

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

## **Nursing 2100 – Nursing the Ill Adult I**

### **Course Syllabus: Fall 2026**

Welcome to NUR 2100 and congratulations on your success in NUR 1700 and 1800.

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 us; we are here for you to offer support and learning/studying suggestions and resources. We 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 email your course lecturer to 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<br>Professor<br><b>Course Coordinator</b><br><a href="mailto:Tamara.Bellomo@kbcc.cuny.edu">Tamara.Bellomo@kbcc.cuny.edu</a><br><br>Professor Mary Shannon, MSN, RN<br>Associate Professor<br><a href="mailto:Mary.Shannon@kbcc.cuny.edu">Mary.Shannon@kbcc.cuny.edu</a> | Professor Kathleen Byrne, MSN, RN, ANP<br>Assistant Professor<br><a href="mailto:Kathleen.Byrne@kbcc.cuny.edu">Kathleen.Byrne@kbcc.cuny.edu</a> |
| <b>Credit – Hours:</b> 9 credits, 16 hours                                                                                                                                                                                                                                                                |                                                                                                                                                 |
| <b>Pre-requisites</b>                                                                                                                                                                                                                                                                                     | NUR 1700, NUR 1800                                                                                                                              |
| <b>Pre-or Co-requisite</b>                                                                                                                                                                                                                                                                                | 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 we 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](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 located in the Nursing Student Handbook.

[Academic Integrity Policy – The City University of New York \(cuny.edu\)](#) 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 your course lecturer 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 your course lecturer to 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.

## Teaching Styles

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

| <b>Teaching Strategies</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lecture/Discussion</li> <li>• Simulated Laboratory Experiences</li> <li>• Demonstration/Return Demonstration</li> <li>• Case Studies</li> <li>• Multimedia</li> <li>• Role Playing</li> <li>• Gaming</li> </ul> | <ul style="list-style-type: none"> <li>• Computer Assisted Instruction/ATI</li> <li>• Course Point/Prep-U</li> <li>• Pre and Post Conferences</li> <li>• Health Agency Experiences</li> <li>• Unfolding Nursing Care Plan</li> <li>• Student Response System</li> </ul> |

## 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).

## Nursing Student handbook

**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:**

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

## 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.

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

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

**Excellent**

**Proficient**

**Developing**

**Needs Improvement**

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