursing IV  
Credits: 9

Hours: 90/180  
Pre-requisites: NSG 133, NS 151, ENG 101  
Co-requisite: BIO 201  
Implementation: Fall / 2015

Catalog description (2006-2009 Catalog):
Prepares the student to use the nursing process in caring for clients across the life span. Emphasizes health promotion, illness prevention, and rehabilitation. Offers learning experiences in a variety of settings including pediatric facilities.

Is course New, Revised, or Modified? Revised

Required texts/other materials:


Revision date: April 2013  
Course coordinator: Eileen Triolo RN, MA, CNE  609-599-6351  
etriolo@stfrancismedical.org

Information resources: Textbooks, Library resources, Angel Learning Online Resources

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

ATI Learning Systems software
Evolve HESI Systems software

Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

The student will be able to:
1. Demonstrate use of concepts from the sciences and evidence-based nursing practice in the care of diverse patients.
2. Use communication strategies with peers, patients and selected health team members incorporating technological resources to provide quality patient centered care.
3. Apply legal and ethical principles when providing care to patients and families.
4. Apply nursing process and professional standards to provide patient centered care to individuals and families in multiple settings.
5. Apply principles of delegation and evaluation in patient care.
6. Demonstrate responsible behaviors taking initiative to find learning experiences.

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college's commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer's General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit I
Course Objectives 2, 3, 4, 5
LESSON OBJECTIVES
1. Discuss the five rights of delegation. (Gen Ed. Goals 1, 3, 4; Core Skills A, B, D, E, F)
2. Describe the circumstances when delegation is appropriate. (Gen Ed Goals 3, 4, 9; Core Skills B, C, D, E, F)
3. Discuss the legal ramifications of delegation of care. (Gen Ed Goals 1, 3, 9; Core Skills A, B, C, D, E, F)
4. Apply concepts of clinical leadership and delegation to patient care situations. (Gen ED. Goal 1; Core Skill A, B, D, & F)

Unit II
Course Objectives 1-6
LESSON OBJECTIVES
1. Identify selected eye structures and describe their function. (Gen Ed. Goals 3, 4; Core Skill A, B, D, E)
2. Identify age-related changes of the eye and vision. (Gen Ed. Goals 3, 4; Core Skill A, D, E)
3. Apply the nursing process to the care of the patient with an eye disorder. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E & F)
4. Discuss nutritional issues associated with loss of vision. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
5. Describe nursing implications for selected ophthalmic medication. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)

LESSON OBJECTIVES
1. Identify selected ear structures and describe their functions. (Gen Ed. Goals 3, 4; Core Skill A, D, E)
2. Describe age-related changes of the ear and hearing. (Gen Ed. Goals 3, 4; Core Skill A, D, E)
3. Apply the nursing process to the care of a client with a hearing disorder. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E & F)
4. Describe nutritional concerns with otic disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
5. Describe nursing implications for selected otic medications. Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)

Unit III
Course Objectives 1 - 6
LESSON OBJECTIVES
1. Describe the physiological changes that occur with CNS disorders. (Gen Ed. Goals 3, 4; Core Skill A, B, D, E)
2. Describe the preparation, teaching and follow-up care for clients having diagnostic testing of CNS function. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E, F)
3. Describe common clinical manifestations of CNS dysfunction. (Gen Ed Goals 3, 4; Core Skill A, B, D, E)
4. Apply the nursing process to clients with selected CNS disorders. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
5. Discuss nutritional issues for the client with a CNS disorder. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, & E)
6. Discuss selected pharmacologic agents used to treat CNS disorders. (Gen Ed Goals 2, 3, 4, Core Skill A, B, D, E, & F)
7. Discuss nursing considerations for surgical clients with CNS disorders. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
8. Identify age-related changes of CNS function. (Gen Ed. Goals 3, 4; Core Skill A, D, E)

