

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Catherine Olubummo

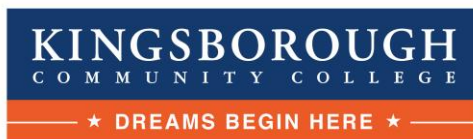
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Catherine Olubummo



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Nursing
Course Designation/Prefix:	NUR
*Course Number:	1000
Course Title:	LPN to RN Bridge Course
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course provides a bridge for Licensed Practical Nurses (LPNs) pursuing their RN licensure. Course content will include medical surgical nursing, pharmacology, and nutrition nursing concepts. The nursing process and informed decision-making are emphasized. Students will develop appropriate plans of care and emphasis will be placed on formulating expected outcomes.
Prerequisite(s):	Acceptance into LRN Program (including LPN Licensure) and ENG 1200, PSY 1100, BIO 1100, and SCI 2500
Corequisite(s):	None
Pre-/Co-requisite(s):	BIO 1200
Open ONLY to Select students (Specify Population):	LRN Code (student group)
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	20
Indicate if a special space, such as a lab, and/or special equipment will be required:	Rooms M411, M414, M415, M421, M425, M428

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input checked="" type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____	

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. A.A.S. Nursing 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses **CANNOT** be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

MEDICAL SURGICAL NURSING COURSE LEARNING OUTCOMES:
1. Applying the nursing process to care for adult clients with acute and chronic illnesses, consistently modifying care based on evaluation of expected patient outcomes.
2. Demonstrating increasing knowledge, skills, and attitudes consistent with professional practice in providing care for adult clients.
3. Applying critical reasoning skills to provide safe and effective care to adult clients consistent with legal, ethical, and professional standards.
4. Incorporating effective communication skills to care address the cultural, ethnic, spiritual, and social diversity of the clients served.
5. Applying the promotion of health and manage illnesses by incorporating patient education into the care of patients, families, and the communities we serve.
6. Validating skills in the care of acute and chronically ill adult patients using translation of research, Evidence Based Practice (EBP), and information technology.
7. Demonstrating an attitude that is consistent with role development, increasing professionalism, and a commitment to lifelong learning.
8. Integrating the use of reflection to develop skills of self-awareness and self-monitoring to improve practice in providing patient centered care to the adult
PHARMACOLOGY & NUTRITION NURSING COURSE LEARNING OUTCOMES:
1. Applying the Nursing Process to care for the patient and family, integrating nutrition and pharmacology principles, consistently modifying patient care based on evaluation of expected patient outcomes
2. Demonstrating increasing knowledge, skills, and attitudes in providing care consistent with professional practice.
3. Demonstrating critical thinking skills to provide safe and effective care to patients and their families in a manner that is consistent with legal, ethical, and professional standards.
4. Integrating effective communication skills to address the cultural, ethnic, spiritual and social diversity of patients and their families.
5. Promoting health and prevent illness by integrating patient education into the care of patients, families, and the communities we serve.
6. Demonstrating increasing skills in the care of patients and their families using Translation of Research, Evidence Based Practice (EBP), and Information Technology.
7. Demonstrating an attitude that is consistent with role development, increasing professionalism, and a commitment to lifelong learning.
8. Integrating reflection to develop skills of self-awareness and self-monitoring to improve practice in providing patient centered care.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
<p>1. MEDICAL SURGICAL NURSING COURSE LEARNING OUTCOMES:</p> <p>LO – 1 thru 8</p>	<p>See next column</p>	<p>NUR 1000 Unit Examination x 3 (22% each =66%)</p> <p>NUR 1000 Final Examination (32%)</p> <p>NUR 1000 Integrated Testing (ATI) (2%)</p> <p>Concept Care Map Case Study (Pass/Fail)</p> <p>Medication Calculation Competency (Pass/Fail)</p> <p>Assignment- 2 Reflections (Pass/Fail)</p> <p>EKG Interpretation (Pass/Fail)</p>
<p>2. PHARMACOLOGY & NUTRITION NURSING COURSE LEARNING OUTCOMES:</p> <p>LO – 1 thru 8</p>	<p>See next column</p>	<p>NUR 1000 Unit Examination x 3 (22% each =66%)</p> <p>NUR 1000 Final Examination (32%)</p> <p>NUR 1000 Integrated Testing (ATI) (2%)</p> <p>Concept Care Map Case Study (Pass/Fail)</p> <p>Medication Calculation Competency (Pass/Fail)</p> <p>Assignment- 2 Reflections (Pass/Fail)</p> <p>EKG Interpretation (Pass/Fail)</p>

