



Kingsborough Community College
The City University of New York
Department of Nursing

Nursing 2100 – Nursing the Ill Adult I
Course Syllabus: Spring 2026

Welcome to NUR 2100 and congratulations on your success in NUR 1700 and 1800. My name is Professor Kathleen Byrne and it is truly my privilege to be your professor.

The NUR 2100 faculty is committed to serving students from all diverse backgrounds and viewpoints. The diversity of our KCC students is a resource, strength, and benefit. Therefore, it is expected that we maintain an atmosphere of mutual respect for diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture in class, simulation lab, and the clinical setting.

The nursing faculty is committed to your success and wellbeing. This class covers the nursing care of adult patients with common recurring health problems. The nursing interventions explored in this class are grounded on the physiological and psychological needs of our patients. The nursing 2100 faculty is aware of the stress and volume of work ahead and we are here every step of the way to support and guide you. If you encounter any academic difficulties during this course, please contact me; I am here for you to offer support and learning/studying suggestions and resources. I encourage you to also lean on each other for support. Together we are better, please do not struggle alone.



If you experience other hardships and challenges, please take advantage of the available resources at KCC (<http://www.kbcc.cuny.edu/arc/Homepage.html>).

Again, together we are better; please do not struggle alone.

Please know that your questions, both inside and outside of class, are strongly encouraged and will be met with dignity and respect. Feel free to bring your own lived experiences related to health and illness to our classroom. If you have any questions during non-class hours, feel free to stop in my office (M-413) during office hours or email me at kathleen.byrne@kbcc.cuny.edu so that we can schedule a mutually convenient time to meet.

Important information will be shared with you via email and in the announcement section on Brightspace. It will be very beneficial to you to check these frequently to avoid missing any pertinent information.

Meet the full-time Nursing 2100 faculty:

Professor Tamara Bellomo, MSN, RN Professor Course Coordinator Tamara.Bellomo@kbcc.cuny.edu	Professor Kathleen Byrne, MSN, RN, ANP Assistant Professor Kathleen.Byrne@kbcc.cuny.edu
Professor Mary Shannon, MSN, RN Associate Professor Mary.Shannon@kbcc.cuny.edu	Professor Sarah Walsh, MSN, RN, OCN Assistant Professor Sarah.Walsh@kbcc.cuny.edu
Credit – Hours: 9 credits, 16 hours	
Pre-requisites	NUR 1700, NUR 1800
Pre-or Co-requisite	BIO 5100 (Must be taken before or with NUR 2100. Students cannot continue in NUR 2100 if they withdraw from BIO 5100)

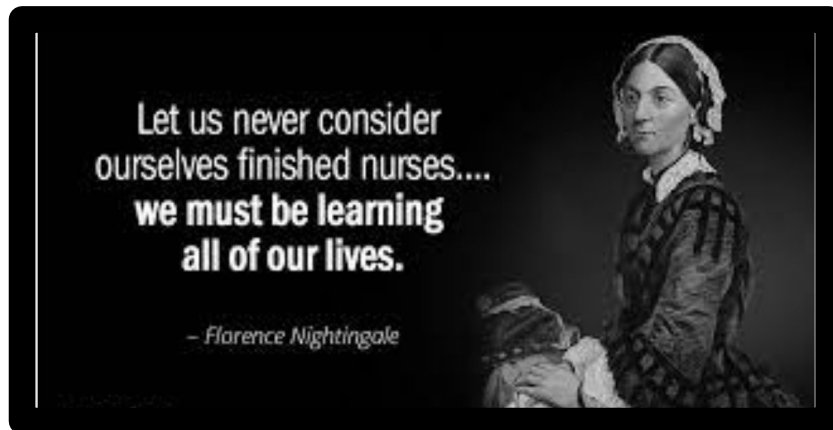
COURSE DESCRIPTION:

Nursing the adult patient with common recurring health problems includes nursing interventions based on physiological and psychological needs of adult patients. This course introduces the students to the nursing care of the adult patient who has common recurring health problems. The physiological and psychological needs of the adult patient are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics; the Nursing Process; and the Categories of Client Needs.

Learning is enhanced through synchronous and asynchronous assignments. Class work for a typical week consists of five (5) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences.

I encourage you to strengthen your nursing practice skills by visiting our lab for additional practice during our open lab hours. These hours vary by semester so please read the posted hours on the lab door (M-421). Reviewing your learned NUR 1800 skills using your ATI and CoursePoint resources prior to and during the semester can also be beneficial to you.

