

**Cedar Crest College  
Nursing Department  
NUR 309 – Health Promotion I  
Classroom Syllabus  
Spring 2010**

**Course Faculty**

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**Nursing Department**

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**Course Description**

NUR 309 focuses on the role of the professional nurse in promoting the optimal health of the individual. Theory and psychomotor skills essential to the practice of nursing are emphasized.

NUR 309 Health Promotion I is a 5 credit course:

3 credits - 42 hours of Theory: 1 credit equals 1 classroom hour per week - 3 credits of theory X 14 weeks = 42 hours.

2 credits - 84 hours of clinical: 1 credit equals 3 clinical hours per week - 2 credits of clinical X 3 hours X 14 weeks = 84 hours.

The clinical schedule is calculated using number of hours, not number of days per semester. Clinical prep is not included in the 84 clinical hours.

**Placement** – Junior year – Fall, Spring, or Summer

**Nursing Prerequisite/Corequisite Courses**

Prerequisite or co-requisite to NUR 309 is NUR 311 Health Assessment. If a student withdraws/drops NUR 311 she/he must also withdraw/drop NUR 309.

**Course Objectives**

Upon successful completion of the course the learner within the rights and privileges of the Professional Code of Ethics for Nurses will be able to:

1. Relate learning from other disciplines in meeting the holistic needs of selected

- individuals from diverse cultures.
2. Apply verbal and non-verbal principles of communication as a basis for the nursing process.
  3. Use the nursing process to develop a plan of care based upon the individual's response to her/his environment.
  4. Participate as a member of the health care team in providing care to individuals.
  5. Implement designated theory based nursing interventions.
  6. Identify teaching methods that can be used for individuals in the health care setting.

### **Topic Outline\***

Nurse-Patient Relationship  
Communication  
Culture and Spirituality  
Promoting Health and Wellness  
Nursing Process  
Critical Thinking  
Principles of Teaching-Learning  
Documentation  
Environmental Influences on Health and Illness  
Oxygenation – Cardiovascular and Respiratory Function  
Tissue Integrity  
Nutrition  
Elimination  
Pain  
Sensory Function  
Sleep and Rest  
\*See NUR 309 pacing schedule for more detail

### **Teaching Methods**

Lecture and discussion, demonstration/return demonstration, audio-visual materials, worksheets, textbooks and periodicals, classroom response system, role playing, reflective writing, concept maps, campus laboratory practice, skills videotaping, clinical experience, clinical simulation with SIM MAN.

### **Course Withdrawal**

The withdrawal period for students at Cedar Crest College for Spring 2010 ends on Tuesday, April 13 at 4 PM.

A nursing course may only be taken two times. No more than two nursing courses may ever be repeated.

Withdrawing from a course constitutes as one taking of the course.

## ATI Testing

Students are required to participate in the Assessment Technologies Institute's (ATI) Comprehensive Assessment and Review Program (CARP) as well as meet the requirements set forth in the ATI Testing Policy. The CARP is designed in accordance with the NCLEX-RN test plan and covers the following nursing specialty areas:

- Medical-Surgical
- Maternal-Newborn
- Nursing Care of Children
- Fundamentals of Nursing Practice
- Mental Health
- Pharmacology of Nursing Practice
- Community Health Nursing Practice
- Leadership and Management for Nursing Practice

The CARP program will assist the student in gaining experience with computerized testing processes as well as preparation for the state-licensing exam in nursing.

**Students are required to take the ATI test - Critical Thinking Entrance Assessment - to progress past NUR 309. The grade of this assessment is not part of the NUR 309 grade.**

PLEASE see ATI testing policy in the Student Handbook.

## Textbooks

### Required Textbooks

Alfaro-LeFevre, R. (2009). *Applying nursing process: A tool for critical thinking* (7<sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Craven, R., & Hirnle, C. (2009). *Fundamentals of nursing: Human health and function* (6<sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins. --- **To access on-line materials students need to purchase a new book.**

Deglin, J. H., & Vallerand, A. H. (2009). *Davis's drug guide for nurses* (11<sup>th</sup> ed.). Philadelphia, PA: F. A. Davis.

Gyls, B. A., & Masters, R. M. (2010). *Medical terminology simplified: A programmed learning approach by body systems* (4<sup>th</sup> ed.). Philadelphia, PA: F. A. Davis Co.

Lynn, P. (2008). *Taylor's clinical nursing skills: A nursing process approach* (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Sieg, D. (2002). *Stop living life like an emergency! Rescue strategies for the overworked and overwhelmed*. Washington, D. C.: Regnery.

