

**SEWARD COUNTY COMMUNITY COLLEGE  
COURSE SYLLABUS**

**I. TITLE OF COURSE:** NR2404- Adult and Child Care I

**II. COURSE DESCRIPTION: 4 credit hours  
2 credit hours of lecture and 2 credit hours of lab per week.**

Four (4) credit hours. A three (3) credit hour theory/lecture and one (1) credit hour clinical/lab per week. This course, which consists of classroom preparation and Clinical/lab experience/practice, is designed to assist the student to integrate the nursing process when caring for patients and incorporate therapeutic responses/interventions to assist with actual or potential health problems across the lifespan. Students are challenged to think critically as they interrelate the client's physiological systems; illness and/or injury's impact of growth & development, family interaction, with respect for mental, spiritual and cultural considerations. Students learn to draw a parallel, and make associations and interrelatedness between acute or chronic pathophysiologic changes affecting major body systems; the planning and provision of patient care, advocacy, and therapeutic communication; diagnostic, laboratory, and physical assessments/evaluation; medication administration and nursing interventions; and patient education intended to restore health and function. The role of the associate degree nurse (ADN) as provider, manager of care and member within the discipline of nursing are emphasized.

For each unit of credit, a minimum of three hours per week with one of the hours for class and two hours for studying/preparation outside of class is expected.

Pre-requisite: Admission to Associate Degree Nursing Program.

**III. PROGRAM AND/OR DEPARTMENT MISSION STATEMENT:**

The Nursing Program at Seward County Community College prepares competent practical and associate degree nurses to assist in meeting the health care needs of clients by delivering quality wholistic care.

**IV. TEXTBOOK AND MATERIALS:**

Highlighted areas indicate textbooks and study guides that would have been required or recommended for Practical Nursing (PN) Level I courses and will continue to be used for AND Level 2 courses.

A. Required:

1. Adams, M. (2017) Pharmacology for Nurses: A Pathophysiologic Approach (5th ed.) Boston: Pearson
2. Harding, M. (2020) Lewis's Medical Surgical Nursing: Assessment and Management of Clinical Problems (11th ed) Elsevier: St Lewis

B. Recommended

1. Chernecky, C. (2006). ECG's & the Heart (2nd ed.). Philadelphia: W. B. Saunders Co.
2. Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2013). Nursing Diagnosis Manual: Planning, Individualizing, and Documenting Client Care (4th ed.). Philadelphia: F. A. Davis
3. Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2013). Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales (13th ed.). Philadelphia: F. A. Davis
4. Horntvedt, T. (2013). Calculating Dosage Safely: A Dimensional Analysis Approach. Philadelphia: F.A. Davis.
5. Ignatavicius, D. D., & Workman, M. L. (2018). Clinical Decision-Making Study Guide for Medical-Surgical Nursing: Patient-Centered, Collaborative Care. (9th ed.). Maryland Heights: Elsevier.
6. Phillips, L. D., & Gorski, L.A. (2014). Manual of I.V. Therapeutics, Evidence Based

Practice for Infusion (6th ed.). Philadelphia: F. A. Davis.

7. Vallarand, A.H., & Sanoski, C. A. (2014). Davis's Drug Guide for Nurses (14th ed.). Philadelphia: F. A. Davis.

8. Van Leeuwen, A., Poelhuis-Leth, D. and Bladh, M. (2015). Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications. (6th ed.). Philadelphia: F. A. Davis.

9. Venes, D. (2013). Taber's Cyclopedic Medical Dictionary (22nd ed.). Philadelphia: F.A. Davis.

#### C. Optional

1. American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: American Psychological Association.

### V. SCCC OUTCOMES

Students who successfully complete this course will demonstrate the ability to do the following SCCC Outcomes.

I: Read with comprehension, be critical of what they read, and apply knowledge gained to real life

II: Communicate ideas clearly and proficiently in writing, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.

III: Communicate their ideas clearly and proficiently in speaking, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.

IV: Demonstrate mathematical skills using a variety of techniques and technologies.

VI: Exhibit skills in information and technological literacy

IX: Exhibit workplace skills that include respect for others, teamwork competence, attendance/punctuality, decision making, conflict resolution, truthfulness/honesty, positive attitude, judgment, and responsibility

### VI. COURSE OUTCOMES:

Upon completion of this course the student will be able to:

A. Prioritize nursing care in relation to responses to actual or potential health problems of the client related to selected medical surgical conditions in children and adults.