Simulation Lab provides you with an interactive learning experience. Our simulation center, which consists of realistic looking clinical simulation lab rooms, high fidelity manikins and equipment, allows you to practice and develop clinical expertise without any risk of patient harm. All Simulation labs are conducted on campus. All clinical experiences are conducted at the clinical facilities.



STUDENT LEARNING OUTCOMES (SLOs):

Listed below are the specific outcomes I hope you will obtain and develop in this course. Learning to be a safe, competent Registered Nurse is crucial prior to entry into patient care.

Therefore, upon completion of NUR 2100, using the Nursing Process in a variety of health care settings to a diverse population of adult patients, you will:

Course SLOs
1. Demonstrate safe nursing practices while providing care.
2. Implement priority nursing interventions that meet specific patient needs.
3. Use evidence-based practice while delivering nursing care.
4. Include critical thinking strategies to guide clinical decisions while providing nursing care.
5. Interact collaboratively with members of the healthcare team.
6. Explore effective leadership strategies.
7. Operate information and technological systems in the management of care.
8. Demonstrate an understanding of ethical and legal principles relevant to the practice of a registered nurse.

ASSESSMENT MEASURES for COURSE SLOs:

Your success in NUR 2100 is measured as follows:

- Achieving 75% or greater on electronic course exams.
- Completion/submission of various course specific written assignments.
- Demonstration of satisfactory performance on the clinical competency and evaluation tools.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING:

Kingsborough's Nursing Department uses ATI Nursing Education tutorials, testing and remediation each semester. Active participation in ATI assignments and testing is a requirement of this course and will account for 2% of the course grade. Failure to take the proctored exam as scheduled will result in a grade of incomplete and will prevent progression in the program.

ATI Proctored Assessments with Respondus Lockdown Browser

The Respondus LockDown Browser will be utilized for **all** ATI Proctored Assessments given remotely or in person. It will prevent students from copying, printing, visiting another URL, or accessing other applications during a test. When you launch an ATI Proctored Assessment with Respondus through the ATI student portal, Respondus Lockdown browser will open **automatically when you begin a proctored assessment.**

An ATI attestation form is to be submitted to your instructor during the first week of class, for each course you take that administers an ATI Proctored Exam (Nursing 1000, 2100, 2200, 2000, 1900, 2300). This form is located in Brightspace within the Table of Contents. If you fail to sign the form, you will not be able to take your ATI Proctored exam. If the exam is not rescheduled prior to the end of the semester, you will receive an Incomplete (INC) grade and will not be able to progress in the program.

The Respondus Monitor will record the student using video during the exam. The video record will only be reviewed by ATI if there is a reason to believe test protocol has been breached and the student may have committed an act of academic dishonesty. If a student is found or suspected of an act of academic dishonesty, they will be investigated by ATI and reported to KBCC's Office of Academic Integrity. ***If ATI Test Security has deemed a student has committed any act of academic dishonesty, ATI can permanently***

suspend the student's ATI account. Without an ATI account, a student will be unable to complete the KBCC Nursing program requirements and therefore be dismissed from the nursing program.

[ATI Proctoring-Student Quick Guide \(PDF\)](#)

[ATI Proctoring-Student Orientation \(6 min\)](#)

ATTENDANCE:

Complete participation in class is possible only when you can focus your attention on the class, therefore please turn off all cell phones, smart devices or other multimedia devices that generate sound while in the classroom.

As per CUNY policy, in the event that an otherwise in-person class is scheduled to be delivered remotely, please be aware that is necessary to have a camera in working order and on to ensure student participation and the best possible experience. Failure to turn on the camera will result in an absence for the day. https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/academics/faculty-affairs/Camera-Use-Guidance-for-Online-and-Hybrid-Courses_FINAL-JUNE-20-2024.pdf

Lecture/Lab-You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let me know via email. If circumstances make you miss more than 15% of the number of contact hours a class meets during a semester, you may be deemed excessively absent.

When a student is excessively absent, a grade of “WU” will be assigned as described in the [college catalogue](#).

Clinical- Clinical absence in excess of one full clinical day in the twelve-week semester will result in a course failure.

Students who have any change in their health status during the semester (due to injury, illness, pregnancy/childbirth) are required to submit the Health Clearance Form completed, signed and dated by their own health care provider to the Health Services office prior to returning to clinical agency experiences.

