

**Health Promotion II  
NUR 321  
Course Syllabus**

**Faculty:**

**Lead Instructor:**

Prof. Lisa Lacko

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

Office #21 HBB

Office phone:610-606-4666 ext. 3496

Scheduled office hours are Tuesday 1-3pm, Thursday 10-11:00 and 1-3 pm and Friday by appointment

Clinical instructors: Prof. Lisa Shustack ext. 4484, Prof. Jeff Slocum 215-704-5218, Prof karen Lightcap ext. 4484 and Prof. Karen Bensinger ext. 3746. All are also available by email through the course.

**Required Texts:**

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.

**Recommended 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.

**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. 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, noncompetitive atmosphere.

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

**General Course Policies:**

1. On time attendance at lectures is expected. Attendance will be taken at the beginning of each class. Unannounced quizzes will be given in the first five minutes of class. If you miss a quiz for any reason you may not make it up. You will be able to drop one quiz grade at the end of the semester. 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. According to college policy, laboratory attendance is mandatory. Labcoats must be worn in the lab and all lab policies must be honored. Any missed lab sessions must be made up on a space available basis and a fee will be charged to the student as determined by the nursing department. Inability to meet clinical objectives due to absence is considered sufficient cause for failure. Failure on the videotaping of skills will also result in a student fee since the student will be required to retape until they successfully pass the videotaping.
3. All examinations are to be taken when they are scheduled. Exams not taken on time will result in a zero for the exam. Exam reviews will be held 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.

4. 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.
5. Students are required to keep both an electronic and a written 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 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 Student Handbook.
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.
9. Missing a scheduled outside clinical observation day will result in the loss of one letter grade in clinical and will need to be rescheduled. All students must adhere to the Cedar Crest College Honor Code policy when attending outside independent clinical experiences.

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. This will be scheduled with your clinical instructor.
11. Students with documented disabilities who may need academic accommodations should discuss these needs with their professor during the first 2 weeks of class. Students with disabilities who wish to request accommodations should contact the Advising center.
12. Students are obligated to check their email on a daily basis for any classroom/clinical changes, updates or announcements. Cedar Crest email will be one of the primary means of communication.

**Course Hours:**

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

**Clinical:** 2credits = 84 hours of clinical

**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.

Rounding of grades will not occur on individual assignments or examination. The final average score for the course will be the only score that is rounded up or down as per the following guidelines: any final grade with a .5 or higher will be rounded up example 72.50 = 73% (C). 72.44 or lower = 72% or C-

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

1. Exams (3 x 18%) = 54%
2. Quizzes (medication test is the first quiz) = 5%
3. Final exam (comprehensive) = 16%
4. Elder Assessment Paper = 12%
5. Clinical Assignments = 10%

- Concept Map (5%)
- Clinical Journals (2%)
- Clinical assignment (3%)

6. Clinical videotaping (3%)

Total = 100%

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

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| - A = 93 – 100 | B- = 82 – 80  |
| - A- = 90 – 92 | C+ = 79 – 77  |
| - B+ = 87 – 89 | C = 76 - 73   |
| - B = 86 – 83  | C- = 72- 70   |
| - 69 – 60 = D  | Below 60% = F |