B. Demonstrate acquisition of pharmacological knowledge when providing safe and effective care for the adult and pediatric client.

C. Implement professional standards, scope of practice, and the nursing process in the care of the client with acute or chronic alterations in health.

D. Implement client teaching utilizing clinical judgment to promote physical, mental, and spiritual health.

E. Incorporate therapeutic communication and critical thinking in providing nursing care across the life span.

F. Utilize evidenced-based practice to interrelate the impact of disease, the body's systems, growth and development, culture, mental and spiritual health, family, medications, and lab values for diverse population of clients.

### VII. COURSE OUTLINE:

A. Human Responses to Actual or Potential Health Problems of Fluid and Electrolytes Imbalances.

1. Assessment

-IV Therapy, Dose Calculations, and Maintenance

-Fluid and Electrolyte Imbalances.

-Hypovolemic Shock

2. Procedures

- a. Policy and Procedures for IV Therapy and Evidenced-Based Practice
- b. Transfusion of Blood and Blood Products.

3. Critical Thinking

B. Human Responses to Actual or Potential Health Problems of Acute and Chronic Pain.

- 1. Assessment, Intervention, and Evaluation.
- 2. The “WHO” Pain Ladder and Modes of Delivery.
- 3. Myths, Personal, and Professional Bias.
- 4. Addiction, Withdrawal, and Treatment/Management.

C. Human Responses to Actual or Potential health problems of the Cardiovascular System Secondary to altered Cardiac Output and Tissue Perfusion.

1. Assessment, Diagnostic’s, and Laboratory Analysis/Evaluation.

- a. Cardiovascular History and Assessment.
- b. Murmur Recognition.
- c. Signs and Symptoms of Fluid Overload.
- d. Hemodynamic Pressure Monitoring.
- 2. Cardiac dysrhythmias and basic EKG Analysis.

- a. Rhythm Interpretation.
- b. Lethal Rhythm Recognition and Emergent Management.
- c. Mediations.

3. Selected Disorders

- a. Hypertensive Cardiovascular Disease and Coronary Artery Disease.
- b. Heart failure, Cardiogenic Shock, Cardiomyopathy.
- c. Structural cardiovascular disorders (refer to G.).
- 4. Critical thinking applications

D. Human Responses to Actual or Potential Health Problems of the Respiratory System

1. Assessment, Diagnostic’s, and Laboratory Analysis/Evaluation.

- a. Respiratory History and Assessment.
- b. ABG Interpretation
- c. Recognition of Adventitious Breath Sounds.
- 2. Common therapeutic measures
- a. Artificial Airways
- b. Oxygen Administration
- c. Mechanical Ventilation
- d. Closed Chest Drainage

3. Selected disorders

- a. Hypoxia, Acute Respiratory Distress, Airway Patency, and Status Asthmaticus.
- b. ARDS, Pulmonary Embolism, TB, and Laryngeal Cancer.

4. Post-Surgical Management/Chest

5. Critical Thinking Application

E. Human Responses To Actual Or Potential Health Problems Of The Structural Disorders of the Cardiovascular system, and the Peripheral Vascular system

1. Assessment, Diagnostic’s, and Laboratory Analysis/Evaluation.

- 2. Arterial disorders.
- a. Intermittent Claudication.
- b. Acute Arterial Occlusion, Raynaud’s Disease, and Amputation.
- c. Abdominal Aortic Aneurysm (AAA) and Post-Surgical Management.

3. Venous Disorders.

- a. Thrombophlebitis, Thromboembolism, Pulmonary Embolus
- b. Nursing Intervention for DVT and Venous Stasis Ulceration.
- 4. Lymphedema.

5. Selected Disorders (continued from Cardiovascular Lecture).

- a. Mitral Insufficiency and Prolapse, Aortic Regurgitation, Mitral/Aortic Stenosis, Rheumatic/Infective Endocarditis, Hand-Foot-Mouth Disease (Coxsackie Viral Infection) and Myocarditis.

- b. Cyanotic versus Acyanotic Congenital Heart Diseases.

