



## NURSING ACROSS THE LIFESPAN III

Date 8/2010 BS

**C - L - CR**  
**2 - 6 - 4**

**COURSE NUMBER:** NUR 264

**PREREQUISITE(S):** BIO 210, BIO 211, CPT 101, ENG 101, ENG 102, NUR 106, NUR 107, NUR 120, NUR 163, NUR 165, NUR 263, PSY 201

**REQUIRED COURSE (S):** NUR 214, NUR 230, BIO 225

**COURSE DESCRIPTIONS**

This course is a study of the advanced concepts, utilizing the nursing process and critical thinking skills in the care of high-risk women, child-bearing families, children and adolescents with acute and chronic health problems. This course includes the study of complex aspects of care, growth and development.

**TEXTBOOK(S):** Lowdermilk, D.L., & Perry, S.E. (2007). *Maternity and Women's Health Care*. (9<sup>th</sup> Edition). St. Louis: Mosby,  
Potts, N.L. & Mandelco, B.L. (2007). *Caring for Children and Their Families*. (2<sup>nd</sup> Edition). Canada: Thomson.

**REFERENCE(S):** \*PREVIOUS NURSING TEXTBOOKS

**RECOMMENDED:** *RN –NCLEX Review for Pediatrics*

**OTHER REQUIRED MATERIALS, TOOLS, AND EQUIPMENT:** Potts, N. L. & Brown, M. H.(2007). *The Pediatric Nurse's Survival Guide*. (3<sup>rd</sup> Edition). New York: Thomson.

Spartanburg Community College ADN Student Handbook  
Spartanburg Community College Student Planner  
\*\*\* Assessment Technologies Institute (ATI) Material

**METHOD OF INSTRUCTION:**

Lecture/Discussion  
Demonstration of Selected Procedures  
Audio-visuals/ computer assisted instruction  
Supplemental readings  
Group activities  
Observation and/or participation in nursing care of selected neonatal, and pediatric patients.

**GRADING SYSTEM:**

94 - 100 = A  
85 - 93 = B  
80 - 84 = C  
70 - 79 = D  
Below - 70 = F

**\*GRADES IN THE COURSE WILL NOT BE ROUNDED\***

**GRADE CALCULATION METHOD:**

Module Tests =65%  
Formal Paper =10%  
Final Exam ATI =25%  
**Overall Grade =100%**

In order to pass NUR 264, an overall grade of **80%** must be achieved

**Completion of all assignments is required in order to successfully complete the course.**

**ONLINE TESTING**

Testing may be online or paper/pencil at the discretion of the instructor.

**No extra credit will be given and no lowest test grade dropped.**

**\*\*\*\*\*The content of this course will integrate all previous and concurrent courses of program study and will serve as a foundation for all subsequent nursing courses.**

**MATH COMPETENCY:**

A Math Competency Test is required for this course. All students must achieve a score of 100% to continue in the course. Students will be allowed two attempts to meet the 100%. If a student does not achieve the 100% on the first attempt, the student will have a second attempt to achieve the 100% score. If a student fails to meet the 100% after the second (2<sup>nd</sup>) attempt, then the student must withdraw from this course and any course that contains a clinical component during the semester in which the student attempted the math competency exam. (The student will receive a “W” for these courses). The math competency exam is a stand alone score and is a pass (100%) fail (less than 100%) grade. The math competency score will not be averaged in the grades for NUR 264.

**\*\*FAILURE OF THE MATH COMPETENCY WILL NOT COUNT AS A COURSE ATTEMPT.**

***\*\*If the student is unsuccessful in 2 courses, she/he must withdraw from the nursing program. The student may re-apply to the nursing program after 1 calendar year's absence.***

**\*\*\*\*\*A standardized comprehensive final pediatric exam (ATI) will be administered in NUR 264. This standardized comprehensive exam allows faculty to assess student's progress and also allows the individual student to assess his/her weak areas that may require additional study. The final exam grade will correlate with the student's *individual level score*. This exam will count 25% of the student's overall grade for NUR 264.**

**Grading criteria:**

**Level 3=95  
Level 2=85  
Level 1=75  
Less than level 1=65**

## **MAKE-UP TESTING:**

It is the student's responsibility to notify the course faculty member of an absence prior to the time of the test or when an assignment is due. **Students should plan to take the make-up test within 48 hours of the missed test. The course faculty member will determine the date, time, and location of the make-up test.** Extenuating circumstances may require that exceptions be made for the timing of a make-up test, but alternate times for make-up tests must be approved by the instructor **AND** the department chair, and may require a doctor's excuse if applicable. **If the student fails to notify the course faculty member of an absence, the student will be able to make up the test or turn in the assignment, however, the grade for the test or the assignment will start at an 80%.**

