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# American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences – Nursing Program**  
**NURS 159**  
**Fundamentals, Adult, and Childbearing Family**  
**Nursing Transition Course**  
**Credit Hours: 6**  
**Length of Course: 16 weeks**  
**Prerequisite: None**

## Instructor Information

*Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.*

## Course Description (Catalog)

This course prepares the Licensed Practical Nurse, Paramedic, Army Medic, Air Force Medical Technician, and Navy Corpsman to enter a community college associate degree nursing program with advanced standing. The role of the nurse in the delivery of safe and effective care to individuals across the lifespan is addressed with an emphasis on adults and childbearing families. The nursing process and critical thinking guide the provision of patient-centered care. Advocacy through effective verbal and written communication with patients, families, and other members of the healthcare team facilitates the achievement of desired patient outcomes. Emphasis is placed on the role of evidence-based practice in the delivery of optimal health care. THIS IS A RESTRICTED COURSE THAT REQUIRES APPROVAL FROM OUR NURSING PROGRAM

## Course Scope

This course will review foundational aspects of nursing and will continue on to study medical-surgical topics relating to the care of adults, as well as a focus section on obstetrics. Students will perform didactical study in preparation for the NCLEX exam as well as clinical study at the community college.

## Course Learning Objectives

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

1. Maintain standards of professional practice to include holistic care across healthcare settings, legal and ethical behaviors and lifelong learning.
2. Communicate in an appropriate and therapeutic manner to promote positive client outcomes.

3. Assess holistically and systematically, the health status of individuals, families and communities to determine health care needs.
4. Apply critical thinking skills within the framework of the five steps of the nursing process to ensure the delivery of safe, effective care including accuracy with dosage calculations for safe medication administration.
5. Provide nursing care based on the understanding of the sciences, humanities, nursing theory, research, and personal experiences that is global, culturally relevant and maintains client's rights and dignity.
6. Collaborate with clients, families and other members of the health care team to ensure holistic, individualized care with appropriate allocation of human and material resources across the health care continuum.

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly on Sunday 11:55 pm as noted on the course outline and can include forum questions, written assignments, quizzes, and exams. Assigned faculty will support the students throughout this sixteen-week course.

### Course Materials

#### Required Course Textbooks:

Buchholz, S. (2016). *Henke's Med-Math Dosage Calculation, Preparation & Administration* (9<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, and Wilkins. ISBN 9781496302847 (**textbook**)

Frandsen, G. and Pennington, S. (2018). *Abrams' Clinical Drug Therapy Rationales for Nursing Practice* (12<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, and Wilkins.  
**ISBN: 978-1-4963-7964-1 (2 years Course Point) Enhanced**

Gulanick, M., and Myers, J. (2017) *Nursing Care Plans, Diagnoses, Interventions, and Outcomes*. (9th ed). St. Louis: Mosby **ISBN 9780323428187**

Hinkle, J., Cheever, K. (2018). *Brunner and Suddarth's textbook of medical-surgical nursing* (15<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, and Wilkins. **ISBN: 9781496379139 (2 years Course Point+) Enhanced**

Lippincott DocuCare Access Code, two-year subscription within the bundle:  
**ISBN: 9781451186154 (2 year access)**

Lynn, P. (2019). *Taylor's clinical nursing skills: A nursing process approach* (5<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, and Wilkins (text, skills checklist, and videos) ISBN: 9781975102487 (**2 years Course Point+) Enhanced**

Ricci, S., Kyle, T., Carmen, S, (2017). Maternity and Pediatric Nursing (4Mhow<sup>rd</sup> ed.), Philadelphia: Lippincott, Williams, and Wilkins. ISBN: 9781975131418 **(1 year Course Point +) Enhanced**

### **Resource for Review of Fundamentals of Nursing (Recommended)**

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2019) Fundamentals of nursing: The art and science of nursing care (9th ed.). Philadelphia: Lippincott, Williams, and Wilkins **ISBN 9781975101343** 1 year CoursePoint

## **Evaluation Procedures**

### **Discussions**

In this class there are 2 graded discussions. Replies must be posted in the week due and replies after the end of the week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites.