[Pregnancy Report Form](#)

[Student Injury/Illness Form](#)

STUDENTS WITH DISABILITIES:

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please visit the [AAS webpage](#) for more information and instructions for applying for accommodations.

EXAM POLICY:

All course exams are administered electronically via the testing software platform, ExamSoft. [The CUNY Policy on Academic Integrity](#) is strictly enforced throughout the exam. Any suspected violation of this policy may result in removal from the course. It is your responsibility to familiarize yourself with the Nursing Department Exam Agreement.

KCC Nursing Department Exam Agreement

1. Students are required to arrive at least 15 minutes prior to scheduled exam time.
2. All students, including NUR 2000 students, are required to wear the KCC clinical uniform for all examinations, **including approved shoes. Unless granted permission from the nursing department**, no shirts may be worn under or over the uniform, and arms must be visible. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next designated makeup exam date.
3. All students should have their hair tied back so that their ears are visible. Only medically prescribed hearing devices or devices required for an AAS accommodation are acceptable. Medical documentation needs to be provided at the beginning of the semester to the instructor.
4. The wearing of jewelry of any kind is strictly prohibited during the examination. This includes, but is not limited to earrings, necklaces, bracelets, smart rings, all types of watches and any other item or any other item the faculty proctors deem unacceptable. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
5. All eyeglasses are subject to inspection.

6. Any student who arrives **15 minutes later than the posted exam time** will not be permitted to take the exam that day. A makeup exam will be scheduled on the next makeup exam date. There will be no exceptions to this policy. **Students will be allowed only one make-up exam/semester.**
7. Students are required to line up outside of assigned classroom and will be seated at the discretion of the faculty.
8. All personal items (cell phones, smart watches, earbuds/pods, backpacks, purses, pens, highlighters, pencils, food and drinks etc.) must be placed in the classroom, at a location designated by the proctor before taking assigned seat.
9. Cell phones are to be turned off (not on vibrate) and placed with all personal items in the area designated by the proctor. At no time shall a student have their cell phone on their person once seated for the exam.
10. Students should remove all hats, scarves, sweatshirts, hoodies, prior to the beginning of the exam (The only exceptions are religious head coverings).
11. Prior to the start of the exam, students will be given a pencil and one sheet of paper, if required.
 - a. Additional paper can be requested from the proctor as needed.
 - b. Students must write their name on the paper.
 - c. **No information may be written on the paper before the exam begins.**
 - d. All paper will be collected by the proctor at the conclusion of the exam.
 - e. Returned paper must be intact and may not have any torn portions.
 - f. The paper will not be shared between students.
12. Students are prohibited from talking once the exam starts until the proctor states the exam is over and the students have exited the testing room.
13. Students are not permitted to discuss/record/write down the exam questions in any context on their own or with each other during or after the exam.
14. If the student has any questions once the exam begins, they are required to raise their hand and a proctor will come to them.
15. Questions related to medical terminology are not allowed.
16. Once the student completes the exam, they are to raise their hand after the green check mark is visible on their computer screen. A proctor will come over to them to confirm their exam is uploaded.

17. After exam upload confirmation has occurred, the student will sign out of ExamSoft.
18. Once signed out of ExamSoft, the computer will not be used by the student for any reason. (Assignments, internet searching, personal use etc.).
19. Students will remain silent while they are waiting for the examination to be over.
- 20. If a student does not comply with the exam rules, they will be dismissed from the exam, receive a grade of zero for the exam, be reported to the Academic Dishonesty office and have their final course grade withheld until a final resolution of their situation has occurred.**

[Academic Integrity Policy – The City University of New York \(cuny.edu\)](https://www.cuny.edu/academic-integrity-policy/) Revised Academic Integrity Policy now **includes the use of Artificial Intelligence**. The policy outlines definitions and examples of academic dishonesty.

EVALUATION:

Grades will be calculated according to college and departmental policy as follows:

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

W	Withdrew without penalty
WU	Unofficial withdrawal (counts as failure)
INC	Doing passing work, but missing an assignment or an examination; changes to a “FIN” if work is not made up by the 10th week of the next 12-week session
FIN	Failure as a result of an Incomplete

Nursing 2100 grades will be calculated as follows:

Lecture examinations average (3 exams)	66%
Final examination	32%
ATI testing	2%
CoursePoint+ assignments	Satisfactory or Unsatisfactory
Written Assignments	Satisfactory or Unsatisfactory
Clinical competency	Satisfactory or Unsatisfactory
NextGen Worksheet	Satisfactory or Unsatisfactory
Reflection/Observation Papers	Satisfactory or Unsatisfactory
ATI Targeted exams	Satisfactory or Unsatisfactory

Students are expected to take all exams when scheduled. Exceptions to this rule will be for emergency situations. **Please email me and let me know in advance if you are unable to take an exam when scheduled.** If you do not take an exam on the scheduled date, you must take a makeup exam. All makeup exams may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive an INC (incomplete) Incomplete grades not resolved by the following semester will turn into a FIN (failing grade).