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students who have graduated from an accredited Licensed Practical Nursing (LPN) Program, have received their LPN Licensure, and are looking to enroll in a Registered Nursing (RN) Program.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course is part of an LPN to RN Bridge Program (LRN), which provides a structured opportunity for Licensed Practical Nurses (LPNs) to demonstrate proficiency in Medical Surgical Nursing, Pharmacology and Nutrition Nursing concepts. These areas of proficiency are embedded in NUR 1700 – Calculations for Medication Administration (1 credit), NUR 1800 – Fundamentals of Nursing (7 credits), and NUR 2100 – Nursing the Ill Adult I (9 credits). Students who successfully complete the course with a minimum grade of “C” will receive Credit for Prior Learning (CPL) for NUR 1700, NUR 1800, and NUR 2100, allowing the student to obtain advanced standing within the Nursing program and completing the clinical component of the program within three semesters.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

Successful completion of the course allows the LPN to receive advanced standing, receiving Credit for Prior Learning (CPL) for NUR 1700, NUR 1800, and NUR 2100, allowing them to complete the clinical component of the program in three semesters. This would provide for an earlier transfer to a BSN program, which students are required to do within 10 years of receiving their RN.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course will not conflict with other courses in the program.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Required:

Hinkle & Cheever (2022). *Brunner & Suddath’s medical-surgical nursing* (15th ed.).

Philadelphia: Lippincott.

McCustion, L. (2023). *Pharmacology: A Patient-Centered Nursing Process Approach*, (11th ed.)

Philadelphia: Elsevier Company.

ATI Learning and Integrated Testing Resources

Recommended:

Ackley, B.J. & Ladwig, G.B. (2011). *Nursing diagnosis handbook* (9th ed.). St. Louis,

MO: Mosby-Yearbook.

Jensen, S. (2011). *Nursing health assessment: a best practice approach*. Philadelphia: Kluwer, Lippincott, Williams & Wilkins.

Swearingen, Pamela L. (2011). *Manual of medical surgical nursing care: Nursing interventions and collaborative management* (7th ed.) St. Louis, MO: Mosby

Taber, C.W. (2013). *Taber's cyclopedia medical dictionary* (22nd ed.). Philadelphia: F.A. Davis.

Deglin, J.H., Vallerand, A.H., & Russin, M.M. (2017). *Davis drug guide for nurses* (17th ed.).

Philadelphia: F.A. Davis.

Dudek, S. G. (2013). *Nutrition essentials for nursing practice* (7th ed.). Philadelphia: Lippincott.

Websites:

Davis' Drug Guide Book- www.drugGuide.com/

National Institute of Health- www.nih.org/

Up-To-Date Resource- <https://www.wolterskluwer.com/en/solutions/uptodate> Mayo

Clinic Resource- www.mayoclinic.org/

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Hinkle & Cheever (2022). *Brunner & Suddath's medical-surgical nursing* (15th ed.).

Philadelphia: Lippincott.

McCustion, L. (2023). *Pharmacology: A Patient-Centered Nursing Process Approach*, (11th ed.)

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Clinic Resource- www.mayoclinic.org/

KINGSBOROUGH COMMUNITY COLLEGE

LPN to RN Nursing Bridge Course

Syllabus Fall 2024

COURSE NUMBER: NUR 1000

COURSE TITLE: LPN to RN Bridge Course

CREDIT/CONTACT HOURS: 3 credits 5 hours (1 hr. lecture, 4 hrs. laboratory) per week

CLASS MEETING DAYS:

PREREQUISITES: Acceptance into the LRN Program (including LPN Licensure) **and**
ENG1200, PSY1100, BIO1100, and SCI 2500

PRE-/CO-REQUISITES: BIO 1200

FACULTY: Prof. XX

COURSE DESCRIPTION

This course provides a bridge for Licensed Practical Nurses (LPNs) pursuing their RN licensure.

Course content will include medical surgical nursing, pharmacology, and nutrition nursing concepts.

The nursing process and informed decision-making are emphasized. Students will develop appropriate plans of care and emphasis will be placed on formulating expected outcomes.

STUDENT LEARNING OUTCOMES

Course student learning outcomes are determined to be in compliance with the philosophy and mission of Kingsborough Community College, and the NYS Department of Education; and aimed at meeting the Kingsborough Community College Nursing Program Educational Objectives (Outcomes), the ACEN Standards and Criteria, the Quality Safety Education for Nurses (QSEN) competencies and the ANA (American Nurses Association) Code of Ethics.