#### ***Guidelines:***

- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to **at least 2** of your classmates in each discussions by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

### **Assignments**

There are 13 graded assignments in this course, designed to help you expand your knowledge and prepare for exams. All assignments are due by Sunday at 11:55 pm.

## Exams

Throughout the course, you will take exams to evaluate your classroom learning and prepare you for the NCLEX exam you eventually will later on in your nursing education. There will be 8 exams in this course, held roughly every other week. While each exam is on specific content all previous information is testable to ensure you are retaining the information you have learned. These exams will be proctored using the online Examity service, which requires a webcam. Instructions on how to schedule and start your exam with Examity is posted in the Course Overview & Introduction Content section.

Course Grading Outline	
Grading Instrument	Percentage of Final Grade
Introductory Forum	1%
Forum Submissions (3 forums in weeks 1 & 3)	4%
Weekly Assignments (13 in weeks 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, & 15)	15%
Prep U Quizzes (Weeks 6-16)	10%
Exams (7 exams)	70%
Total	100%

Regardless of grade weight, **all work must be completed to pass the course.** Also, you must attain 75% of exam points as well as 75% of graded discussions and assignments in order to pass the course.

16 Week Course Outline				
Week	Topic	Lesson Objectives	Readings	Assessment
1	Professional Nursing Practice	<ol style="list-style-type: none"> <li>1. Define nursing, health, wellness, and health promotion. (CO 1)</li> <li>2. Describe how changes in population demographics, changes in patterns of disease and wellness, and advances in technology and genetics have influenced the health care delivery system. (CO 1)</li> <li>3. Discuss recent laws, provisions, and practices that improve quality and safety and ensure the use of evidence-based practices within the health care system. (CO 1)</li> <li>4. Discuss behavioral competencies and characteristics of professional nursing practice. (CO 1)</li> <li>5. Describe models that foster interdisciplinary collaborative practice and promote safety and quality outcomes in the practice of health care. (CO 1)</li> </ol>	As assigned	Introductory Discussion  Week 1 Discussion forum

Week	Topic	Lesson Objectives	Readings	Assessment
		<ol style="list-style-type: none"> <li>6. Define ethics, nursing ethics, and morals. (CO 1)</li> <li>7. Identify several ethical dilemmas common to the medical-surgical area of nursing practice. (CO 1)</li> <li>8. Specify strategies that can aid nurses in ethical decision making. (CO 1)</li> <li>9. Apply appropriate drug calculations while administering medications, in order to provide safe patient care. (CO 4)</li> </ol>		
2	Nursing Process/Health Assessment	<ol style="list-style-type: none"> <li>1. Discuss the role of clinical reasoning or critical thinking in developing the plan of care. ( CO 1, CO 2)</li> <li>2. Describe the components of the nursing process. (CO 2, CO 3)</li> <li>3. Formulate a plan of care for a patient scenario using the nursing process. (CO 2, CO 3)</li> <li>4. Describe the components of a holistic health history. (CO 4)</li> <li>5. Use the nursing process as the framework for holistic care of patients, relate how culture and spirituality influences the plan of care. (CO 4, CO 5)</li> </ol>	As assigned	Nursing Process Care Plan
3	Health Education and Health Promotion  Medication Administration	<ol style="list-style-type: none"> <li>1. Explain the relationship of the teaching–learning process to the nursing process. (CO 2, CO 3)</li> <li>2. Describe the components of health promotion: self-responsibility, nutritional awareness, stress reduction and management, and physical fitness. (CO 2, CO 3)</li> <li>3. Specify the variables that affect health promotion activities for adolescents, young and middle-aged adults, and older adults. (CO 2, CO 3)</li> <li>4. Describe the role of the nurse in health promotion. (CO 2, CO 3)</li> <li>5. Describe essential steps for safe medication administration. (CO 4)</li> <li>6. State the “rights” for medication administration. (CO 4)</li> <li>7. Describe principles of pharmacology used to provide safe patient-centered care. (CO 4)</li> </ol>	As assigned	Week 3 Discussion