All written assignments for this class must comply with college standards for written work. Written assignments are to be submitted on the date that they are due. If extenuating circumstances arise and you cannot submit your work on time, please email me and we will discuss a plan for submission. All assignments must be submitted by the end of the course, to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, you will receive a grade of "INC" for the course. You must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Dosage Calculation Competency Policy

Students are required to take the ATI: Dosage Calculation RN Adult Medical Surgical Online Practice Assessment 3.2 assessment and quiz at the beginning of each semester to validate drug calculation competency (see instructions in Lecture Schedule). Students must upload the 'Individual Performance Profile' to Brightspace Assignments. A minimum grade of 80% is required. The student will receive a satisfactory/unsatisfactory grade for Dosage Calculation as it is not part of the numerical calculation for your Final Grade in a course.

CLINICAL:

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade. There is a required Observation Paper for clinical.

A conference with your clinical instructor will be performed at mid-semester and at the end of the course. During this conference, your clinical instructor will discuss your progress in our course and offer suggestions for improvement, if needed. Please feel free to initiate a conference at any other time with your clinical instructor if you need additional support or guidance in the clinical area.

RETENTION CRITERIA:

Criteria for retention in the Nursing Program mandates that students will:

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. **Students who achieve a “C” grade in required clinical nursing courses may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a “B.”** The “Intent to Return to Nursing Course” form can be found on the KCC Website Nursing Department page under “Forms”. This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated. A grade of less than a “C” in a second nursing course will cause the student to be dismissed from the program.
3. Students must achieve a grade of “B” in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than “C” may repeat the course one time only after submitting an “Intent to Return Form.”
4. Students who enter Nursing 1700 and Nursing 1800 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once.
5. If a student receives a grade of less than **C-** or, in the case of a repeated nursing course, a grade of less than **B**, the student may submit an **Appeal of the Retention Criteria** form. This form is available on the KCC website. Only one appeal is permitted during a student’s time in the KCC Nursing Program. Additional information regarding the appeal process can be found in the **Nursing Student Handbook** or obtained from the course instructor.
6. Students in the clinical component can only withdraw once and must be passing to do so.

REPEATING A NURSING COURSE

If you receive less than a passing grade in a clinical nursing course, you will be eligible to repeat the course only one time. The procedure that will follow will vary depending on several outcomes such as:

- Final course grade.
 - If you have taken the course before.
 - If you have appealed a grade before.
1. If you have received a C- in a clinical nursing course (NUR 1800, 2100, 1900, 2000, 2200, 2300) *and it is the first time you have taken this course*, then complete an Intent to Return Form and submit as per the directions on the form.
 2. If you are in a non-clinical nursing course, such as NUR 1700, and receive a grade of less than a B, then complete an Intent to Return Form and submit as per the directions on the form.
 3. If you have received less than a C- in a clinical nursing course and it is the first time you have taken this course, then you must submit an Appeal of the Retention Criteria Form and submit as per the directions on the form.
 4. If you currently failed a nursing course and you have already failed a prior nursing course, you will be dismissed from the nursing program. You are eligible to submit the Appeal of the Retention Criteria Form and follow the directions on the form. You are permitted to do this only if you have never appealed a grade before.
 5. If you are repeating a nursing course and receive a grade of less than a B, you will be dismissed from the nursing program. If you have never appealed the retention criteria before, you are eligible to appeal your grade. Submit an Appeal of the Retention Criteria Form and submit as per the directions on the form.
 6. ***You are only allowed one appeal while you are enrolled in KCC's Nursing Program.***

The faculty utilize various teaching styles in Nursing 2100 to promote and strengthen your learning. Please see below for the diverse teaching styles.

