

**Cedar Crest College**  
**Department of Nursing**  
**NUR 321 Health Promotion II**  
**Fall, 2008**  
**Course Syllabus**

**Faculty:**

**Lead Theory Instructor:**

Prof. Lisa Shustack

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Office #29 HBB

Office phone: 610-606-4666 ext. 4484

Office hours: Open door policy. If I am in my office please feel free to stop by with or without an appointment. Scheduled office hours are as follows:

Tuesday 1:00 PM – 5:00 PM; 8:00 PM – 9:00 PM

Thursday – Office hours by appointment

**Lead Clinical Coordinator:**

Prof. Lisa Lacko

[lalacko@cedarcrest.edu](mailto:lalacko@cedarcrest.edu)

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**Clinical Instructors:**

Prof. Jeff Slocum

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**Required Texts:**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*. 5<sup>th</sup> ed. Washington, DC.

Porth, C. (2007). *Essentials of Pathophysiology*. 2<sup>nd</sup> ed. Philadelphia, PA: Lippincott, Williams, and Wilkins.

Smeltzer, S. C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2008). *Brunner & Suddarth's Textbook*

*of Medical-Surgical Nursing*. 11<sup>th</sup> ed. Philadelphia, PA: Lippincott, Williams, and Wilkins.

Tabloski, P. (2006). *Gerontological Nursing*. Upper Saddle River, NJ: Pearson-Prentice Hall.

**Class Schedule:**

**First Class:** Tuesday, August 26<sup>th</sup>, 2008

\*5:00 PM – 8:00 PM (\* Times vary – please see pacing schedule)

HBB #9

**Course Description:**

The course focuses on the role of the professional nurse in promoting the optimal health for the aging adult. Risk factors for illness and injury common in the elderly will be explored and strategies for treatment, health promotion through physical, psychological and spiritual intervention will be addressed. Normal health care issues for the aging adult population will be explored.

**Course Objectives:**

1. Use knowledge from the physical and social sciences, humanities, and nursing to meet the multidimensional needs of aging adults and their families.
2. Develop a therapeutic relationship with aging adults and their families to promote the aging adult's optimal health.
3. Demonstrate skill in using nursing process to formulate a plan of care which promotes the healthy aging of adults and their families through supportive, rehabilitative, therapeutic and preventative nursing measures.
4. Function as a member of the health care team in meeting the needs of older patients and their families.
5. Identify patient care problems that have implications for nursing research related to care of the elderly patient.
6. Demonstrate accountability for professional actions.

**Teaching/Learning Strategies:**

Principles of collaborative learning suggest that knowledge is socially constructed by groups of individuals rather than a solitary individual process. Furthermore, collaborative learning stresses the importance of common inquiry in learning, a process through which learners begin to experience knowledge as something that is created rather than something that is

transmitted from the professor to the learner. It is understood that adult learners bring with them a unique approach to learning. The desire to be intellectually recognized for life experiences coupled with the need to relate learning content to real world situations supports the benefits of a collaborative learning environment. Additionally, knowledge is shared, discovered, and enhanced rather than imparted on the learner. In a collaborative environment learning is dictated by personal choice and credit is earned and not awarded by the professor. This pedagogical approach shifts the responsibility of learning on the individual rather than solely on the facilitator. Finally, collaborative learning benefits the student by creating an active, positive, and noncompetitive classroom atmosphere.

This type of learning environment will be constructed through the use of lecture and discussion, in class group discussions, audio-visual materials, integrative case studies, in class and online quizzes, clinical reflective writing, concept mapping, clinical simulation with SIM MAN, online gaming, textbook/periodical reading, and sharing of personal professional experiences.