Week	Topic	Lesson Objectives	Readings	Assessment
4	Safety	<ol style="list-style-type: none"> <li>1. Discuss the six QSEN (Quality and Safety Education for Nurses) competencies. (CO 1, CO 5, CO 6)</li> <li>2. Identify individual risk factors that may pose a threat to one's safety. (CO 1, CO 5, CO 6)</li> <li>3. Select nursing interventions to promote safety appropriate for the patient's developmental and health care needs. (CO 1, CO 5, CO 6)</li> <li>4. Compare and contrast standard and transmission-based precautions and discuss the elements of each of these standards. (CO 1, CO 5, CO 6)</li> <li>5. Describe the concept and the nursing management of emerging infectious diseases. (CO 1, CO 5, CO 6)</li> <li>6. Explain measures that reduce the risk of infection in the home. (CO 1, CO 5, CO 6)</li> <li>7. Apply the nursing process as a framework for care of patients with infectious diseases. (CO 1, CO 5, CO 6)</li> <li>8. Identify appropriate isolation precautions to control infection. (CO 1, CO 5, CO 6)</li> <li>9. Identify lifespan considerations for infection control. (CO 1, CO 5, CO 6)</li> </ol>	As assigned	Infectious Disease Case Study  <b>Exam 1—Week 1-3</b>
5	Aging	<ol style="list-style-type: none"> <li>1. Specify the demographic trends and the physiologic aspects of aging in the United States. (CO 3, 5, 6)</li> <li>2. Describe the significance of preventive health care and health promotion for the older adult. (CO 3, 5, 6)</li> <li>3. Compare and contrast the common physical and mental health problems of aging and their effects on the functioning of older adults and their families. (CO 3, 5, 6)</li> <li>4. Identify the role of the nurse in meeting the health care needs of the older patient. (CO 3, 5, 6)</li> <li>5. Examine common health issues of older adults and their families in the home and the community, in the acute care setting, and in the long-term care facility. (CO 3, 5, 6)</li> </ol>	As assigned	Week 5 Geriatric care plan

Week	Topic	Lesson Objectives	Readings	Assessment
6	Fluid and Electrolytes, IV Therapy & Nutrition	<ol style="list-style-type: none"> <li>1. Identify the effects of aging on fluid and electrolyte regulation. (CO 3, 4, 5, 6)</li> <li>2. Plan effective care of patients with the following imbalances: fluid volume deficit and fluid volume excess, sodium deficit (hyponatremia) and sodium excess (hyponatremia), and potassium deficit (hypokalemia) and potassium excess (hyperkalemia). (CO 3, 4, 5, 6)</li> <li>3. Describe the cause, clinical manifestations, management, and nursing interventions for the following imbalances: calcium deficit (hypocalcemia) and calcium excess (hypercalcemia), magnesium deficit (hypomagnesemia) and magnesium excess (hypermagnesemia), phosphorus deficit (hypophosphatemia) and phosphorus excess (hyperphosphatemia), and chloride deficit (hypochloremia) and chloride excess (hyperchloremia). (CO 3, 4, 5, 6)</li> <li>4. Explain the roles of the lungs, kidneys, and chemical buffers in maintaining acid–base balance. (CO 3, 4, 5, 6)</li> <li>5. Compare metabolic acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management. (CO 3, 4, 5, 6)</li> <li>6. Compare respiratory acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management. (CO 3, 4, 5, 6)</li> <li>7. Interpret arterial blood gas measurements. (CO 3, 4, 5, 6)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 10</p> <p><b>Exam 2—Weeks 4-5</b></p> <p>Acid Base Worksheet</p>
7	Genitourinary (GU)	<ol style="list-style-type: none"> <li>1. Describe measures used for preventing complications of intravenous therapy. (CO 4, 6)</li> <li>2. Identify IV solutions that are appropriate for patient conditions. (CO 4, 6)</li> <li>3. Identify patients at risk for GU disorders and the nursing interventions related to prevention and management. (CO 3)</li> <li>4. Describe the components of a focused assessment for the GU system. (CO 3)</li> <li>5. Recognize the signs and symptoms of GU dysfunction. (CO 3, CO 4)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 49</p> <p>IV therapy article and Worksheet</p>