Teaching Strategies	
• Lecture/Discussion • Simulated Laboratory Experiences • Demonstration/Return Demonstration • Case Studies • Multimedia • Role Playing • Gaming	• Computer Assisted Instruction/ATI • Course Point/Prep-U • Pre and Post Conferences • Health Agency Experiences • Unfolding Nursing Care Plan • Student Response System

REQUIRED ELECTRONIC TEXTBOOK (see Course Letter):

You are required to buy CoursePoint Plus Enhanced for Hinkle 16th edition.

There are two ISBNs for Coursepoint for Hinkle. The products are the same, it is just the delivery that changes the number, and it is extremely important that you only purchase using either of these ISBNs, as failure to do so will lead to compatibility problems with course resources:

Retail Purchases: 9781975274429

Direct/Microsite Purchase: 9781975274467

REQUIRED RESOURCES:

Assessment Technology Institute (ATI).

Your Nursing Student Handbook outlines the policies of the Nursing Department. Please read your Nursing Student Handbook, located on our webpage, carefully and let me know if you have any questions and/or concerns. The policies addressed include:

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| <ul style="list-style-type: none"> ● Attendance ● Malpractice insurance, health clearance, and CPR training ● Evaluation and grading ● Clinical competencies ● College laboratory practice requirements ● Clinical Agency experience requirements ● Integrity | <ul style="list-style-type: none"> ● Netiquette ● Specific dress requirements for each clinical course ● Drug calculation policy ● Mandatory skills review ● Criteria for retention in the nursing program ● Civility (including appropriate dress) |
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TOPICAL OUTLINE:

Your learning for this course is broken into units. Each unit incorporates a specific Body Systems and the NCSBN Categories of Client Needs which are: Safe and Effective Care Environment (Management of Care, Safety, and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation. Additionally, each unit includes discussion of the health disparities experienced by underserved populations. We all learn from each other. Our diverse racial and ethnic backgrounds are an asset to learning and knowledge, so I strongly encourage you to share your experiences in class, simulation lab, and clinical.

- Unit 1 – Assessment & Management of the Patient who has a Fluid and Electrolyte Imbalance.
- Unit 2 – Assessment & Management of the Patient who has a Respiratory Disorder.
- Unit 3 – Assessment & Management of the Patient who has a Cardiovascular Disorder.
- Unit 4 – Assessment & Management of the Patient who has a Gastrointestinal Disorder.
- Unit 5 – Assessment & Management of the Patient who has an Immune Response Disorder.

- Unit 6 – Assessment & Management of the Patient who has an Endocrine Disorder.
- Unit 7 – Assessment & Management of the Patient who has a Genitourinary Disorder.
- Unit 8 – Assessment & Management of the Patient who has a Musculoskeletal Disorder.
- Unit 9 – Assessment & Management of the Perioperative Patient.

Lecture Schedule and Assignments Section 1

[illegible]

			Scroll down to assigned Practice Assessment Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%)		
Tuesday March 10th	Hinkle & Cheever: Ch.11 pp 237 – 263 Emergency Nursing, Shock	Lecture: Emergency Nursing, Shock Gaming: Septic Shock			
Wednesday March 11th	Hinkle & Cheever: Ch 10 pp 191-236 Ch 17 pp 395-426 Ch 20 pp 459-470 ATI book pp 120-124 and 135-140 Respiratory Assessment ABGs Pneumonia/TB Flipped Class	Q&A, Group Case Study Lecture: Respiratory Assessment, ABGs Gaming: ABGs Review Pneumonia/TB	Brightspace, Assignments, Scroll down to appropriate category and upload: ATI Learning Template Pneumonia ATI Learning Template TB RN Targeted Medical Surgical Respiratory Online Practice 2023 Sign into ATI Go to My ATI Go to Assessment Tab Scroll down to assigned Practice Assessment Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%	March 11th by 8:00am	IV Lab

Tuesday March 17th	Hinkle & Cheever: Ch. 21 pp 524-549 Ch.27 pp 742-744 COPD PE	Q&A and Discussion Lecture: COPD PE	In preparation for COPD Sim Lab, complete: CoursePoint+ V-Sim-Vincent Brody Must obtain a minimum grade of 75%	March 17 th by 11:59pm	
Wednesday March 18th	Hinkle & Cheever: Ch. 19 pp 472-489 ARDS, Respiratory Failure, Intubation, Ventilators	Lecture: ARDS, Respiratory Failure, Intubation, Ventilators			COPD (Sim reflection: see pg. 25)
Tuesday March 24th	Hinkle & Cheever: Ch.19 pp 489-497 Ch.58 pp 1638-1662 Pulmonary Trauma Chest Tubes Burns Flipped Class	Lecture: Lecture: Pulmonary Trauma Chest Tubes Gaming: Chest Tube Burns Review	Flipped Classroom Instructions: please see Flipped classroom tab located in the lecture tab on Brightspace In preparation for F/E Sim Lab, complete: CoursePoint+ V-Sim-Stan Checketts. Must obtain a minimum grade of 75%	March 24th by 8:00am March 24th by 11:59pm	
Wednesday March 25th	Hinkle & Cheever: Ch.22 pp 585-600 Ch.24 pp 636-656	Lecture: Atherosclerosis, CAD-ACS, Stable Angina			F/E (Sim reflection: see pg. 25)