*Make-up test format will be determined by the course instructor and may include (but is not limited to) short answer, fill-in-the blank, essay, matching and/or multiple-choice questions.*

**Students who fail to take a make-up test at the arranged-for time will receive a test grade of zero (0).**

## **ATTENDANCE POLICY:**

The student is responsible for punctual and regular attendance in all classes, laboratories, clinical, practice, internships, field trips, and other required class activities. The College does not grant excused absences; therefore, students are urged to reserve their absences for emergencies. When illness or other emergencies occur, the student is responsible for notifying instructors and completing missed work if approved for late submission by instructors.

Instructors maintain attendance records. **However, it is the student's responsibility to withdraw from a course.** A student enrolling in and attending at least one course session remains enrolled until the **student initiates a withdrawal.**

**A student who is absent more than 20% of on-campus class time must withdraw from this course and any course that has a clinical opponent.**

Students who are absent when an **assignment is due** are expected to turn in the assignment **the day they return to campus.** Any assignment that is presented after the designated date will have **ten (10) points** deducted from the grade **each day** that the assignment is late (this includes weekends and holidays). **After the assignment is tardy (for 3 days), the assignment will not be accepted. This will result in a "0" on the assignment.** In the case of religious holidays, students who are absent should follow the outlined policy.

***\*\*Technological issues are NOT considered valid grounds or extenuating circumstances for late or incomplete assignment submissions, including on-line testing!!!***

The student is tardy if not in class at the time the class is scheduled to begin and is admitted to class at the discretion of the instructor. Students who are tardy cannot enter the classroom until the break. **If the student misses a module test due to tardiness a make-up test will be scheduled.**

**Withdrawal Policy:** During the first 75% of the course, a student may initiate withdrawal and receive a grade of W. A student cannot initiate a withdrawal during the last 25% of the course. Extenuating circumstances require documentation and approval by the department chair and academic dean.

**Absences for Religious Holidays:** Students who are absent from class in order to observe religious holidays are responsible for the content of any activities missed and for the completion of assignments occurring during the period of absence. Students who anticipate their observance of religious holidays will cause them to be absent from class and do not wish such absences to penalize their status in class should adhere to the following guidelines:

1. Observance of religious holidays resulting in three or fewer consecutive absences: Discuss the situation with the instructor and provide written notice at least one week prior to the absence(s). Develop (in writing) and instructor-approved plan which outlines the make up of activities and assignments.
2. Observances of religious holidays resulting in four or more consecutive absences: Discuss the situation with the instructor and provide the instructor with written notice within the first 10 days of the academic term. Develop an instructor-approved plan with outlines the make up of activities and assignments.

**CLINICAL  
PRACTICUM/  
OBSERVATION**

In order to satisfactorily complete NUR 264, a satisfactory performance (**90%** or above) = Pass ; less than **90%**=Fail) must be achieved on all clinical competencies and clinical performance. Failure to achieve a **90%** will result in failure of NUR 264.

Because of the nature of clinical instruction, a student who is absent more than one clinical day per semester cannot meet the objectives of the course satisfactorily and must withdraw from this course. There will be **NO MAKE-UP** clinical times. **If a student misses a clinical day, the absence will reflect on the final clinical evaluation (5 point deduction).**

If a student must be absent or tardy during either the clinical phase of training or an observation experience, **the student must follow the procedure outlined below.**

- 1) Prior to the time the clinical is scheduled to begin **the student** (not a designee) must phone the clinical site to report that he/she will be tardy/absent. In order to verify that the student notified the clinical site, the student should obtain the name of the individual with whom he/she spoke.
- 2) Also, the student **MUST** phone his/her instructor directly.

- 3) If the student is unable to contact the instructor prior to the time clinical is scheduled to begin, the student should continue calling the instructor every 15 minutes until the instructor is available by phone. **DO NOT** send a message through another student, send a message by email, or ask family/friends to call the instructor.
- 4) If a student is late more than three times this will be considered one absence.
- 5) If the student is greater than **15 minutes tardy, he/she will not be allowed to stay at clinical and the day will be counted as an absence.**

**Examples that constitute a clinical absence (thus, a 5 point deduction of final clinical grade):**

1. Student misses an entire clinical day
2. Student leaves clinical early
3. Student is more than 15 minutes late
4. Student is late more than three times
5. Student fails to notify the unit and faculty if going to be absent or tardy
6. Student receives a clinical safety/BTBI warning on behaviors to be improved which may require remediation

