

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: NURS 225

Year: 2022-2023

Course Title: Professional Practice and Complex Nursing Care

Credit Hours: 10

I. Course Description: The student uses and incorporates all previously-learned critical thinking skills and habits of mind, all Gordon's functional health patterns, concepts of primary, secondary, and tertiary prevention, therapeutic communication, and care skills to plan and implement evidence-based care for clients with complex health problems, including clients with chronic and multi-system health issues, across a variety of settings. Emphasis is placed on professional issues and the transition from student to RN role. The student examines and applies leadership and client care management concepts and skills. Course experiences provide an active learning environment in a variety of settings. Prerequisite: C or better in all courses required in the first three semesters of the nursing program; prior completion of, or concurrent enrollment in, BIOL 112 or BIOL 216. 10 Cr. (6 Lec., 12 Lab). Spring semesters.

II. Additional Course Information:

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| 1. NURS 225 is open only to students matriculated in the nursing program and is taken in the final semester as the fourth course in the sequence of required courses. |
| 2. This course builds on skills acquired in previous nursing courses and prepares the student for practice as a professional RN. |
| 3. The course requires basic computer skills, including keyboarding, word processing, email and internet use, and the use of Blackboard, a course management system |
| 4. An additional fee for licensing exam preparation is required. This fee, which is added to the student bill, covers a 3-day preparatory course taught by an outside agency on campus during finals week and a test to measure preparedness for the licensing exam. The current cost is about 300.00. |
| 5. This course is an approved SUNY Applied Learning course in the Clinical Placement category. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Analyze and apply professional, legal, and ethical standards of nursing practice in functioning as a safe entry-level nurse. |
| 2. Apply acquired critical thinking skills and habits of mind in making evidence-based decisions about client care. |
| 3. Prioritize safe, holistic nursing care to promote optimal wellness for diverse groups of clients in a variety of practice settings. |
| 4. Communicate effectively and demonstrate caring with clients, families, and members of the health care team. |
| 5. Examine the entry-level nurse's responsibility for life-long learning, continuing education, and professional growth. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Students will apply acquired critical thinking skills to actual clients with complex health problems and critical illnesses. In addition to the habits of mind learned and practiced in previous courses, students are also expected to emphasize transforming knowledge, flexibility and intuition in their practice. Critical thinking is part of each student's weekly clinical evaluation as part of the tool used. All course exams include critical thinking questions (application and analysis). Students in this course are required to post meaningful and relevant responses to online discussion questions. Students are required to complete written care plans reflecting assessments, appropriate goals for care, implementation of the plan, and evaluation of the outcomes. Students are required to work in groups to produce a culmination project that reflects selected clinical concerns and presentation of evidence based information to address these concerns.

Social/Global Awareness

Culture is integrated throughout the 4 semesters of the Program. We use Gordon's Functional Patterns as our organizing framework for assessment, which includes a pattern (Values/Beliefs) that includes culture. Introduced in our first course, NURS110, it is threaded throughout all 4 semesters. Culture and global considerations are on the weekly agenda for course meetings, and class content includes consideration of cultural/global topics. Online discussion questions often require students to reflect on culture/global issues. Students are required to write persuasive papers in which they may choose a cultural/global issue with a nursing focus. Community clinical placements expose students to clients from a variety of cultural and socioeconomic groups. Guest speakers often address these issues. Students have opportunities to study international health both on campus and onsite in clinical.

Information Management

Students in every nursing course are required to utilize a variety of information management skills. All courses have an online component which currently uses Blackboard (the college's LMS). All exams are taken online utilizing a cloud-based, secure testing platform. All courses require clinical experiences in which students must learn and utilize the electronic medical records system and medication administration systems of the clinical site in which they are placed. All courses require at least one written research assignment; to complete this assignment students must utilize the information management systems of the college library as well as other credible sources.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

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| 1. Review of previously-learned skills using simulation |
| 2. Contemporary professional practice |
| 3. Exocrine and metabolic disorders |
| 4. Cancer care and pain control |
| 5. Immune disorders – HIV/AIDS |
| 6. Complex health issues in children |
| 7. Disaster planning, management, and triage |
| 8. Neurologic health issues |
| 9. Clients with multisystem failure |
| 10. End-of-life care |
| 11. Rehabilitative nursing care |
| 12. Professional issues |

VI. Methods of Assessment/Evaluation

| Method | % Course Grade |
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| 1. Exams (four or five unit exams and a cumulative final) | 85% |
| 2. Group culmination project | 5% |
| 3. Weekly online discussions | 5% |
| 4. Persuasive essays | 5% |
| 5. Clinical (lab and field) | Pass/Fail |

VII. Texts – Required Recommended Used for more than one course (list courses)

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| 1. Current lab skills checklist (also used in NURS 110, 120, & 208) |
| 2. Current medical/surgical nursing text (also used in NURS 120 & 208) |
| 3. Current maternal/newborn text (also used in NURS 208) |
| 4. Current psychiatric/mental health nursing text (also used in NURS 208) |

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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| 1. Current references for care planning, medications, and lab values |
| 2. Current review texts such as ATI Comprehensive Review and/or Saunders NCLEX Review |

IX. Other Learning Resources

Audiovisual: Films on Demand via the library

Electronic: CINAHL, STAT!Ref, Board Vitals (all via the library)

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in*

performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.