Week	Topic	Lesson Objectives	Readings	Assessment
		<ol style="list-style-type: none"> <li>6. Identify lab and diagnostic tests and related nursing implications to evaluate GU function. (CO 3, O 4)</li> <li>7. Identify the gerontological considerations related to the GU system. )CO 3, CO 5)</li> <li>8. Identify the Interprofessional management of patients with GU disorders. (CO 6)</li> <li>9. Identify the patient/caregiver learning needs related to the GU system. (CO 5)</li> </ol>		
8	Respiratory	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients with respiratory disorders. (CO 4)</li> <li>2. Identify patients at risk for respiratory disorders and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the Respiratory system. (CO 3)</li> <li>4. Recognize the signs and symptoms of respiratory dysfunction. CO 3, CO 4)</li> <li>5. Identify lab and diagnostic tests and related nursing implications to evaluate respiratory function. (CO 3, CO 4)</li> <li>6. Identify the gerontological considerations related to the RESPIRATORY system. (CO 3, CO 5)</li> <li>7. Identify the Interprofessional management of patients with RESPIRATORY disorders. (CO 6)</li> <li>8. Identify the patient/caregiver learning needs related to the RESPIRATORY system. (CO 5)</li> <li>9. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient with upper and lower respiratory disorders. (CO 4)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 20</p> <p>Pneumonia Case Study</p> <p><b>Exam 3—Weeks 6-7</b></p>
9	Gastrointestinal	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients with gastrointestinal (GI) disorders. (CO 5, CO 4, CO 9)</li> <li>2. Identify lab and diagnostic tests and related nursing implications to evaluate GI function. (CO 6, CO 3)</li> <li>3. Describe the components of a focused assessment for the GI system. (CO 6)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 38</p> <p>Lower GI Teaching Tool</p>

Week	Topic	Lesson Objectives	Readings	Assessment
		<ol style="list-style-type: none"> <li>4. Identify patients at risk for GI disorders and the nursing interventions related to prevention and management. (CO 3, CO 5)</li> <li>5. Recognize the signs and symptoms of GI dysfunction. (CO 5)</li> <li>6. Identify the gerontological considerations related to the GI system. (CO 10)</li> <li>7. Identify the Interprofessional management of patients with GI disorders. (CO 1, CO 7)</li> <li>8. Identify the patient/caregiver learning needs related to the GI system. (CO 8)</li> <li>9. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient with gastrointestinal tract disorders. (CO 11)</li> </ol>		
10	Cardiovascular System	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients with cardiac disorders. (CO 4)</li> <li>2. Identify patients at risk for cardiac disorders and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the Cardiac system. (CO 3)</li> <li>4. Recognize the signs and symptoms of cardiac dysfunction. (CO 3, CO 4)</li> <li>5. Identify lab and diagnostic tests and related nursing implications to evaluate cardiac function. (CO 3, CO 4)</li> <li>6. Identify the gerontological considerations related to the CARDIAC system. (CO 3, CO 5)</li> <li>7. Identify the Interprofessional management of patients with CARDIAC disorders. (CO 6)</li> <li>8. Identify the patient/caregiver learning needs related to the CARDIAC system. (CO 5)</li> <li>9. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient with cardiac disorders. (CO 4)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 21</p> <p>Cardiac Pharmacology Worksheet</p> <p><b>Exam 4—Weeks 8-9</b></p>