LESSON OBJECTIVES
1. Describe the physiologic changes that occur with PNS disorders. (Gen Ed Goals 3, 4; Core Skill A, B, D, E)
2. Describe the pathophysiology of selected peripheral nervous system disorders. (Gen Ed Goals 3, 4; Core Skill A, B, D, E)
3. Describe clinical manifestations of selected peripheral nervous system disorders. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
4. Discuss nutritional issues for selected PNS disorders. (Gen Ed. Goals 1, 3, 4, Core Skill A, B, D, & E)
5. Discuss pharmacologic agents used to treat selected PNS disorders. (Gen Ed Goals 2, 3, 4, Core Skill A, B, D, E, & F)
6. Apply the nursing process to the care of the client with selected peripheral nervous system disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)

LESSON OBJECTIVES
1. Discuss the physiological changes that occur with head injury. (Gen Ed Goals 3, 4; Core Skill A, B, D, E)
2. Discuss the preparation, teaching and follow-up care for clients having diagnostic testing after head injury. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E, F)
3. Describe common clinical manifestations of head injury. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
4. Apply the nursing process to clients with various types of head injury. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
5. Discuss nutritional issues for the client with a head injury. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, & E)
6. Discuss selected pharmacologic agents used to treat head injury. (Gen Ed Goals 2, 3, 4, Core Skill A, B, D, E, & F)
7. Discuss nursing considerations for surgical clients with head injury. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
8. Discuss age-related causes of head injury. (Gen Ed Goals 1, 3, 4 Core Skill A, B, D, E)

LESSON OBJECTIVES
1. Describe the pathophysiology of spinal cord injury. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
2. Identify the clinical manifestations in the client with a spinal cord injury. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
3. Describe spinal shock as related to a spinal cord injury. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
4. Discuss the physical, psychosocial and rehabilitative needs of the paraplegic client. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
5. Describe the nursing care management, both surgical and non-surgical, for the client with a spinal cord injury. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)

Unit IV
Course Objectives 1 - 6

LESSON OBJECTIVES
1. Differentiate between Community and Public Health Nursing (PHN) (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
2. Discuss the roles and responsibilities of CHN/PHN. (Gen Ed Goals 1, 3, 4, 8, Core Skill A, D, E, &G)
3. Discuss national health objectives. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, D, E, &G)
4. Differentiate the three levels of prevention in community and PHN. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
5. Discuss epidemiologic models. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
6. Discuss the natural history of a disease. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
7. Apply the principles of health promotion and levels of prevention to the natural history of a disease. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E, G)
8. Explain how rates of disease are calculated. (Gen Ed Goals 2, 3; Core Skill B, D)
9. Differentiate between crude and adjusted rates. (Gen Ed Goals 2, 3; Core Skill B, D)
10. Differentiate between morbidity and mortality. (Gen Ed Goals 2, 3; Core Skill B, D)
11. Discuss the cultural values of select groups and their implications for health/nursing care. (Gen Ed Goals 1, 8; Core Skill A, B, G)
12. Describe the three major health belief paradigms. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, D, E, & G)
13. Discuss the purpose of a community assessment. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E, G)
14. Compare different approaches to a community assessment. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E, G)
15. Contrast the application of nursing process in the community compared to the inpatient setting. Gen Ed. Goals 1, 3, 4; Core Skill A, D, E, &F)
16. Compare and contrast the Nurse-client relationship in the home compared to the inpatient setting. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E, G)
17. Describe the planning prior to the home visit. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E, G)
18. Describe and discuss the three phases of a home visit. (Gen Ed Goals 3; Core Skill B, D)
19. Discuss the influence of lifestyle choices on health and wellness. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E)
20. Describe and discuss the role of the RN in selected Community Settings. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E, F G)
21. Discuss the economic realities of U.S. health care. (Gen Ed Goals 3, 4; Core Skills D)
22. Identify the major forms of reimbursement for health care. (Gen Ed Goals 3, 4; Core Skills D)

Unit V
Course Objectives 1 - 6
LESSON OBJECTIVES
1. Differentiate between disability, handicap and impairment. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
2. Identify the roles of each member of the interdisciplinary rehabilitation team. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E, F, G)
3. Interpret physical and psychosocial assessment finding for the client in a rehab program. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
4. Apply nursing process to the care of a client with a disability in the rehab setting. (Gen. Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
5. Analyze risk factors for skin breakdown. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
6. Differentiate bladder training techniques. (Gen Ed Goals 2, 3; Core Skill B, D)

