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MOUNT SAINT MARY COLLEGE
NEWBURGH, NEW YORK

NUR 3012 ADULT HEALTH NURSING I
(Traditional)

FALL 2008

COURSE SYLLABUS

Course Description

This course focuses on the nursing care of people who have certain health alterations including cancer, surgery, neurological, endocrine, immunological, sensory, cardiovascular, hematologic, and respiratory disorders. Emphasis is on prevention, illness care and rehabilitation of the client within a rapidly changing health care system. Cultural patterns, family phenomena and lifestyles are examined as they relate to and affect nursing intervention. Political, social, economic, technological, ethical and legal issues impacting the client are examined. Nursing process and Gordon's Functional Health Patterns are the basis for clinical decision making.

7 credits

3 hours lecture, 12 hours lab

Prerequisites: NUR 202, 204; BIO 303

Pre- or co-requisites: NUR 300, HLT 304, PSY 305

Course Coordinators

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Clinical Instructors and Clinical Sites - TBA

Mount Saint Mary College weather line 569-3500 for information on school closings and class cancellations during periods of inclement weather.

Course Outcomes:

Upon successful completion of this course, you will be able to:

1. Provide professional nursing care to diverse adult populations in acute care settings.
2. Analyze knowledge from nursing theories, the humanities and science in the provision of nursing care.
3. Use the nursing process in a dependent/interdependent manner to provide nursing care to individuals.
4. Accept responsibility and accountability for one's own actions.
5. Apply beginning leadership skills and knowledge of the political system to enhance the delivery of professional nursing care to individuals and families.

6. Apply selected research findings to professional nursing practice.
7. Consult with colleagues and the general public to promote the health and well-being of individuals.
8. Articulate conflicts in legal, ethical, and moral aspects of nursing practice.
9. Analyze emerging nursing roles needed to meet the health needs of the general public in a changing society.
10. Demonstrate an evolving growth of professionalism.

Required Textbooks

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.). Washington: APA.

Lewis, S. M., Heitkemper, M.M., Dirksen, S.R., O'Brien, P & Bucher, L. (2007). *Virtual clinical excursions for medical-surgical nursing assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.

Lewis, S.M., Heitkemper, M.M., Dirksen, S.R., O'Brien, P & Bucher, L. (2007). *Medical-Surgical Nursing: Assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.

Nugent, P., Vitale, B. (2008). *Fundamentals success*. (2nd ed.). Philadelphia: FA Davis Company

O'Brien, P. (2007). *Study guide to accompany medical surgical nursing assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.

Winningham & Dreusser. (2009). *Critical thinking in nursing*. (4th ed.). St. Louis: Mosby.

Teaching Strategies

Lecture, discussion, audiovisual media, computer assisted instruction, case studies, clinical conferences, online assignments, observation in specialty units, and written assignments are strategies used to help students integrate content.

Web sites for help and information:

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Healthfinder (from the U.S. Department of Health and Human Services)

<http://www.healthfinder.gov>

HealthWeb (from health sciences libraries around the country)

<http://www.healthweb.org>

Mayo Clinic Health Oasis

<http://www.mayohealth.org/home>

Medem (from several U.S. medical societies)

http://medem.com/MedLB/medlib_entry.cfm

MEDLINEplus (from the National Library of Medicine)

<http://www.nlm.nih.gov/medlineplus>

National Women's health Information Center

(from the Department of Health and Human Services)

<http://www.4women.gov>

Internet Resources for Learning Styles with Studying Skills

<http://www.calstatela.edu/faculty/jshindl/plsi/taketest.html>

Paragon Learning Style Inventory<http://www.ncsu.edu/felder-public/>**Felder Silverman Model of Learning Styles**<http://www.vark-learn.com/English/index.asp>**Johnson & Johnson**<http://www.discovernursing.com>**Nursing Spectrum Magazine**<http://www.nursingspectrum.com>**CAREPLAN Information and Health Facts**<http://www.careplans.org>**Internet Resources for Learning Styles with Studying Skills**<http://www.calstatela.edu/faculty/jshindl/plsi/taketest.htm>**Paragon Learning Style Inventory**<http://www.ncsu.edu/felder-public/>**Felder Silverman model of Learning Styles**<http://www.vark-learn.com/English/index.asp>**VAR K Guide to Learning Styles****Evaluation Methods**

4 Unit Exams (15% each)	60%
Culture Assignment	5%
Quizzes	5%
Cumulative Final Exam	30%
Clinical Lab	Pass/Fail
Clinical Calculation Exam	see below
Bloodborne Pathogen Exam	see below
Study Guide Assignments	Pass/Fail
Case Study Assignments	Pass/Fail

Grading

Grades will be given as per the following standard, approved by the Nursing Division, May 1997. The passing grade for all nursing courses is **C (73%)** or better for students who matriculated prior to September 2006. Students who were admitted in September 2006 and thereafter must attain a **C+ (76)** in all NUR and HLT courses.