1. Demonstrate safe nursing practices while delivering patient centered care.
2. Initiate priority nursing interventions that are specific to the adult patient.
3. Utilizes evidence-based practice when providing nursing care.
4. Integrate critical thinking strategies to guide clinical reasoning when providing patient care.
5. Define standards of teamwork and collaboration with members of the healthcare team.
6. Analyze effective leadership and management strategies within the healthcare system.
7. Apply principles of information and technology in the delivery of care.
8. Demonstrate the principals of ethical and legal standards as related to the practice of the Registered Professional Nurse.

MEDICAL SURGICAL NURSING COURSE LEARNING OUTCOMES:

1. Applying the nursing process to care for adult clients with acute and chronic illnesses, consistently modifying care based on evaluation of expected patient outcomes.
2. Demonstrating increasing knowledge, skills, and attitudes consistent with professional practice in providing care for adult clients.
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PHARMACOLOGY & NUTRITION NURSING COURSE LEARNING OUTCOMES:

1. Applying the Nursing Process to care for the patient and family, integrating nutrition and pharmacology principles, consistently modifying patient care based on evaluation of expected patient outcomes.
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8. Integrating reflection to develop skills of self-awareness and self-monitoring to improve practice in providing patient centered care.

INSTRUCTIONAL METHODS

Lecture, PowerPoints, guided discussion, case studies, writing assignment, cooperative learning, inquired-based instruction, computer assisted instruction, study guides, learning reflections, self-instruction modules, quizzes, and exams.

TOPICAL OUTLINE

Week 1

Professional Nursing Practice and Care of Adult Clients using the integrated phases of the Nursing Process.

- Comparing roles and responsibilities of the RN vs LPN. Understanding the characteristics and process of critical thinking and clinical decision making.
- Applying the nursing process as a framework for nursing care, management of care, and health promotion with emphasis on assessment, and diagnosis.
- Identify the nutritional changes affecting different age groups of patients.
- Explain influence of culture and religion on patients' nutritional intake.
- Review the process of proper medication administration.

Care of Clients with Alteration in Metabolic and Endocrine Function

- Use the nursing process develop a plan of care for client with alterations in blood glucose, and ketoacidosis.
- Discuss the clinical manifestations, and pathophysiology of diabetes on the vascular system.
- Using the nursing process to care for clients with other endocrine disorders, Diabetes, Diabetic Ketoacidosis (DKA), Hyperglycemic Hyperosmolar Non-ketotic Syndrome (HHNS), Diabetes Insipidus, (DI), Syndrome of Inappropriate Anti-Diuretic Hormone (SIADH).
- Identify the principles of drug administration.
- Learn importance of applying nursing process during medication administration.
- Explain methods of patient teaching about self-medication administration.
- Identify the importance of proper endocrine function.
- Explain action and side effects of endocrine medications.

Week 2

Care of Clients with Alteration in Digestive Disorders and Bowel Elimination

- Assessment of intestinal function, preparation, and teaching for diagnostic testing, malabsorption syndrome, diverticulosis, diverticulitis, regional enteritis, and ulcerative colitis, hemorrhoid, inflammatory bowel disease, bowel diversion, appendicitis and peritonitis, bowel obstruction.
- Identify physiological, cognitive, and psychological changes that impact nutritional intake. Learn about concepts that impact the nutritional intake of the patient.

- Apply the nursing process to assess and implement changes in nutritional status of the patient.
- Gain knowledge of enteral and parenteral nutrition as well as the diverse gastrointestinal disorder medications.
- Discuss the clinical manifestations, and pathophysiology of the gastrointestinal system.

Week 3

Management of Patients with Respiratory Disorders

- Examine respiratory disorders Pulmonary Emboli, ARDS, Respiratory Failure, Intubation, Ventilators, Pulmonary Trauma, Chest Tubes and management.
- Identify the importance of proper respiratory function.
- Gain knowledge of the various respiratory disorder and appropriate medications.
- Understand the pathophysiology, clinical manifestations, and treatments of Respiratory Disorders. Use the nursing process as a framework for the care of patients with respiratory disorders and complex treatments.

Week 4

Management of Patients with Cardiac Disorders

- Understand the pathophysiology, clinical manifestations, and treatment of coronary atherosclerosis, angina pectoris, and myocardial infarction clients. Use the nursing process as a framework for care of patients with angina pectoris and acute coronary syndrome.
- Describe percutaneous coronary interventional coronary artery procedures.

Management of Patients with Dysrhythmias and Conduction Problems

- Correlation of the components of the normal electrocardiogram waveform with physiologic events of the heart. Identify ECG criteria, causes, and management of basic dysrhythmias. Discuss pacemakers and other implantable cardiac devices,
- Describe invasive methods to diagnose and treat recurrent dysrhythmias.