LESSON OBJECTIVES
1. Discuss the main concerns for clients with disabilities being discharged to the home. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E)
2. Compare and contrast alternative living arrangements for clients with disabilities. (Gen Ed Goals 3, 4, 8; Core Skill B, D, E)
3. Discuss the US Department of Health’s Healthy People 2010. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
4. Discuss the role of the Rehab RN as educator, case Manager and client advocate. (Gen Ed Goals 1, 3, 4, 8; Core Skill A, B, D, E, F)
5. Describe at least two reintegration issues that the nurse can influence on behalf of the client. (Gen Ed Goals 1, 3, 4, 8, 9; Core Skill A, B, C, D, E, F)

Unit VI
Course Objectives 1 - 6
LESSON OBJECTIVES
1. Specify the functions and hormones secreted by each of the endocrine glands. (Gen Ed. Goals 3, 4; Core Skill A, B, D, E)
2. Identify the diagnostic tests used to determine alterations in function of each of the endocrine glands. (Gen Ed Goals 1, 3, 4; Core Skill A, B, D, E)
3. Identify the clinical manifestations of common pituitary alterations. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
4. Compare hypo- and hyperthyroidism - their causes, clinical manifestations and management. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
5. Describe the nursing care related to the client having a thyroidectomy. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
6. Compare hypo- and hyperparathyroidism - their causes, clinical manifestations and management. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
7. Compare Addison’s disease to Cushing’s syndrome - their causes, clinical manifestations and management. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
8. Utilize the nursing process as a framework for care of the client with Cushing’s syndrome. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E &F)
9. Discuss the therapeutic effects and complications of corticosteroid therapy. (Gen Ed Goals 2, 3, 4, Core Skill A, B, D, E, & F)
10. Describe the major side effects of corticosteroid therapy. (Gen Ed Goals 2, 3, 4, Core Skill A, B, D, E, & F)
11. Describe and discuss psycho-physiological aspects of endocrine disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)

Unit VII
Course Objectives 1 - 6
LESSON OBJECTIVES
1. Classify and discuss the major types of disasters. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
2. Describe the principles of disaster planning. (Gen Ed Goals 1, 3, 4; Core Skill A, B, C, D, E, G)
3. Discuss the five areas of focus in emergency and disaster planning. (Gen Ed Goals 3, 4; Core Skill B, D)
4. List federal definitions of a disaster condition. (Gen Ed Goals 3, 4; Core Skill D, E, G)
5. Identify challenges to Health Systems, Leadership and Coordination. (Gen Ed Goals 3, 4; Core Skill B, D, E, G)
6. Discuss legal and ethical issues related to disaster nursing. Gen Ed. Goals 1, 3, 4, 5; Core Skill A, B, C, D, E, G)
7. Compare and contrast triage types. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)

Unit VIII
Course Objectives 1 - 6
Lesson Objectives:
1. Discuss current trends in the care and needs of children. (Gen Ed Goals 3, 4; Core Skill A, D, E)
2. Discuss key elements of family centered care. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
3. Identify basic principles of growth and development. (Gen Ed Goals 3, 4, 5; Core Skills D, E)
4. Review the major theories of development. (Gen Ed Goals 3, 4, 5; Core Skills D, E)
5. Identify growth rates and patterns. (Gen Ed Goals 3, 4, 5; Core Skills D, E)
6. Discuss the nutritional needs of children. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)
7. Discuss physical and developmental assessments. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
8. Describe immunization schedules during infancy and childhood. (Gen Ed Goals 3, 4, 5; Core Skills D, E)
9. Identify the stressors of illness and hospitalization for children and their families. Discuss nursing interventions to prevent and minimize stress. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
10. Discuss play as it relates to growth and development. (Gen Ed Goals 3, 4, 5; Core Skills D, E)
11. Discuss appropriate toy selection. (Gen Ed Goals 3, 4; Core Skills D, E)
12. Discuss the safety needs of children. (Gen Ed Goals 3, 4; Core Skills D, E)