	Atherosclerosis, CAD-ACS, Stable Angina				
Tuesday March 31st	Exam #1		Refer to Exam Blueprint on Brightspace/Course Docs tab		
Tuesday April 14th	Hinkle & Cheever: Ch.26 pp. 693-711 Heart Failure Flipped Class	Heart Failure Review	Flipped Classroom Instructions: please see Flipped classroom tab located in the lecture tab on Brightspace In preparation for ACS Sim Lab, complete: ● CoursePoint+ V-Sim-Carl Shapiro. ● Must obtain a minimum grade of 75%	Oct 21st April 13th by 11:59pm	
Wednesday April 15th	Hinkle & Cheever: Ch. 27 pp 715-749 Ch. 28 pp 755-768 Ch.30 pp 794-798,801-802	Lecture: PVD Peripheral Arterial/Venous Diseases Hypertension Anemias Gaming: PVD	For class, please have the PVD Case Study Patients (Brightspace, Lecture Tab, Game Handouts RN Fundamentals -Online Practice 2023 B followed by Focused Review.	April 15th	Acute Coronary Syndrome (ACS) Sim reflection: see pg. 25

Tuesday April 21st	Hinkle & Cheever: Ch. 23 pp 603-635 Dysrhythmias	Lecture: Dysrhythmias Gaming: Rhythm Strips	For class, please have ECG Practice Rhythm strips printed out (Brightspace, Lecture Tab, Game Handouts)		
Wednesday April 22nd	Hinkle & Cheever: Ch 33 pp 884-897 Ch. 44 pp 1194-1232 Hepatitis Cirrhosis	Lecture: Hepatitis, Cirrhosis HIV Review	ATI: RN Targeted Medical Surgical Cardiovascular Online Practice 2023 Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%	April 22nd	Heart Failure Sim reflection: see pg. 25
Tuesday April 28th	Hinkle & Cheever: Ch. 39 pp 1053-1071 Ch. 40 pp 1095-1097, 1099-1100 Ch 41 pp 1109-1117 Ch 43 pp 1185-1190 Upper GI: GI Overview, Hiatal Hernia, GERD, Gastritis, Peptic Ulcer Disease, Bariatric Surgery HIV Flipped Class	Lecture: GI Overview, GERD, Hiatal Hernia, Gastritis, Peptic Ulcer Disease, Bariatric Surgery	Flipped Classroom Instructions: please see Flipped classroom tab located in the lecture tab on Brightspace CoursePoint+: Practice and Learn: Chapter 41: Management of Patients with Gastric and Duodenal Disorders	April 27th by 11:59pm	

Wednesday April 29th	Hinkle & Cheever: Ch.42 pp 1131-1132, 1134-1135, 1137-1154 Lower GI: Irritable Bowel Syndrome, Diverticulitis, Peritonitis, Inflammatory Bowel Disease, Bowel Obstruction	Lecture: Irritable Bowel Syndrome, Diverticulitis, Peritonitis Inflammatory Bowel Disease, Bowel Obstruction			Cirrhosis Sim reflection: see pg. 25
Tuesday May 5th	EXAM #2		Refer to Exam Blueprint on Brightspace/Course Docs tab		
Wednesday May 6th	Hinkle & Cheever: Ch 47 pp 1295-1336 Ch 46 pp 1258-1276, 1278-1281 Diabetes Types 1 & 2 Thyroid, Parathyroid, Adrenal, Pituitary	Lecture: Diabetes Types 1 & 2 Thyroid, Parathyroid, Adrenal, Pituitary	ATI:RN Targeted Medical Surgical Endocrine Online Practice 2023 Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%	May 6th	Shock Sim reflection: see pg. 25
Tuesday May 12th	ATI Fundamentals Proctored Exam		WAC Assignment due- (See pgs 26-30)	May 12th	