Week	Topic	Lesson Objectives	Readings	Assessment
11	Musculoskeletal & Mobility	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients with musculoskeletal disorders. (CO 4)</li> <li>2. Identify patients at risk for musculoskeletal disorders and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the Musculoskeletal system. (CO 3)</li> <li>4. Recognize the signs and symptoms of musculoskeletal dysfunction. (CO 3, CO 4)</li> <li>5. Identify lab and diagnostic tests and related nursing implications to evaluate musculoskeletal function. (CO 3, CO 4)</li> <li>6. Identify the gerontological considerations related to the MUSCULOSKELETAL system. (CO 3, CO 5)</li> <li>7. Identify the Interprofessional management of patients with MUSCULOSKELETAL disorders. (CO 6)</li> <li>8. Identify the patient/caregiver learning needs related to the MUSCULOSKELETAL system. (CO 5)</li> <li>9. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient with upper and lower musculoskeletal disorders. (CO 4)</li> <li>10. Describe the pre-op/post-op care for patients having orthopedic surgery. (CO 5)</li> <li>11. Plan care for patients with post-op complications. (CO 5)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 35</p> <p>Hip Fracture Case Study</p>
12	Endocrine	<ol style="list-style-type: none"> <li>1. Differentiate between type 1 and type 2 diabetes. (CO 5)</li> <li>2. Relate the clinical manifestations of diabetes to the associated pathophysiologic alterations. (CO 5)</li> <li>3. Describe the relationships among diet, exercise, and medication (i.e., insulin or oral antidiabetic agents) for people with diabetes. (CO 5)</li> <li>4. Use the nursing process as a framework for the care of patients who have hyperglycemia with diabetic ketoacidosis or hyperglycemic hyperosmolar syndrome. (CO 5)</li> </ol>	As assigned	<p>Prep U: <i>Brunner and Suddarth's textbook of medical-surgical nursing</i> Chapter 46</p> <p>Diabetes Case Study</p> <p><b>Exam 5—Weeks 10-11</b></p>

Week	Topic	Lesson Objectives	Readings	Assessment
		<ol style="list-style-type: none"> <li>5. Outline the major complications of diabetes and the self-care behaviors that are important to their prevention. (CO 5)</li> <li>6. Identify the programs and community support groups available for people with diabetes. (CO 5)</li> <li>7. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient with endocrine disorders. (CO 4)</li> </ol>		
13	Pregnancy	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients who are pregnant. (CO 4)</li> <li>2. Identify patients risk factors for pregnancy complications and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the pregnant woman. (CO 3)</li> <li>4. Identify lab and diagnostic tests and related nursing implications to evaluate pregnancy. (CO 3, CO 4)</li> <li>5. Identify the Interprofessional management of patients who are pregnant. (CO 6)</li> <li>6. Identify the patient/caregiver learning needs related to the PREGNANCY. (CO 5)</li> <li>7. Describe principles of pharmacology used to provide safe patient-centered care while caring for a patient who is pregnant. (CO 4)</li> </ol>	As assigned	<p>Prep U: <i>Maternity and Pediatric Nursing</i> Chapter 12</p> <p>High Risk Pregnancy Assignment</p>
14	Labor & Delivery	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients who are in labor. (CO 4)</li> <li>2. Identify patients at risk for labor and delivery complications and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the woman in Labor and ready to deliver. (CO 3)</li> <li>4. Recognize the signs and symptoms of labor and delivery complications. (CO 3, CO 4)</li> <li>5. Identify the Interprofessional management of patients in labor and ready to deliver. (CO 6)</li> </ol>	As assigned	<p>Prep U: <i>Maternity and Pediatric Nursing</i> Chapter 13</p> <p>Labor and Delivery Worksheet</p> <p><b>Exam 6—Weeks 12-13</b></p>