Unit IX
Course Objectives 1 - 6
Lesson Objectives:
1. Discuss the classifications of mental retardation. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E, G)
2. Apply Nursing process to the child with cognitive impairment. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
3. Identify the major biologic and cognitive characteristics of the child with Down Syndrome. (Gen Ed Goals 3, 4, Core Skill B, D, E)
4. Identify the major characteristics associated with Fragile X Syndrome. (Gen Ed Goals 3, 4, Core Skill B, D, E)

Unit X
Course Objectives 1 - 6
Lesson Objectives:
1. Describe the care of the child with infectious conjunctivitis. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
2. Describe the care of the child with visual impairment. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
3. Describe the care of the child with otitis media. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
4. Apply nursing process to the care of the child with otitis media. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
5. Describe the care of the child with hearing impairment. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
6. Describe the post-op nursing care of the child with a tonsillectomy. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)

Unit XI
Course Objectives 1 - 6
Lesson Objectives:
1. Identify the factors leading to respiratory infection in infants and young children. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
2. Compare and contrast the various respiratory infections observed in infants and children. (Gen Ed Goals 3, 4, 8; Core Skill B, D, E)
3. Discuss the nursing care of the child with croup. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
4. Describe how various therapeutic measures relieve the symptoms of asthma. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
5. Describe a plan for teaching home care for the child with asthma. Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
6. Describe the physiologic effects of cystic fibrosis on the pulmonary and GI systems. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
7. Apply nursing process to the care of the child with Cystic Fibrosis (CF) (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E &F)
8. Describe the care of the child with a foreign body aspiration. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)

Unit XII
Course Objectives 1 - 6
Lesson Objectives:
1. Discuss pediatric differences associated with gastrointestinal function. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
2. Discuss the pathophysiology of selected gastrointestinal disorders in the pediatric population. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
3. Identify signs and symptoms associated with selected gastrointestinal disorders. (Gen Ed Goals 3, 4, Core Skill A, B, D, E)
4. Describe nursing management for selected gastrointestinal disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
5. Discuss nursing management of the child who has ingested an injurious agent. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)

Unit XIII
Course Objectives 1 - 6
Lesson Objectives:
1. Discuss the care of the child having cardiac diagnostic procedures. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)
2. Describe the pathology and management of selected congenital heart conditions. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)
3. Apply nursing process to the care of the child with congenital heart disease. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E &F)
Lesson Objectives:

1. Compare and contrast the different types of anemia. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
2. Describe the prevention of and treatment for iron deficiency anemia. Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
3. Discuss the pathophysiology related to sickle cell anemia. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
4. Apply nursing process to the care of the child with sickle cell anemia. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E &F)
5. Discuss the pathophysiology and nursing care for the child with hemophilia. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E &F)
6. Discuss the mechanisms of transmission and treatment of infectious mononucleosis. (Gen Ed. Goals 3, 4; Core Skill B, D, E)
7. Discuss the pathophysiology and clinical manifestations of leukemia. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
8. Discuss the pathophysiology of selected neoplastic disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
9. Describe the plan of care and nursing interventions for the child with cancer. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E)
10. Describe the types of bone marrow transplants. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
11. Explain the role of iron in normal body functioning. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
12. Discuss replacement therapy for hemophilia. (Gen Ed. Goals 2, 3, 4, Core Skill A, B, D, E, & F)

13. Discuss the mechanism of action of selected chemotherapy agents. (Gen Ed. Goals 2, 3, 4, Core Skill A, B, D, E, & F)

Lesson Objectives:

1. Describe the various factors that contribute to UTI in infants and children. (Gen Ed. Goals 3, 4, Core Skill B, D, E)
2. Describe the pre op preparation of the child with a structural defect. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
3. Discuss edema formation in nephrotic syndrome. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
4. Describe the clinical manifestations and care of the child with nephritic syndrome. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
5. Describe the clinical manifestations and treatment of acute glomerulonephritis. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
6. Discuss the nursing care of the child with acute glomerulonephritis. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
7. Discuss dietary restrictions for the child with AGN. (Gen Ed. Goals 3, 4; Core Skill D, E, F)
8. Discuss the treatment and nursing care of the child with Wilms Tumor. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)