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	76-79
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C	73-75
C-	70-72
D+	66-69
D	63-65
F	62 and below

No extra credit policy

Percentage or points and their corresponding weights for course evaluation are clearly stated in every NUR and HLT course syllabus. No further addition of extra credit or points are allowed to enhance student grades.

This proposed policy will prevent grade inflation and maintain the high standard of grading at the division of nursing.

Dosage Calculation Proficiency Exam (DCPE) for all Nursing Students

All nursing students enrolled in NUR clinical courses must achieve a score of 100% in the DCPE on the third attempt which is administered by the second week of a 9-week course or by the third week of 12- to 15-week courses. Administration of the DCPE as stipulated is required in order to verify retention of learning and skills.

After failing the DCPE, a contract for remediation needs to be signed; students must present documentation of remediation prior to retesting. Acceptable forms of remediation include Learning Resource Center (LRC), Personal and Academic Enrichment Skills Center, computer assisted instruction (CAI), faculty tutoring, or other means of remediation approved by the course faculty.

Students may not administer medications in clinical until a grade of 100% is achieved. All students have a maximum of three (3) chances to take the DCPE. Failure to achieve a score of 100% by the third take of the DCPE will result in a grade of W with consequent removal from the course. Withdrawing from a NUR course for failure in the DCPE is only allowed twice during the student's entire program of study.

Bloodborne Pathogens Exam

All students must pass the Bloodborne Pathogens Exam with a minimum of 70% accuracy. Failure to achieve a passing score may result in failure of the course.

Student Responsibilities

Students are expected to adhere to College policies regarding academic honesty. The policy regarding Academic Honesty is outlined in the *Undergraduate Nursing Student Handbook*.

Class Attendance

Attendance is expected at all lectures. Please be on time for class. Failure to attend class and repeated late attendance may result in the inability to meet course outcomes, resulting in failure of the course. Students who cannot attend class or who will be late must contact the course coordinator. It is expected that students will have read the assigned sections of the text and have completed the assigned study sheets or critical thinking exercises **prior** to class. Students may be asked to lead class discussion based on these assignments. Class participation is strongly encouraged. Cell phones are to be turned off or on vibrate during lecture. **Students who are absent for any exam will receive a grade of zero.**

Clinical Laboratory Requirements

Physical Exam

Students must present written documentation on the nursing division “Annual Health Exam” form of current health status including a physical examination report, identified laboratory testing, and required immunizations outlined in the *Undergraduate Nursing Student Handbook*. Students **will not** be permitted in the clinical area unless this form is on file in MSMC Health Services.

Dress Code

See *Undergraduate Nursing Student Handbook* for the appropriate dress code.

Basic Life Support

Students are required to have completed Basic Life Support (Course C) offered by the American Heart Association. A copy of the certification must be kept on file in the nursing division.

Clinical Evaluation

The **clinical laboratory** experience is graded **pass/fail**. Students must pass the clinical lab to pass the course regardless of other grades in the course (from exams, papers, etc.). In addition, the student must also submit written clinical assignments (weekly assignments, drug cards, etc.) weekly. These assignments must contain accurate data reflecting nursing care provided in clinical. Failure to submit such assignments in a timely manner and to achieve a grade of pass on such assignments (as defined in this course) may result in a clinical failure. **Three** unsatisfactory weekly clinical assignments result in a **clinical failure**. To receive a clinical grade of pass, the student must attain a rating of at least supervised (S) on the critical elements (asterisked items) and a rating of at least assisted (A) on all remaining items of the Student Evaluation Tool for the summative evaluation.

Missed Clinical Lab

Students are expected to be present at all clinicals. **Missed clinical experience may prevent the student from meeting course outcomes and may result in a clinical failure.** In the event that a student misses a clinical laboratory experience, the student must contact the facility and the clinical instructor **prior** to the clinical regarding the absence. It will be the discretion of the instructor as to whether or not the quality of a single missed experience is such that the student’s ability to achieve course outcomes is compromised.

Assessment Technologies Incorporated (ATI)

ATI’s goal is to help nursing students prepare for NCLEX success. ATI is a web based program with a four part approach which includes:

Assessments-Diagnostic tools to identify areas of strength and weakness to focus and customize study.

Reinforcement-Content review books containing critical thinking exercises and fully navigational DVDs support students with various learning styles.

Reassessment-Online practice assessments facilitate content mastery. Format provides immediate feedback and explanations for each correct and incorrect response.

Success-Increase NCLEX pass rates, decrease attrition, and improve classroom performance using ATI's entire package.

ATI's Assessment-Driven Review, helps students build good study habits, develops strong critical thinking skills, and master the NCLEX-and nursing careers-well-prepared and with confidence!

ATI will be incorporated into the NUR 3012 course content.