### **General Course Policies:**

1. On time attendance at lectures is expected. Students arriving late to lecture are expected to wait until break time to enter the classroom to minimize class distraction. Attendance will be taken at the beginning of each class. Unannounced quizzes will be given in the first five minutes of class. Students who arrive late to class and miss a quiz for any reason may not make it up and will receive a grade of **zero** for that quiz. You must inform the professor of illness or emergencies prior to class. You are responsible for making up any missed material in theory/lab while absent.
2. **All examinations are to be taken when they are scheduled.** Exams not taken on time will result in a **zero** for the exam. There will not be any exam reviews since examinations are used for the purpose of an evaluation tool rather than a learning tool. Specific exam content will be reviewed at the discretion of the professor. The final exam is scheduled by the registrar's office. No student is permitted to take any exam ahead of schedule including the final exam. Extenuating circumstances will be evaluated on an individual basis by the professor. If the professor permits a student to take an examination outside of the scheduled time period an alternate examination will be given to that student.
3. All written assignments both clinical and classroom are due on the date assigned. Ten points will be deducted from the grade for each day late. It is the student's responsibility to notify the professor of any late assignment 24 hours prior to the due date so that grading consequences and revised deadlines can be thoroughly discussed between the professor and the student.
4. Any assignment that is to be submitted to the **HBB locked dropbox** must be submitted by the deadline. The Professor/Clinical Instructor will pick up the assignments at the deadline time. Any assignment submitted on the same day after the deadline time will be considered one day late; thus, receiving the ten point deduction. Assignments

submitted on the following day will be considered two days late; thus receiving the 20 point deductions.

5. Students are required to keep both an electronic and a written/hard copy of any assignment required for the course. All written assignments should be saved for compiling in a portfolio at the end of the senior year.
6. It is the student's responsibility to seek help from faculty regarding any problem(s) or questions about assignments or course work. The student is required to review the Nursing Student Handbook (located in Doc Sharing of eCompanion) for information regarding chain of command for unresolved problems.
7. The Honor Code of Cedar Crest College will be strictly enforced. Either plagiarism or careless scholarship, or both, may result in additional points being taken off the grade of the assignment, so that the grade may be lowered down to and including a zero. This includes, but is not limited to, omitting quotation marks for quoted sentences or phrases, even if the rest of the documentation is present. Penalties for academic dishonesty or violations in the honor code may result in failure of the course. Please read and become familiar with the Academic Dishonesty or Plagiarism section of the Nursing Student Handbook. Also, please refer to the Cedar Crest College Honor Code in Section A of "A Student's Guide to Cedar Crest College."
8. Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, use of cell phones and pagers and any other behaviors that might disrupt instruction and/or compromise student access to their Cedar Crest College education. The professor retains the right to lead the classroom in a manner that is conducive for all types of learners. Therefore, students who present a distraction to the class will be asked to leave the classroom for the remainder of the class period and schedule a meeting with the professor to discuss and review classroom etiquette.
9. During the examination period, students are asked to leave all backpacks, books, papers, handbags, hats, cell phones, camera watches, and water bottles, etc in the back of the classroom. The student is only permitted to have two pencils at the table during the examination. Calculators will be provided by the professor if necessary for the examination. **Students are not permitted to leave the classroom during the examination.** In the event that a student has a cell phone on during the examination and receives a call, text message, page, or picture (etc.) the student will be asked to stop their examination and will receive a zero for that exam.
10. In order to meet the course and clinical objectives students must meet with their clinical instructor for a face to face evaluation in order to successfully complete the course. The

time for the face to face final evaluation will be determined at the discretion of the clinical instructor.