**\*\*See ADN Handbook regarding Behaviors To Be Improved (BTBI)\*\*  
Any student who receives 2 BTBIs during the same semester for unprofessional or unsafe practice will be disciplined according to college and department policies and procedures and at the discretion of the course faculty member and Department Chair.**

**If a student is known to have violated HIPAA laws and/or protocols as determined by a healthcare facility and/or the student's clinical instructor, he/she will be dismissed from the program and will not be eligible to reapply to the program for one (1) year.**

**ASSIGNMENTS  
SCHEDULED  
OUTSIDE  
POSTED  
CLASSROOM  
CLINICAL TIME:**

With sufficient notice, students may be asked to attend educational opportunities outside of their scheduled classroom and/or clinical time. Students who are unable to attend these educational opportunities will notify the instructor of their anticipated absence and will be held responsible for the information presented.

**INCLEMENT  
WEATHER  
MAKE-UP DAYS:**

Classes missed due to inclement weather may, with sufficient notice to students, be rescheduled for another time. It is likely that make-up classes will be scheduled for days and times outside of regularly scheduled classroom and/or clinical time.

## **CLASSROOM CONDUCT:**

**ACADEMIC DISHONESTY:** Students are expected to uphold the integrity of the College's standard of conduct, specifically in regards to academic honesty. All forms of academic dishonesty including, but not limited to, cheating on assignments/tests, plagiarism, collusion, and falsification of information will call for disciplinary action. Disciplinary action imposed may include one or more of the following: written reprimand, loss of credit for assignment/test, termination from course, and probation, suspension, or expulsion from the College. For further explanation of this and other conduct codes, please refer to the Student Handbook.

Cheating is identified as, but not limited to, the following:

- a. Copying another student's work or test
- b. Using unauthorized materials during a test
- c. Collaborating with another during a test or on assignments
- d. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part contents of a test or other work
- e. Bribing another person to obtain tests or information about tests
- f. Substituting for another student, or permitting another to substitute for one
- g. Providing answers or discussions about test questions to other sections of the same NUR course.
- h. Sharing of any designated password assigned by the College or sharing of clinical facility assigned password.
- i. Unauthorized printing of tests

\*Nursing Faculty have a zero tolerance for plagiarism and students who plagiarize course work are subject to investigation of such work and a failing grade for the course. (Plagiarism is the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.)

Falsification of information is, but not limited to, the following:

- a. Forgery, alteration, or misuse of college documents, records, or identification
- b. Destruction of evidence with the intent to deny its presentation to the appropriate hearing or panel.

Any proven case of academic dishonesty will result in an "F" for the assigned work or test and may result in administrative withdrawal from the course, with a grade of "F" assigned after an administrative hearing. Additional sanctions, including administrative probation or suspension, appropriate to the incidents may be imposed pursuant to the Student Code and Grievance Procedures.

**ELECTRONIC DEVICES:** All electronic devices including, but not limited to cellular phones, pagers, PDAs, etc., are not permitted to be turned on or used within the classroom, lab, or clinical areas (unless approved by the course faculty member). Use of these devices during class/lab/clinical time will be considered a violation of the student code as it relates to "disruptive behavior".

**If an electronic device is audible during lecture, the student will be expected to leave the class and will not be able to enter until the class break. If an electronic device is audible during testing, the student will be asked to leave immediately and will receive the grade for that test up to the point the student was asked to leave.**

**CLASS/LAB  
PROCEDURES:**

The student will be expected to complete all written assignments by designated dates; adhere to attendance policy; and participate in classroom discussions.

**The following are class/clinical expectations:**

1. Participation in pre and/or post clinical conferences;
2. Completion of written assignments by designated date;
3. Adherence to attendance policy for both classes and clinical;
4. Classroom participation;
5. Safe, competent care of selected patients;
6. Responsibility for own transportation to designated clinical facilities;
7. Satisfactory clinical evaluation;
8. Displaying professional and appropriate behavior and dress at all times.

**ACCOMMODATIONS:**

Students who need special accommodations in this class because of a documented disability should notify Student Disability Services. You may contact Student Disability Services by calling, (864) 592-4811, toll-free 1-800-922-3679; via email through the Spartanburg Community College web site at [www.sccsc.edu/SDS/](http://www.sccsc.edu/SDS/); or by visiting the office located in the Dan Lee Terhune Student Services Building, room 112 of the Spartanburg Community College campus. By contacting Student Disability Services early in the semester, students with disabilities give the College an opportunity to provide necessary support services and appropriate accommodations.