6. Anticoagulant Infusion Therapy/Fibrinolytic Agents

7. Critical thinking applications
- F. Human Responses to Actual or Potential Health Problems of The Endocrine System
  1. Assessment
  2. Pituitary Gland
    - a. Diabetes Insipidus
    - b. Syndrome of Inappropriate Antidiuretic Syndrome (SIADH)
    - c. Hypophysectomy
  3. Thyroid Gland/Parathyroid Gland
    - a. Post-Surgical Care
    - b. Management of S/P Complications (e.g. Hypocalcemia, Hemorrhage, Upper Airway Obstruction, etc...).
  4. Adrenal Glands
    - a. Acute Adrenal Insufficiency (Addisonian Crisis)
    - b. Cushing's Syndrome
    - c. Pheochromocytoma
  5. Pancreas
    - a. Severe Hypoglycemia
    - b. Diabetic Ketoacidosis
    - c. Hyperosmolar Hyperglycemic Nonketotic Coma (HHNC)
    - d. Insulin Infusion, Dextrose Administration
  6. Critical thinking application
- G. Human Responses to Actual Or Potential Health Problems Of The Hematologic System.
  1. Assessment, Diagnostics, and Laboratory Analysis/Evaluation
  2. Procedures.
  3. Critical Thinking

#### **VIII. INSTRUCTIONAL METHODS:**

Lecture, discussion, demonstration, educational games, case studies, learning laboratory, clinical simulations, nursing care plan, special assignments, professional journal/periodical review, clinical experiences with pre/post- conferences, and online and/or computer assignments.

#### **IX. INSTRUCTIONAL AND RESOURCE MATERIALS:**

Same as listed above.

#### **X. METHODS OF ASSESSMENT:**

1. PLEASE NOTE STUDENTS HANDBOOK FOR POLICY ON MISSED OR MAKE-UP EXAMS.
2. Quizzes must be passed successfully to complete the course. If a quiz is not passed, it must be made up and passed within one week of receiving the quiz grade. The original grade will be recorded. Students not taking the quiz within one week will receive a zero (0).
  - A. Clinical Evaluation (refer to Clinical Tool):
    1. Clinical grades will be assigned as follows: (P/F)
      - a. Pass (P): Satisfactory completion of 80% of all Clinical objectives and 100% satisfactory completion of all critical objectives.
      - b. Fail (F): Achieving less than 90% satisfactory completion of all Clinical objectives and/or failure to satisfactorily complete one or more critical clinical objectives.
    2. Evaluation of Clinical Preparation:
      - a. Work may be returned for revision. Resubmitted work will be evaluated. A contract may be written for any unsatisfactory work.
      - b. Students must prepare for the Clinical experience which includes but is not limited to: researching the disease process, surgical procedure and medical conditions, medications, diet, pertinent patient information, and problem list as assigned by instructor before pre-conference the assigned clinical day.
      - c. Students must be prepared to present all or any of the above information on request by the

instructor in post-conference to the other ADN's for peer discussion.

d. If in pre-conference or during Clinical, the instructor identifies a lack of preparation on the part of the student, the student may be asked to leave the Clinical area for that day and will be counted absent (deducting 50 points from the attendance grade). This Clinical day will be made up and may include extra written assignments.

e. Written Clinical objectives will receive a grade unless otherwise instructed, and papers not completed/turned in will receive a zero (0).

3. Evaluation of "Other Instructional" Assignments:

a. General, special, and/or written assignments, (e.g. worksheets, papers, computer programs, etc...) have been made to enrich your learning experience throughout the course. Many of these are graded (see methods of Evaluation).

b. Each assignment is guided by percentage missed, grading rubric, or specific instructional sheet of directions with grading breakdown.

c. APA format will be followed for all written work complete with reference page.

d. All work is due on date specified, and no paper will be accepted one week past the deadline (no credit will be given). Five (5) points will be deducted per late day. This will include weekends as papers may be emailed or faxed, but the original copy should be submitted to the instructor's box on the next school day.

SCCC Outcome #1 will be assessed and measured by class participation, examinations, care planned and given in the clinical area.

SCCC Outcome #2 will be assessed and measured by written papers, examination essays, and nursing care plans.

SCCC Outcome #3 will be assessed and measured by poster presentations, therapeutic communication with clients, pre-post conference, and in the clinical area.

SCCC Outcome #4 will be assessed and measured by written examination and in the clinical areas particularly with medication administration.

SCCC Outcome #6 will be assessed and measured by simulated skills lab, incorporation of equipment in nursing care in the clinical area, and use of computers to research and complete written work.

SCCC Outcome #9 will be assessed and measured by observation and interaction in the classroom and in the clinical areas.

## **XI. ADA STATEMENT:**

Under the Americans with Disabilities Act, Seward County Community College will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Dean of Students at 620-417-1106 or going to the Student Success Center in the Hobbie Academic building, room 149 A.

Syllabus Reviewed: 5/19/2021