Week 5

Assessment and Management of Patients with Hypertension

- Define normal blood pressure (BP) & categories of abnormal BPs
- Identify risk factors for hypertension. Discuss the significance of hypertension.
- Describe pathophysiology, clinical manifestation and the treatment approaches for hypertension including lifestyle modifications and medication therapy.

Management of Patients with Complications from Heart Disease

- Identify the etiology, pathophysiology, and clinical manifestations of clients with heart failure (HF). Describe the management of patients with HF. Use the nursing process as a framework for care of HF clients.
- Develop an education plan for patients with heart failure.
- Explain action and side effects of cardiovascular medications.

Week 6

Management of Patient with Structural and Inflammatory Cardiac Disorder

- Define valvular disorders and describe the pathophysiology, clinical manifestations, and management of patients with mitral and aortic diseases.
- Describe types of cardiac valve repair and replacement.
- Identify physiological, age related changes affecting drug metabolism and elimination.
- Explain influence of culture and religion on patients' medication regimen.
- Learn actions of Nonnarcotic and narcotic analgesics medications.
- Learn drug to drug interactions.

Week 7

Care of Patients with Alterations of Autonomic Nervous System

- Learn actions of cholinergic and anticholinergic medications.
- Explain action and side effects of CNS stimulants and depressants
- Define the Autonomic Nervous System and describe the pathophysiology, clinical manifestations, and management of patients with nervous system disorders.
- Identify agents affecting autonomic nervous system.

Care of Patients with Alterations of Central Nervous System

- Explain action and side effects of neuromuscular medications.
- Identify agents affecting central nervous system.

Week 8

Management of Patients with Shock, Sepsis, and Multiple Organ Dysfunction Syndrome

- Understand the pathophysiology, clinical manifestation, and assessment of the client experiencing shock.
- State the nursing care and management of client in various stages of shock.
- Describe the Multiple Organ Dysfunction syndrome.

Week 9

Care of Patients with Alteration in Kidney disorder and Urinary Elimination

- Assessment of renal, and urinary dysfunction, including but not limited to urinary tract infection, urinary flow obstructions, renal calculi, benign prostatic hypertrophy, prostatic cancer, and prostatectomy.
- Preparation of client for diagnostic testing, and pre-and-post-surgical nursing care.
- Understand the pathophysiology, clinical manifestation, and assessment of the renal and urinary system.

Week 10

Management of Patients with Infectious Diseases

- Differentiate between the concepts of colonization, infection, and disease, and describe the chain of infection transmission.
- Identify federal, state, and local resources available for information about infectious diseases and discuss the benefits of recommended vaccines for healthcare workers & clients.
- Compare and contrast standard and transmission-based precautions and discuss the elements of each prevention method.
- Describe the concept and the nursing management of patients with emerging infectious diseases. Use the nursing process as a framework for care of the patient with an infectious disease (including an STI).

Week 11

Care of Patients Experiencing Altered Immune System disorders

- Nursing care and assessment of the immune compromised patient, HIV/AIDS, systemic lupus erythematosus (SLE). Describe the opportunistic disease associated with HIV/AIDS, and SLE.
- Learn actions of anti-inflammatory and antibacterial medications.
- Explain action and side effects of antiviral medications.
- Recognize the pathophysiology, clinical manifestation, and assessment of the patient who has an immune disorder.
- Identify agents affecting immune system.

Week 12

Care of Patients with Alteration in Sensory Perception.

- Reviewing the anatomy and physiology of the eye and ear.
- Assessment and management with clients of clients with eye and vision disorders
- Recognize the pathophysiology, clinical manifestation, and assessment of the patient who has sensory and perceptual alterations.
- Using the nursing process to care for clients with hearing and balance disorders.

Teaching Strategies: Lecture, guided discussion, case studies, gaming, concept mapping, audiovisuals, demonstrations and return demonstrations, small group learning, computer- assisted instruction, models, study guides, self-instruction modules, guided learning experience in laboratory, and low and high-fidelity simulation.

COURSE MATERIALS

Required:

Hinkle & Cheever (2022). *Brunner & Suddath's medical-surgical nursing* (15th ed.). Philadelphia: Lippincott.

McCuiston, L. (2023). *Pharmacology: A Patient-Centered Nursing Process Approach*, (11th ed.) Philadelphia: Elsevier Company.