**COURSE OUTCOMES  
& OBJECTIVES:**

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

**I. Communication, Collaboration, Professional Behaviors:**

**Analyze legal and ethical issues R/T Pediatrics:**

1. Identify elements of informed consent.
2. Describe circumstances when minors may consent or refuse care.
3. Discuss incidences when a healthcare provider can breach confidentiality.
4. Explain the regulations of Health Insurance Portability and the Accountability Act (HIPAA).
5. Apply ethical principles in pediatric care and identify ethical dilemmas.
6. Identify cultural considerations when applying ethical principles

**II. Assessment, Critical Thinking:**

**Appraise the etiology, clinical manifestations, assessment strategies, and nursing interventions for the high risk newborn.**

1. Compare characteristics of the preterm, term, and post-term neonate.
2. Describe assessment and nursing care of the neonate experiencing birth trauma, suspected infection, and for sequelae of a complicated pregnancy.
3. Distinguish between the effects of maternal use of alcohol, drugs, and smoking on the neonate.
4. Compare Rh and ABO incompatibility.
5. Describe various congenital anomalies and acquired problems of the newborn.

**III. Managing Care, Teaching and Learning:**

**Analyze growth and development of the infant, toddler, and preschooler.**

1. Discuss physiological growth and development milestones/changes that occur from infancy to preschool age
2. Describe psychosexual, cognitive, and psychosocial development and related nursing intersections.
3. Describe nutritional aspects of care.
4. Compare play activities related to the age of the child
5. Discuss educational strategies related to nutritional needs, growth and development patterns, and health promotion safety.
6. Define changes in growth and fine motor movement and identify appropriated activities to help develop these skills.
7. Describe skills obtained during Erikson's phases of development.
8. Identify activities of daily living (ADLs) the child is capable of independently performing.
9. Identify appropriate methods of discipline

**IV. Communication: Teaching and Learning**

**Appraise growth and development of the school age child and the adolescent.**

1. Describe physical, psychosocial, psychosexual, cognitive, and moral development.
2. Discuss significance of school, peer pressure, and leisure activities.
3. Identify common stressors and coping strategies.
4. Describe health promotion and screening activities and appropriate nursing interventions.
5. Discuss effective communication strategies
6. Explain the concept of communicating with children who have special needs.

**V. Assessment, Critical Thinking:**

**Analyze components of the pediatric assessment**

1. Complete a health history using standard components of a pediatric health history.
2. Identify various techniques of approaching children at different developmental levels before initiating the physical assessment.
3. Perform inspection, palpation, percussion, and auscultation in a head-to-toe assessment of a child.
4. Identify normal and abnormal findings obtained during the physical assess.

**VI. Assessment, Caring, Teaching and Learning:**

**Integrate complex needs of the infant pediatric, and adolescent**

1. Discuss acid-base imbalances.
2. Recognize impact illness or disease on developmental stages of the child and adolescent.
3. Identify pain behavior, assessment strategies, and pharmacological and non-pharmacological treatments for pain
4. Discuss special considerations and techniques for safety administering medication to infants, children, and adolescents.
5. Describe components of a nursing assessment and nursing interventions for a child who has been abused or neglected.
6. Explain needs of hospitalized child/adolescent and their families according to their developmental level with appropriate nursing interventions that reduce stress and promote coping
7. Describe aspects of living with chronic conditions from the perspective of the child, caregiver, and siblings.
8. Explore the impact of cultural values on the child/adolescent with a chronic condition.
9. Discuss the role of the nurse in providing care to the child/adolescent and family experiencing a life-threatening illness or end of life.

**VII. Assessment, Critical Thinking, Collaboration, Managing Care:  
Analyze alterations of body systems of the infant, child, and  
adolescent.**

1. Describe assessment, treatments, diagnostics, and nursing interventions of various disease processes.
2. Discuss developmental, cultural, and environmental influences, and coping mechanisms of alterations.
3. Identify the nurses' role in supporting care-givers.
4. Identify community resources available to maintain and promote health, and to enhance the client to fullest potential.

## Acknowledgement of Responsibility

My signature below acknowledges that I have reviewed the course syllabus and in addition it was reviewed during the first lecture class by my course instructor. I was given the opportunity to ask questions and seek clarification regarding the syllabus and its contents. I now fully understand the syllabus for NUR 264 and the course requirements.

The course syllabus may be subject to change; if changes occur within the syllabus during the course of the semester, each student will be given an addendum form which will reflect any change(s).

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nursing Faculty

\_\_\_\_\_  
Date