Wednesday May 13th	Hinkle & Cheever: Ch 45 pp 1235-1254 Cholecystitis Pancreatitis	Lecture: Cholecystitis Pancreatitis	Practice and Learn Interactive Case Study in Course Point - Ch. 45: Acute Pancreatitis	May 13th	DKA Sim reflection: see pg. 25
Tuesday May 19th	Hinkle & Cheever: Ch 37 pp 975-1006 Ch 38 pp 1007- 1052 Trauma, Emergency Assessment, Accidents, Osteoporosis Fractures, Immobilization: Casts, Traction	Lecture: Trauma, Emergency Assessment, Accidents Osteoporosis Fractures, Immobilization: Casts, Traction	Hip Fracture Video: https://www.youtube.com/watch?v=DU_bjVURFGY&feature=youtu.be In preparation for Sim Lab, complete: CoursePoint+ V-Sim-Marilyn Hughes Must obtain a minimum grade of 75%	May 19th by 11:59pm	

Wednesday May 20th	Hinkle & Cheever: Ch.48 pp 1339-1357 Ch.49 pp 1358-1401 Ch.50 pp 1402-1434 Renal Assessment Renal Calculi AKI	Lecture: Renal Assessment Renal Calculi AKI			Fracture Sim reflection: see pg. 25
Tuesday May 26th (follows a Wednesday schedule)	Hinkle & Cheever: Ch 49 pp 1358-1401 Chronic Renal Disease	Lecture: Chronic Renal Disease	ATI Proctored exam templates due RN Targeted Medical Surgical Renal and Urinary Online Practice 2023 Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%	May 26 th	AKI Sim reflection: see pg. 25
Tuesday June 2nd	EXAM #3		Refer to Exam Blueprint on Brightspace/Course Docs tab		

Tuesday June 9th	Hinkle & Cheever: Ch 49 1358-1401 Peritoneal Dialysis, Hemodialysis	Peritoneal Dialysis, Hemodialysis	RN Targeted Medical Surgical Peri-op Online Practice 2023. Upload Individual Performance Profile to Brightspace Assignments. Min required grade is 80%	June 9th Last Class	
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Informal Writing Assignment

Purpose:

This simulation reflection assignment is designed to help you reflect on your experience during the nursing simulation and express your thoughts and feelings as the nurse.

Instructions:

After each simulation where you are the nurse write one brief paragraph (5–7 sentences) describing how you felt during the experience. Focus primarily on your emotional responses rather than on clinical skills or outcomes. Reflect on feelings such as confidence, stress, uncertainty, or growth as the simulation progressed. Consider how your mindset changed from the beginning to the end of the scenario.

You may consider the following guiding questions as you write:

- How did you feel at the beginning of the simulation?
- What emotions did you experience while providing care (e.g., confidence, anxiety, stress, excitement)?
- Did your feelings change as the simulation progressed? Why or why not?
- What did this experience help you realize about yourself as a nurse?

Guidelines:

- This is an informal, reflective paragraph—use first person (“I”).
- It is a required assignment.
- There are no right or wrong answers; honesty is encouraged.
- Grammar and spelling will not be heavily graded.
- Submit your paragraph at the end of the simulation or as directed by your instructor.

Goal:

This reflection will help you build self-awareness, develop confidence, and connect emotional responses to clinical learning in a supportive environment.

Formal Writing Assignment

WRAC Assignment: Advocacy Letter to your Congressperson on the 2025 Policy Classifying Nurses as Non-Professional Workers

In 2025, the U.S. Department of Education excluded nursing from its revised definition of professional degree programs. This policy change may limit graduate nursing students' access to federal student loan options. Many educators, students, and healthcare professionals are concerned that the policy could reduce financial support for students pursuing nursing degrees, potentially affecting workforce stability and the quality of patient care.

Assignment: Write a 500–750 word formal letter to a U.S. Congressperson (senator or representative) in which you argue for or against the Department of Education's policy decision. Your letter should clearly explain the policy, state your position, and describe how you think the policy may impact the nursing profession and our healthcare system.

1. Introduction and Position

- Briefly explain the 2025 policy that removes nursing from the definition of professional degree programs.
- Clearly state whether you **Agree or Disagree** with the policy.
- Explain why this issue is important to you as a student and a future healthcare professional.