Smeltzer, S. C., Barre, B.G., Hinkle, J. L., & Cheever, K. H. (2010). *Brunner & Suddarth's textbook of medical - surgical nursing* (12<sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Turning Technology, RFC-XR Clicker. This is available in the bookstore.

### **Recommended Textbooks**

Kee, J. (2009). *Handbook of laboratory & diagnostic tests* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Myers, E. (2006). *RN notes: Nurse's clinical pocket guide* (2<sup>nd</sup> ed.). Philadelphia, PA: F. A. Davis Co.

Nugent, P., & Vitale, B. (2008). *Test success: Test-taking techniques for beginning nursing students* (5<sup>th</sup> ed.). Philadelphia, PA: F. A. Davis Co.

Ralph, S. S., & Taylor, C. M. (2008). *Sparks & Taylor's nursing diagnosis reference manual* (7<sup>th</sup> ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21<sup>st</sup> ed.). Philadelphia, PA: F.A. Davis Co.

### **Components of NUR 309**

This course consists of 3 components: theory (classroom), campus laboratory, and clinical experience. The learner must receive a passing grade in all three components of NUR 309 - theory, campus lab, and clinical - to pass the course and advance in the curriculum.

**Theory** –The unit tests will be based on the previous material presented while the final examination will be cumulative from the beginning of the semester. Any material from required readings, lectures, audio-visual materials, and handouts as well as application of this material may be tested.

**Campus laboratory** – The learner is expected to use the facilities and equipment in the Center for Nursing Education - HBB 4, to learn and practice clinical skills, and to attend scheduled campus laboratory sessions.

The learner must demonstrate competency and be validated in all clinical skills to pass the course and to advance in the curriculum. Each learner is required to produce a videotape performing a scenario as part of campus lab skills competency (see Campus Lab Packet in Doc Sharing). Each learner will be scheduled for this videotaping experience.

**Clinical Experience** – All components of the clinical experience are assessed by clinical faculty. Clinical written assignments will be graded as a method of evaluating critical thinking. The learner will be given a weekly written evaluation of her/his clinical performance by clinical faculty.

Final evaluation in the clinical area is graded as Pass/Fail. Any marginal (M) or dependent (D) performance in clinical constitutes an unsatisfactory grade for clinical and therefore, the learner earns a clinical failure. Learners can refer to the NUR 309 Clinical Evaluation Tool in Doc Sharing for detailed performance ratings. Learners must pass the clinical portion of NUR 309 in order to pass the course and to advance in the curriculum.

A learner who fails clinical will receive a grade of F for the course regardless of the theory grade (see the Cedar Crest College Nursing Department Undergraduate Student Handbook in Doc Sharing). Clinical attendance is mandatory. An unexcused absence will result in clinical and course failure.

### **Honor Code**

Students are to review the Honor Code and Plagiarism statements in the Cedar Crest College Student Handbook.

**Plagiarism** is the presentation of someone else's paper or work under one's own name with or without additions or modifications; downloading and turning in a paper from the internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources whether verbatim or paraphrased in one's own paper without proper attribution.

Plagiarism and/or careless scholarship will result in additional points being taken off the grade of any assignment/paper, so that the grade may be lowered to zero. Penalties for academic dishonesty may be even more severe. See "Response to Academic Misconduct" in the Cedar Crest College Student Handbook.

All papers are to be the student's original work. **Submission of a paper from a previous course or from a previous assignment in this nursing course is unacceptable and will result in a zero.**

### **Grading Policies**

Assessment of the learner's progress in theory, campus laboratory, and clinical is ongoing and involves both learner and teacher. The stated course objectives serve as the basis for evaluation.

Learners will demonstrate achievement of course objectives through written assignments, process recording, concept maps, exams, quizzes, and evaluation of patient care and performance in campus lab in order to integrate all components of the nursing process.

The learner **MUST** receive a passing grade in all three components of NUR 309 - theory, campus lab, and clinical - to pass the course and advance in the curriculum.

A MINIMUM GRADE OF C + IS REQUIRED TO PASS NUR 309. Therefore, to pass NUR 309 the learner must earn a:

- Grade of 77% or higher in theory
- Pass in campus laboratory
- Satisfactory in clinical experience.

A failure in any one of the above components will result in failure of NUR 309. Regardless of the theory grade, any learner receiving an unsatisfactory grade in the clinical component of the course will receive a grade of “F” for that course.