11. It is understood that knowledge is cumulative and students are accountable for knowledge gained during previous courses. This includes knowledge of anatomy and physiology, math, health assessment, general education and liberal arts requirements.
12. ATI Testing: All students will complete the ATI test for nursing fundamentals as part of the course curriculum. The ATI test will be scheduled and attendance is mandatory. Please review the ATI policy within the syllabus for grading policy, remediation, and unexcused absence during testing.
13. Students with documented disabilities who may need academic accommodations should discuss these needs with their professor during the first 2 weeks of class. Student with disabilities who wish to request accommodations should contact the Advising Center.
14. Students are obligated to check their email and eCompanion on a daily basis for any classroom/clinical changes, updates, or announcements. Cedar Crest College email will be the primary means of communication between professor/clinical instructor and student/class outside of the classroom. It is understood that responses to and from emails between students and faculty will occur within a 24 hour period of time.
15. Students who wish to meet face to face with the professor should do so during open office hours as posted in the syllabus and on the professor's office door. If the student would like to meet outside of the scheduled office hours the student should email the professor to schedule an appointment.
16. Students who wish to tape record the lectures must first notify the professor of their intent prior to class starting. Students who wish to tape recording the classroom lectures must review and follow the tape recording policy as per the Nursing Student Handbook.
17. Paper Grade Appeal Process: Any student who wishes to appeal the grade earned on the NUR 321 Elder Assessment paper must recognize the following guidelines as they apply to the appeal process.
  - The student must notify the Lead Theory Instructor of the desire to appeal the paper grade within 3 days of receiving the initial graded paper back. This time frame has been established so that the paper can be graded in an appropriate amount of time before final grades are due. **No appeals will be accepted after 3 days of receiving the paper back.**
  - The paper will be blind-graded by another faculty who is unaware of the student's name or initial grade/comments received on the first paper.
  - Students must submit an exact copy of the original paper for regarding. The lead course instructor will verify that no alterations were made to the paper. If any changes or adjustments are made to the second submitted paper, the paper will automatically earn a zero on the second/appealed paper.

- The grade earned on the appealed paper along with the initial grade will be averaged together for a final paper grade. It must be understood that this final averaged score may be lower or higher than the initial score earned.

**\*\* Please see the Clinical Guidelines/Objectives in eCompanion for specific clinical related information.**

**Course Hours: Total 4 credit course**

**Theory: 2 credits** = 28 hours per semester

**NUR 321 Hourly Overview:**

3 hour lectures x 6 classes = 18 hours

2 hour lectures x 3 classes = 6 hours

1 hour online lecture = 1 hour

3 exams (1 hour each) = 3 hours

Course total = 28 hours

**Clinical: 2 credits** = 6 hours per week times 14 weeks. Total = 84 hours

**Note:** The clinical schedule is calculated using the number of hours, not the number of days per week/semester. Clinical prep does not count in the 84 clinical hours.

**Grading Policies:**

Prerequisites to Health Promotion II (NUR 321) include successful completion of Health Promotion I and Pharmacology (NUR 314) with a passing grade of C or better and a cumulative GPA of 2.5 in nursing. **The student must also successfully pass a medication calculation examination with a score of 85% in order to remain in the course.** The medication calculation examination will be administered on the first day of clinical orientation. Students will be permitted to retake the medication calculation examination two times in an attempt to achieve a passing grade. The times for the retest will be determined by the professor. Students are unable to administer medications in the clinical setting until a passing grade is achieved on the

examination. The inability to administer medications in the clinical setting inhibits the student's ability to meet the clinical objectives for NUR 321 and therefore the examination must be taken as soon as possible.

Students must successfully pass the clinical portion of NUR 321 in order to pass the didactic portion of the class.

Students must achieve a score of 73% (C) in order to pass NUR 321 and remain in the nursing program.

Rounding up of grades will not occur on individual assignments or examinations. The final average score for the course **will be the only score** that is rounded up or down as per the following guidelines:

- Example:      72.50 = 73%      (C)
- 72.49 = 72%      (C-)
- 72.45 = 72%      (C-)
- 72.40 = 72%      (C-)

Grading for Health Promotion II will be based on the following:

Assignment	Percentage Weight
<b>Examinations (3 exams x 18% each) 60 points</b>	<b>54%</b>
<b>Quizzes (5 quizzes x 1% each)</b> <ul style="list-style-type: none"> <li>• Medication calculation examination score will count as quiz #1</li> </ul>	<b>5%</b>
<b>Elder Assessment Paper</b>	<b>12%</b>
<b>Comprehensive Final Examination – 100 points</b>	<b>16%</b>
<b>Concept Map</b>	<b>5%</b>
<b>Clinical Skills Videotaping</b>	<b>3%</b>
<b>Clinical Assignment</b>	<b>3%</b>
<b>Clinical Journals (2 journals)</b> <ul style="list-style-type: none"> <li>• The 2 journals must be submitted on time with a satisfactory score on each in order to receive the full 100 percentage points for clinical journaling. If one journal is late or unsatisfactory, the student will</li> </ul>	<b>2%</b>

receive 50%. If both journals are late or unsatisfactory a score of 0% will be earned for clinical journaling.	
<b>TOTAL</b>	<b>100%</b>

Grading Scale: \* A grade of C or better is required to remain in the nursing program.