2. Impact on the Nursing Profession

- Discuss how this policy could affect:
 - Nurses' professional identity
 - Morale, career advancement, and educational motivation for nurses
- Consider how this reclassification may influence how nurses are viewed

3. Impact on Healthcare Delivery

- Explain possible consequences for:
 1. Nursing school enrollment and retention
 2. Nursing shortages and staffing levels
 3. Patient safety, patient outcomes and quality of care

4. Evidence and Examples

Support your argument using:

- Professional standards and position statements (e.g., American Nurses Association , International Council of Nurses)
- Personal experiences and clinical observations in nursing education and healthcare setting

5. Ethical and Social Considerations

- Discuss whether the policy aligns with:
 - Healthcare ethics (e.g., beneficence, nonmaleficence)
 - Societal expectations of nurses as educated, skilled professionals
- Consider issues of equity and access to education

6. Conclusion

- Summarize your position clearly and encourage the congressperson to support or take specific action regarding your position about the policy.

Formatting Requirements

- 500–750 words
- Formal letter format (be sure to include date, greeting, and closing)
- 12-point Times New Roman
- Double-spaced
- 1” margins on all sides
- APA 7th edition citations if resources are used

Writing Tutoring: The Kingsborough Learning Center (KLC) offers one-on-one writing tutoring in most subjects. Tutoring takes place in a collaborative setting in which tutor and student work together to generate ideas, work on drafts and revise papers. They also offer a variety of workshops on many common writing challenges student writers face. Students at any stage in the writing process are encouraged to sign up for one-time appointments, recurring weekly appointments, or workshops. The KLC link is below.

<https://www.kbcc.cuny.edu/KLC/index.html>

RUBRIC

	<u>Excellent</u>	<u>Proficient</u>	<u>Developing</u>	<u>Needs Improvement</u>
1. Position Statement (15 pts)	13–15 pts • Clear, strong, and insightful statement with definite stance. • Demonstrates strong understanding of the policy.	10–12 pts • Clear statement but may lack the complexities of the issue. • Position stated but not fully developed.	7–9 pts • Statement is vague, weak, or inconsistent. • Position may be implied rather than clear.	0–6 pts • No clear statement or stance. • Lacks understanding of policy intent or implications.
2. Impact on Nursing Profession (20 pts)	17–20 pts • Thorough analysis of effects on nursing roles, morale, and profession. • Uses examples or insight.	13–16 pts • Adequate analysis with some examples; may lack depth in some areas.	9–12 pts • Limited or general discussion; minimal examples; unclear connections.	0–8 pts • Superficial or inaccurate analysis; lacks reasoning.
3. Impact on Healthcare (15 pts)	13–15 pts • Clearly explains consequences for patient outcomes, quality of care, staffing. • Well-supported reasoning.	10–12 pts • Addresses most areas; reasoning adequate but general.	7–9 pts • Mentions impacts but lacks detail or strong connections.	0–6 pts • Minimal or unclear discussion; lacks evidence.

	<u>Excellent</u>	<u>Proficient</u>	<u>Developing</u>	<u>Needs Improvement</u>
4. Use of Evidence & Examples (20 pts)	17–20 pts • Strong integration of professional standards, research, or clinical examples. • Evidence is credible and supports claims well.	13–16 pts • Includes relevant evidence but less integrated or less convincing.	9–12 pts • Minimal or general evidence; weak connection to claims.	0–8 pts • Lacks credible evidence; relies mostly on opinion.
5. Ethical & Social Considerations (10 pts)	9–10 pts • Clear connection to ethical principles and societal expectations. • Demonstrates advanced critical thinking.	7–8 pts • Addresses ethics or social impact; may not explore both deeply.	5–6 pts • Brief or surface-level discussion.	0–4 pts • No meaningful ethical or social consideration.
6. Organization, Clarity & Writing Quality (10 pts)	9–10 pts • Clear, well-organized, engaging writing; smooth transitions. • Few or no errors.	7–8 pts • Mostly organized; minor errors; clear overall flow.	5–6 pts • Organization unclear at times; multiple distracting errors.	0–4 pts • Hard to follow. frequent grammar/mechanical issues.
7. APA Formatting & Requirements (10 pts)	9–10 pts • Follows formal letter format correctly. Meets all formatting requirements.	7–8 pts • Minor errors.	5–6 pts • Multiple errors; missing some required components.	0–4 pts • Incorrect or missing formatting; does not meet requirements.

Excellent

Proficient

Developing

Needs Improvement

Writing is well-organized, and free of grammatical or spelling errors.