GPA Requirements for the nursing program

A 2.5 GPA must be maintained BOTH in nursing courses and overall to progress throughout the nursing curriculum.

**Grading for NUR 309**

<b>Theory (Classroom)</b>	
3 exams (17% each)	51%
Final Cumulative Exam	25%
<b>Clinical Assignments</b>	
Concept Map	10%
Process Recording	6%
Personal Plan of Self-Care	3%
Quizzes	5%
• 5 Med Term Quizzes 2.5% (0.5% each)	
• 5 Skills Quizzes 2.5% (0.5% each)	
	100%
Campus Lab	Pass/Fail
Clinical	Pass/Fail

**Final grades will not be rounded up in this course.**

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>

**Graded Written Clinical Assignments**

There are several graded written clinical assignments that are to be submitted to clinical faculty.

Due dates can be found below in this syllabus.

#### Graded Written Clinical Assignments\*

1. **Process Recording** - See Guidelines found in Doc Sharing (submit 2 copies to clinical instructor).

2. **Concept Map** - Although a concept map is part of every clinical prep, students need to select one and submit for a grade. See Guidelines found in Doc Sharing (submit 2 copies to clinical instructor).

3. **Personal Plan of Self-Care** – This assignment is based on the book "Stop Living Life Like an Emergency." Guidelines can be found in Doc Sharing. Due dates for this 2-part assignment are in the classroom syllabus.

Clinical faculty have discretion in deciding the method that assignments are submitted, i.e. as an e-mail attachment, using the Dropbox on e-college, or hard copy.

#### Submission of clinical assignments

All clinical assignments are to be submitted directly to clinical faculty. Clinical faculty reserve the right to request that all assignments be submitted electronically.

If directed by clinical faculty to submit a written assignment to a faculty mailbox on campus, the assignment must be:

- Placed in an envelope
- Stamped by a Nursing Department Assistant with the date/time received
- Placed in the wooden Dropbox in HBB by the student.

#### \*Policy for submitting assignments late

Five points per day will be deducted for assignments submitted after the due date. This timeframe includes weekend days. Assignments submitted five days past the due date will receive a grade of zero. Students are to discuss extenuating circumstances with clinical faculty prior to the assigned due date in order to be considered. Extenuating circumstances will be determined by faculty.

Additionally, students will receive a Marginal "M" or Dependent "D" grade on the clinical evaluation tool under the behavior "Communicates effectively with instructor: Submits written assignments on time to faculty member."

### **On-Line Quizzes**

There are 10 on-line quizzes. Five quizzes pertain to clinical skills and five quizzes pertain to medical terminology.

#### Due dates

Due dates for quizzes can be found by clicking on each quiz and in the classroom syllabus. Students who have not completed the on-line quizzes by the established due date will lose the opportunity to receive credit for the quizzes.

Preparing for quizzes

Click on each Skills or Med Term quiz to read about preparing for the quiz, instructions, due date, and Honor Code. After reading this information, students can then access the quiz by clicking "Begin quiz" at the bottom of the page.

Skills Quizzes

Skills quizzes are to be completed prior to the clinical day as noted in the Campus Lab Packet in Doc Sharing.

If a student wishes, she/he may take the skills quizzes an unlimited number of times until the due date. The grade on the last attempt at taking the quiz prior to the due date will be the grade entered into the Gradebook. Remember to save answers when taking quizzes.

Medical Terminology Quizzes

Medical Terminology quizzes may be taken only one time.

Honor Code for On-Line Quizzes

All on-line quizzes are to be completed following the Honor Code in the Cedar Crest College Student Handbook. Do not use books when taking the quizzes. Students are to work alone.

**Due Dates for Written Clinical Assignments, On-Line Quizzes, and Videotaping**

	Weekend Groups	Monday Groups	Friday Groups
Process Recording	2/27/10	2/22/10	2/26/10
Concept Map	4/10/10	4/19/10	4/23/10
Personal Plan of Self-Care	<b>Part 1:</b> 2/4/10 <b>Part 2:</b> 4/29/10	<b>Part 1:</b> 2/4/10 <b>Part 2:</b> 4/29/10	<b>Part 1:</b> 2/4/10 <b>Part 2:</b> 4/29/10
Videotape*	One week after scheduled to videotape	One week after scheduled to videotape	One week after scheduled to videotape
On-Line Med Term Quizzes	5/5/10 by 2359	5/5/10 by 2359	5/5/10 by 2359
On-Line Skills Quizzes	See campus lab packet for schedule. Due 3/12/10 by 2359	See campus lab packet for schedule. Due 3/12/10 by 2359	See campus lab packet for schedule. Due 3/12/10 by 2359

\*See campus lab packet for details about videotaping.