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
100% – 93%	<b>A</b>	79% - 77%	<b>C+</b>
92% - 90%	<b>A-</b>	76% - 73%	<b>C</b>
89% -87%	<b>B+</b>	72% -70%	<b>C-</b>
86% - 83%	<b>B</b>	69% - 60%	<b>D</b>
82% - 80%	<b>B-</b>	Below 60%	<b>F</b>

\* **Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.**

**\*\* The deadline for course withdrawal from this course is Monday, November 10<sup>th</sup> 2008 at 4:00 PM as per the Cedar Crest College Course Catalog.**

### **ATI Testing Policy**

### **RN Content Mastery and Review Program**

Students are required to participate in the Assessment Technologies Institute's (ATI) Content Mastery and Review Program. This program aids in the review and remediation process for the state licensing exam in nursing. Each module combines thorough content mastery assessment with review questions based on case studies.

At the beginning of this course the student will receive the ATI Medical-Surgical content modules. These modules will be used during the course to review course content and offer additional review, content specific case studies, and NCLEX review. The final Medical-Surgical proctored examination will not be given during this course since all of the content will not be covered during NUR 321.



In this course, the student will be tested on the **Fundamental's** nursing content area. The student received a Fundamental's review module and DVD in N-309. The student will be required to take non-proctored/proctored assessments. The **first non-proctored** (180 questions) assessment must be completed by ..... This assessment may be taken as many times as possible to prepare for the proctored assessment.

The Fundamental's **proctored** assessment (60 questions) will be given on.... Questions will be related to:

- 1) foundations of practice (e.g., growth and development, communication principles, cultural assessment and sensitivity, health promotion and disease prevention principles, client education principles, and professional accountability aspects of the RN role, including scope of practice, legal responsibilities, and ethical principles);
- 2) basic nursing care (e.g., basic nursing skills and client safety measures);
- 3) support of psychosocial needs (e.g., end-of-life, self concept, and stress response);
- 4) support of physiologic needs (e.g., client assessment and safety precautions during basic nursing procedures);
- 5) health assessment (e.g., assessment of vital signs and general and system specific assessments).

### ATI Testing Policy

1. A **non-proctored** computerized assessment will be made available to students in the beginning of the semester for computerized test-taking practice. Students are encouraged to take this assessment as many times as they would like. An ATI study book and DVD will also be provided.
2. Students will take a **proctored** computerized assessment on the scheduled day. This assessment will occur prior to the final course examination. There will be no change of testing dates. The score for a missed assessment will be a 0% on the Individual score and the student will be required to remediate as outlined below in Step #4. If there are extenuating circumstances, these must be brought to the attention of the professor prior to the assessment date.
3. It is expected that students will demonstrate a mastery of concepts **at or above 66%** on the Individual Score. A **66% meets the Proficiency Level 1** standard and is considered to meet the absolute minimum expectation for performance in this content area.
4. Those students who **do not** demonstrate a mastery of concepts **at or above 66%** on the Individual Score **must** take a 2<sup>nd</sup> non-proctored test until a **95%** Individual Score is accomplished. This assessment can be taken as many times as needed to achieve 95%.

- For those students who take the 2<sup>nd</sup> non-proctored test, a paper copy of accomplishing 95% on the 2<sup>nd</sup> non-proctored test needs to be presented to the professor for admission to the final exam for that course.
- Failure to present proof of remediation in the 2<sup>nd</sup> non-proctored exam **before** the final course exam will result in a zero for the final exam.