Week	Topic	Lesson Objectives	Readings	Assessment
		<ol style="list-style-type: none"> <li>6. Identify the patient/caregiver learning needs related to the woman in Labor and ready to deliver. (CO 5)</li> <li>7. Describe principles of pharmacology used to provide safe patient-centered care while caring for a woman in Labor and ready to deliver. (CO 4)</li> </ol>		
15	Postpartum	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of patients who are postpartum. (CO 4)</li> <li>2. Identify patients at risk for postpartum complications and the nursing interventions related to prevention and management. (CO 3)</li> <li>3. Describe the components of a focused assessment for the Postpartum woman. (CO 3)</li> <li>4. Recognize the signs and symptoms postpartum complications. (CO 3, CO 4)</li> <li>5. Identify the Interprofessional management of postpartum patients. (CO 6)</li> <li>6. Identify the patient/caregiver learning needs related to the woman in Postpartum. (CO 5)</li> <li>7. Describe principles of pharmacology used to provide safe patient-centered care while caring for a Postpartum woman. (CO 4)</li> </ol>	As assigned	<p>Prep U: <i>Maternity and Pediatric Nursing</i> Chapter 16</p> <p>Postpartum Worksheet</p>

Week	Topic	Lesson Objectives	Readings	Assessment
16	Newborn	<ol style="list-style-type: none"> <li>1. Use the nursing process as the framework for holistic care of newborn patients. (CO 4)</li> <li>2. Describe the components of a focused assessment for newborns. (CO 3)</li> <li>3. Identify newborn patients at risk for complications and disorders, and the nursing interventions related to prevention and management. (CO 3 , CO 4)</li> <li>4. Recognize the signs and symptoms of disorders in newborns. CO 3, CO 4)</li> <li>5. Identify the Interprofessional management of newborn patients with disorders. (CO 6)</li> <li>6. Identify the patient/family learning needs related to newborns. (CO 5)</li> <li>7. Describe the management of newborns. (CO 6)</li> <li>8. Describe principles of pharmacology used to provide safe patient-centered care while caring for the newborn. (CO 4)</li> </ol>	As assigned	Prep U: <i>Maternity and Pediatric Nursing</i> Chapter 18  <b>Exam 7—Weeks 14-16</b>

## Policies

### Nursing Program Policies

#### Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

#### Use of Online Sources such as Course Hero

In addition to the university's plagiarism policy, students who are found to have submitted materials plagiarized from any online source, such as Course Hero, will be reported to the university and may fail the course and/or be expelled APUS. Use of said materials is academic dishonesty and will not be tolerated.

#### Self-Plagiarism

Each course in the program has unique course learning objectives designed to build professional knowledge and skills. To accomplish these learning objectives, all work submitted

for a course must be original and cannot be a resubmission of one's own previous work. When repeating a course, students must submit newly created work as well.

### **Course Completion and Progression Requirements**

Effective September 1<sup>st</sup>, 2015 (For all students who started NURS300 after September 1, 2015, and beyond), to pass the course and progress in the nursing program, students must achieve a final course grade of a 73% (C) or better. In the capstone course, NURS498: Senior Seminar in Nursing Studies, students must achieve a final course grade of an 84% (B) or better in order to pass the course and graduate from the nursing program.

## **Communications**

### **Student Communication**

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

### **Instructor Communication**

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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## **University Policies**

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy
- Extension Requests
- Academic Probation
- Appeals
- Academic Dishonesty / Plagiarism
- Disability Accommodations
- Student Deadlines
- Video Conference Policy

## **Mission**

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society

## **Minimum Technology Requirements**

- Please consult the catalog for the minimum hardware and software required for undergraduate and graduate courses.
- Although students are encouraged to use the Pulse mobile app with any course, please note that not all course work can be completed via a mobile device.

## **Disclaimers**

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.