The process recording, concept map, personal plan of self-care, and videotape are to be submitted to clinical faculty. Faculty may revise due dates as necessary.

## **Exams**

### Exams

Examinations must be taken when scheduled. Students who do not abide by this policy and are absent for the exam will receive a grade of zero for that exam. Exams will not be administered early.

### Final Exam

The final exam will be administered as scheduled by the Registrar's Office. Students' obligations include attendance at the final exam, on the day and time scheduled by the Registrar's Office.

Students should avoid making travel arrangements until the final exam schedule is published. If students make plans early, students should schedule travel after the last final exam day as per the academic calendar of the college.

### Extenuating circumstances

Extenuating circumstances for any exam including the final exam must be discussed with the course faculty PRIOR TO the exam and will be evaluated on an individual basis by the professor.

### Exam environment

To promote a distraction free environment, students are to leave all backpacks, books, papers, handbags, hats, cell phones, I-pods, camera watches, and water bottles, etc. in the front of the room during an examination. Students may also be required to leave space between, in front, and behind her/his seat to decrease distraction during exams. Ear plugs may be worn.

Cell phones may be on vibrate in students' bags placed at the front of the room. This is so that the class can be notified of e2 notifications.

## **Exam Review**

Exam review will be conducted on an individual basis. After faculty posting of grades, students have one week to contact faculty to make arrangements for the review. Exams will not be reviewed in the classroom or cumulatively. The final exam will not be reviewed.

## **Collaborative Testing**

Collaborative Testing will be implemented for Exams 1, 2, and 3. Please see the Collaborative Testing Guidelines posted in Doc Sharing. Groups for Collaborative Testing will be assigned.

## Classroom Protocol

### Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member.

### Policies and Procedures

Students must abide by the policies and procedures that are stated in this syllabus, the Cedar Crest College Nursing Department Undergraduate Student Handbook (found in Doc Sharing), and the Cedar Crest College Student Handbook.

### Absence

It is the student's responsibility to make up any work missed during an absence and to seek help from faculty regarding any concerns.

### Professional behavior\*

Professional behavior is required. This includes the behaviors listed here and those in the Cedar Crest College Nursing Department Undergraduate Student Handbook:

1. Submission of assignments on time, reporting to class on time, following classroom rules for cell phone use, etc.
2. Treating each other with dignity and respect, and maintaining ethical, legal, and moral standards.
3. Communicating effectively with faculty via verbal, non-verbal & written techniques.
4. Following the Cedar Crest College Honor Code found in the Cedar Crest College Student Handbook during tests, exams, and all course assignments.
5. Attendance - see the Cedar Crest College Student Handbook

\*A satisfactory rating for all behaviors is necessary to satisfy course requirements. Inappropriate, non-professional behaviors in class, lab, or clinical may result in failure of the course and in dismissal from the college. See the Cedar Crest College Honor Code found in the Cedar Crest College Student Handbook.

#### Tape Recording of Lectures

Please refer to the policy on Tape Recording of Lectures found in the CCC Nursing Department Undergraduate Student Handbook in Doc Sharing.

#### Cumulative knowledge

The student is reminded that knowledge in Nursing is cumulative and that she/he will be held accountable for prior learning. This includes knowledge of anatomy, physiology, chemistry, math, microbiology, psychology, sociology, lifespan development, and health assessment as related to material covered in this course.

#### Copy of Student's work

Students are required to keep a hard copy of all written work for this course. In the event an assignment is lost, it is the student's responsibility to provide an additional copy of the written assignment. Failure to provide this copy will result in a grade of zero for the assignment.

#### Documented disabilities

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor of the course during the first 2 weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

#### E-mail

It is necessary for students to check CCC e-mail on a daily basis for any changes to classroom/clinical pacing, assignments, and schedules. Formal communication is to be used when communicating with faculty via e-mail.

#### Inclement Weather or Illness

Class - Please call Inclement Weather Hotline – 610-606-4629. Information can be found on the CCC website.

Clinical - Students need to notify clinical faculty about illnesses or weather related issues by the method established by the clinical faculty. Individual questions or problems regarding weather or illness are to be addressed with clinical faculty.

**See Campus Lab & Clinical syllabus for specifics about lab and clinical experience.**

Reviewed – January 2010