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Up-To-Date Resource- <https://www.wolterskluwer.com/en/solutions/uptodate> Mayo

Clinic Resource- www.mayoclinic.org/

GRADING SCALE – REGISTERED NURSING PROGRAM:

LETTER	NUMERICAL RANGE
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	78-79
C	75-77
C-	70-74
D+	66-69
D	60-65
F	<60

Evaluation Methods:

NUR 1000 Unit Examinations (3)	22% each
NUR 1000 Final Examination	32 %
NUR 1000 Integrated Testing (ATI)	2.0 %
Concept Care Map Case Study	Pass/Fail
Medication Calculation Competency	Pass/Fail
Assignment- 2 Reflections	Pass/Fail
EKG Interpretation	Pass/Fail

FINAL GRADE DETERMINATION

All exams are cumulative; any material previously covered in the course may be retested at any time in the course.

Please note: Students must pass the theory portion of the course with a 75.0 (C) or above and achieve a satisfactory grade for the Medication Calculation Competency and clinical- laboratory practicum of the course. Unsatisfactory in the clinical-laboratory practicum and/or failure in theory portion will result in course failure.

Students receiving less than 60 as their final grade are not eligible to repeat the course and are ineligible to continue in the program. In addition, students cannot withdraw from the course, with the intention to repeat the course, if they do not have a 70 at the time of the withdrawal. Students repeating this course must achieve 83.0 (B) or higher as the final grade to remain in the program.

Reflections

Two (2) reflections must be completed and satisfactorily posted, in order to obtain the grade of "Pass."

ATI PAYMENTS

Kingsborough's Nursing Department uses ATI Nursing Education tutorials, testing and remediation each semester. Students are required to purchase ATI for their specific course(s) each semester. Active participation in ATI assignments and testing is a requirement of all courses and will account for a percentage portion of the course grade. Failure to take the proctored exams as scheduled will result in a grade of incomplete and will prevent progression in the program. Nursing faculty endorse the use of these tests as important tools for successful preparation for the NCLEX–RN exam.

Grading criteria for students retaking the course

Exam Information:

The course schedule identifies examination dates. The faculty retains the right to change these dates if necessary. If a student cannot be present for a scheduled examination, it is the student's responsibility to notify the course faculty prior to the examination start time via email.

Drug Calculation Review Policy

Throughout the program, drug calculation, knowledge and skills will be integrated and tested in every nursing course. Students will be required to take a dosage calculation proficiency exam during the first week of the semester and achieve a grade of 80%. If a student is unsuccessful, they are required to attend remediation workshops followed by retesting until successful. Students will not be permitted to administer medications in the clinical area until they have passed the exam. Failure to administer medications may result in a failing grade for the course.

Drug calculation problems may be a part of each unit exam.

Clinical Practice Experience and Laboratory Experience (Clinical Practicum)

See Clinical Guide.

Course Expectations

Students are expected to participate fully in all course activities, complete readings prior to class, and arrive on time for class, laboratory, and clinical sessions. All assignments must be submitted on the required dates.

Academic Integrity

Please see Nursing Student Handbook

Academic and Learning Support Services

Students are required to submit well-written papers that are grammatically correct, spell-checked, and written with clarity. Academic and Learning Support Services are available at the writing center.

Attendance Policy:

Please see attendance policies in the Nursing Student Handbook for lecture and campus laboratory sessions in the Nursing Program are congruent with the Attendance Policy stated in the Kingsborough Community College Catalog.

Nursing students are required to complete the total number of clinical hours in accordance with the registration of the Nursing Program with the New York State Education Department.

Kingsborough Community College Wellness Center/Counseling Services

The Student Wellness Center is a holistic place that encourages, educates, facilitates, and connects students with needed resources. Students are empowered to make informed decisions about their health and cultivate well-being through education and outreach. The Student Wellness Center is located in A-108 (Rooms E & F) You can make a Wellness appointment by calling (718) 368-5975 or coming to D-102. All services provided by the Student Wellness Center are free to KBCC students.

Student Guide to Rights and Responsibilities

Please see Nursing Program Student Handbook

Web-Based Course Management Software

The Blackboard Web-based Management Software supports this course. This management website is used to support the course activities by providing students with a variety of additional learning activities developed by the instructor, as well as by activities available on the Internet. Blackboard enables students to have quick access to educational links on the Internet, PowerPoint presentations, chat capabilities, message board discussions, homepages, grades, and course materials.

Advisement

Student-faculty conferences will be scheduled once during each semester and as needed. In addition, full-time faculty members will post office hours indicating times available to meet with students. Times other than those posted may be arranged by agreement. It is the student's responsibility to make and keep appointments. If unable to keep an appointment, the student is expected to notify faculty.