Lesson Objectives:

1. Describe the various modalities for assessment of cerebral function. (Gen Ed Goals 3, 4; Core Skill B, D, E)
2. Discuss the clinical manifestations of brain tumors. (Gen Ed. Goals 1, 3, 4; Core Skill A, B, D, E)
3. Discuss the care of the child with a CNS tumor. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
4. Describe the plan of care and treatment of the child with meningitis. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
5. Differentiate between the various types of seizure disorders. (Gen Ed. Goals 3, 4; Core Skill B, D, E)
6. Discuss the management of the child with a seizure disorder. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
7. Discuss the mechanism of action and side effects of selected drugs. (Gen Ed. Goals 3, 4; Core Skill A, D, E)
8. Describe the pre op and post op care of the child with hydrocephalus. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
9. Apply nursing process to the child with hydrocephalus. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
10. Describe the nursing interventions for the child with hearing impairment. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
11. Describe the nursing interventions for the child with visual impairment. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
12. Describe the nursing care of the child with C.P (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)

Lesson Objectives:

1. Discuss the nursing care related to various skin disorders. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
2. Compare the skin manifestations related to disorders specific to age. (Gen Ed. Goals 3, 4; Core Skill B, D, E)
3. Discuss the plan of care for a child with atopic dermatitis. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
4. Discuss the teaching plan for the adolescent with acne. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E &F)
Lesson Objectives:

1. Discuss the care of the child in a cast. (Gen Ed. Goals 3, 4; Core Skill D, E & F)
2. Describe a teaching plan for parents of the child in a cast. (Gen Ed. Goals 1, 3, 4; Core Skill A, D, E & F)
3. Explain the functions of various types of traction. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
4. Discuss the plan of care for the immobilized child. Gen Ed. Goals 1, 3, 4; Core Skill A, D, E & F)
5. Discuss the pathophysiology of selected congenital defects. (Gen Ed Goals 3, 4; Core Skill D, E)
6. Apply nursing process to the child with hip dysplasia. (Gen Ed Goals 1, 3, 4; Core Skill A, D, E)
7. Discuss the management of selected acquired defects. (Gen Ed. Goals 3, 4; Core Skill A, D, E & F)
8. Describe the nursing care of the child with scoliosis. (Gen Ed. Goals 3, 4; Core Skill A, D, E & F)
9. Describe the pathophysiology involved in muscular dystrophy. (Gen Ed Goals 3, 4; Core Skill D, E)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Evaluation Methods: Theory:

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Unit exams</td>
<td>70%</td>
</tr>
<tr>
<td>1 Final exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Clinical: Grade S/U on all of the following:
- Clinical Performance Objectives
- 2 Nursing Process/Care Plans
- 1 Process Recording
- 1 Nursery School G & D Assignment
- 3 HESI Case studies
- 1 School Nurse Assignment

The following grading system is the method of evaluation recognized by the St. Francis Medical Center School of Nursing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(93-100)</td>
<td>4.0 grade points</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92)</td>
<td>3.7 grade points</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>3.4 grade points</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>3.0 grade points</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82)</td>
<td>2.7 grade points</td>
</tr>
<tr>
<td>F</td>
<td>(Below 80)</td>
<td>0 grade point</td>
</tr>
</tbody>
</table>

In order to pass the course an 80% based on exams alone must be achieved. The 80% will be calculated prior to other supplement graded assignments.
Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

MCCC ACADEMIC INTEGRITY POLICY

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.
   • copying from another student's exam.
   • using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
   • stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
   • completing a graded academic activity or taking an exam for someone else.
   • giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
   • sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
   • submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
   • using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
   • presenting another individual's work as one's own.
   • submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Inappropriately or unethically uses technological means to gain academic advantage.
   • inappropriately or unethically acquiring material via the Internet or by any other means.
   • using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.
CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004