

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: NURS 208

Year: 2024-2025

Course Title: The Art and Science of Nursing Across the Lifespan

Credit Hours: 10

I. Course Description: Utilizing and building upon previously-learned critical thinking skills and habits of mind, nursing concepts, and clinical skills, the student learns to apply nursing process, caring behaviors, and therapeutic communication to the care of clients across a variety of settings, particularly those with alterations in Gordon's functional health patterns of sexuality/reproduction, cognition/perception, and elimination. The student applies clinical judgment to providing evidence-based nursing care, with emphasis on factors that create uniqueness in client situations, including family, culture, and psychosocial and physiologic life-span challenges, as well as tertiary prevention. Consideration is also given to legal and ethical issues in nursing, including NYS Mandated Reporter Child Abuse training. Course experiences provide an active learning environment in a variety of settings. Prerequisites: C or better in all courses required in the first two semesters of the nursing program. 10 Cr. (6 Lec., 12 Lab). Fall semesters.

II. Additional Course Information:

1. NURS 208 is open only to students matriculated in the nursing program and is the third course in a four-semester sequence of required nursing courses.
2. This course builds on the skills and fundamental concepts learned in NURS 120 and prepares the student for the fourth semester of the nursing program by providing hands-on client care experiences based on an understanding of scientific principles.
3. NURS 208 is a prerequisite for NURS 225.
4. This course requires basic computer skills, including keyboarding, word processing, email and internet use, and use of Blackboard, a course management system.
5. This course is an approved SUNY Applied Learning course in the Practicum category.

III. Student Learning Outcomes

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

1. Examine and act in accordance with the professional, legal, and ethical standards of nursing practice and apply these standards to provide safe nursing care.
2. Apply previously-learned critical thinking skills and habits of mind as well as open-mindedness, creativity, intellectual integrity, and confidence to learning new concepts and making evidence-based decisions about client care.
3. Identify unique care needs of clients based on holistic assessment to intervene to promote clients' optimal wellness using nursing actions that address primary, secondary, and/or tertiary levels of prevention.
4. Apply therapeutic communication techniques and caring behaviors in the nursing care of diverse clients.
5. Take responsibility for gaining the knowledge, skill, and judgment necessary for prioritizing safe and effective care for multiple clients across a variety of settings.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Course outcomes include: “Apply previously-learned critical thinking skills and habits of mind as well as open-mindedness, creativity, intellectual integrity, and confidence to learning new concepts and making evidence-based decisions about client care.” Students are evaluated on this outcome weekly in clinical and must demonstrate mastery to pass clinical and the course. Research paper requires selection and in-depth investigation of a topic related to students’ beliefs and values. Weekly online discussions require students to explore and examine a variety of issues and cite their sources. 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.

☒ Social/Global Awareness

Culture is integrated throughout the 4 semesters. We use Gordon’s Functional Patterns as our organizing framework for assessment, which includes a pattern called Values & Beliefs. This pattern includes culture, and is introduced in Nursing 110. It is then threaded through every course. Cultural, global, and regional considerations are on the weekly agenda for course meetings, and these aspects of all conditions covered in class are discussed. Course goals include: “Identify unique care needs of clients based on holistic assessment to intervene to promote clients’ optimal wellness using nursing actions that address primary, secondary, and/or tertiary levels of prevention” and “Apply therapeutic communication techniques and caring behaviors in the nursing care of diverse clients.” Students are evaluated on these goals weekly in clinical and must demonstrate mastery to pass clinical and the course. Research paper requires selection and in-depth investigation of a topic related to students’ beliefs and values and these often touch on topics with social and global relevance. Weekly online discussions often require students to investigate and reflect on culture/global issues and cite their sources. Care plans and other written clinical work requires inclusion of a contextual perspective, as do classroom discussion and exam questions. Community clinical placements expose students to clients from a variety of cultural and socioeconomic groups.

☒ 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

1. Basic nursing care skills including postpartum and newborn assessment in both routine and high-risk situations, and review of previously-learned skills using simulation
2. Sexuality and reproduction (men’s health, sexuality, fertility/infertility, contraception, pregnancy, labor, delivery, postpartum care, newborn care, and perinatal loss)
3. Cognition and perception (disorders of cognition [psychosis, delirium, dementia], mood, anxiety, personality, substance abuse, and development [ADHD, autism spectrum, eating disorders])
4. Activity and exercise (disorders of movement/mobility)
5. Elimination (disorders of renal and urinary function)
6. Legal and ethical principles, including the impaired nurse and mandated reporter training (required by NYS)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams (four or five unit exams and a cumulative final)	80%

2. Research paper	10%
3. Weekly online discussions	10%
4. Clinical (lab and field)	Pass/Fail

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

1. Current lab skills checklist (also used in NURS 110, 120, & 225)
2. Current medical/surgical nursing text (also used in NURS 120 & 225)
3. Current maternal/newborn text (also used in NURS 225)
4. Current psychiatric/mental health nursing text (also used in NURS 225)

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

VIII. Bibliography of Supplemental Materials

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)
Other: None specified

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.