

THEORY SYLLABUS

COURSE: Foundations of Nursing – Health Promotion

COURSE NUMBER: NRS 110 A **CRN:** 21033 and 21037

COURSE CREDITS: 4 credits

HOURS: 4 hours per week

FACULTY: This course is taught by a team of nursing professionals from both the first year team and the second year team. First year team includes: Francine Nearing (lead), Crystal Massey, Bren Tiel, Katie Swett, Liz Novicky, Iley McCready, Tom Blickle, Denise Miller, Kecia Kirkpatrick, Mary Johnson and Jack Jessop. Second year team includes: Sue Roders, Jeremy Kaufman, Jan Killen, Shari McDonald, Jennifer Tavernier, Sara Barnes, Jan Welch, Maggie McHugh, Sara Barnes and Toby Catlin.

PREREQUISITES:

Admission to the Nursing program, Anatomy and Physiology sequence

COREQUISITES:

NRS 110B: Foundations in Nursing – Health Promotion Clinical Lab

COURSE DESCRIPTION:

This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and patient health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document.

COURSE OUTCOMES:

By the end of the course, the student will be able to:

1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns of family functioning.
2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help

facilitate a patient's health behavior change.

3. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.
4. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data.
5. Demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.
6. Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.
7. Demonstrate use of effective learning strategies in a performance-based curriculum.
8. Demonstrate use of the importance of fulfilling commitments to the team in timely completion of assignments.

REQUIRED TEXTS:

1. Hockenberry, M.J. & Wilson, D. (2015). *Wong's nursing care of infants and children* (10th Ed.). St. Louis, MI: Mosby.
2. Ladewig, P.A.W., London, M.L. & Davidson, M.R. (2014). *Contemporary Maternal-Newborn Nursing Care* (8th Ed.). Boston: Pearson.
3. Lewis, S., Dirksen, S., et al. (2014). *Medical surgical nursing: assessment and management of clinical problems* (9th Ed.). St. Louis, MO: Mosby.
4. Maville, J. A. & Huerta, C.G. (2013). *Health Promotion in Nursing*. (3rd Ed.). Clifton Park, NY: Delmar, Cengage Learning.
5. Pagana, K.D. & Pagana, T.J. (2014). *Manual of diagnostic and laboratory tests* (5th Ed.). St. Louis, MO: Mosby.
6. Potter, P.A. & Perry, A.G. et al. (2013). *Fundamentals of Nursing* (8th Ed.). St. Louis, MO: Mosby.
7. Varcarolis, E. & Halater, M.J. (2014). *Essentials of psychiatric mental health nursing: A communication approach to evidence-based care*. (rev 2nd Ed.). St. Louis, MO: Saunders.
8. Vallerand, A.H., Sanoski, C.A., et al. (2014). *Davis's drug guide for nurses* (14th Ed). Philadelphia: F. A. Davis Company.
9. Choose one of the following care planning books:
 - Swearingen, P.L. (2016). *All-in-one-nursing care planning resource*. (4th Ed.). St. Louis, MO: Elsevier/Mosby
 - Gulanick, M. & Myers, J.L. (2013). *Nursing care plans: Diagnoses, interventions and outcomes*. (8th Ed.). St. Louis, MO: Elsevier/Mosby
 - Ackley, B.J. & Ladwig, G.B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care*. (10th Ed.). St. Louis, MO: Elsevier/Mosby
10. OPTIONAL: Medical Dictionary. Any recent edition is okay.

ADDITIONAL RESOURCES:

Internet databases such as CINAHL, MEDLINE and OVID are available at the Lane Community College Main Library. Students will be oriented to this system early in fall term. Evidence based practice (EBP) is a requirement throughout the program.

ATTENDANCE POLICIES: see *Nursing Student Orientation / Policy Manual*

AMERICANS WITH DISABILITIES ACT:

To request assistance or accommodations related to disability, contact the Center for Accessible Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), disabilityresources@lanecc.edu (e-mail), or stop by Building 1, Room 218.

USE OF ELECTRONIC DEVICES DURING CLASS:

Use of laptops, PDA or other electronic devices can be helpful learning aides. Using these devices during class must be directly related to the activities during the class period. Surfing the internet, checking email and other personal activities can be distracting to those seated around you and interfere with their learning. The instructor has the right to ask you to put away your electronic device if it is deemed an interruption to class activities. If you wish to audio record the class, ask the instructor's permission first. Video recording of any kind is not allowed.

PORTFOLIOS:

Students will continue to compile a portfolio that documents the record of accomplishments focused on nursing. Throughout the nursing program, the student is expected to demonstrate growth toward competence. A variety of methods including assignment feedback, case study work, exams, and clinical evaluations are used to evaluate performance and growth. The development of the portfolio affords students an opportunity to assess personal growth toward meeting OCNE benchmarks.

GRADING:

The letter grade received for NRS 110A is computed on points earned on both exams and assigned projects.

- Scheduled Exams are in multiple choice format.
- Personal Health Assessment Project
- School-based Teaching Project

***See Master Fall Term Schedule for due dates for projects and exams.**

Grading is determined by the following spread of points. All projects, exams and assigned homework must be completed to pass this course.

Late Work: Barring extenuating circumstances to be evaluated by faculty, a 50% point reduction will occur on all late projects. All projects must be turned by term end in order to pass the Health Promotion course. This is applicable for all terms during nursing school at LCC.

Midterm Exam	50
Final Exam	80
Personal Health Assessment Project	25
School-based Teaching Project	40
Health Promotion Concepts Debate Discussion Forum	15
Kaplan Orientation	P/NP
Adolescent Interview	P/NP
Portfolio	P/NP
Total	210

EXAM CONTENT NRS 110A FALL 2015

Midterm	<i>Approximate # questions</i>
Unit 1: Professional Nursing	5
Unit 2: Concepts of Health Promotion	5
Unit 3: Cultural Competence	5
Unit 4: Communication	5
Unit 5: Teaching	5
Unit 6: Evidence Based Practice	5
Unit 7: Nutrition/Exercise/Weight Management	5
Unit 8: Enhancing Holistic Care	5
Lab Content from 110B	10
Total = 50 points	
Final	<i>Approximate # questions</i>
Unit 9: Genomics	5
Unit 10: Promoting Healthy Pregnancy	12
Unit 11: Promoting Infant Health	7
Unit 12: Promoting Toddler and Preschooler Health	7
Unit 13: Promoting School Age Child Health	7
Unit 14: Promoting Adolescent Health	7
Unit 15: Communicable Disease	7
Unit 16: Promoting Young & Middle Age Health	7
Unit 17: Promoting Older Adult Health	7
Unit 18: Health Promotion Through End of Life	7
Lab Content from 110B	7
Total = 80 points	

DETERMINING YOUR FINAL GRADE

1. Students must accrue **70% combined total from exams. A total of 90 points or less combined on the two exams = failing grade regardless of additional points on projects/assignments. 91 points or greater is the minimum required to meet exam requirement.**
2. Once it has been determined that your *two exam scores total 91 points or greater*, your project points will be added for your final course grade.
3. Total points for course (exams & projects) must be 147 points or greater.
4. The final grade will be based on the following range of total points: exams ≥ 91 pts. + projects. Lane Nursing does not award plus (+) or minus (-) grades. No D grades are given in this program. Grades are not 'rounded up.'

Grade	Percentile	Points
A	90-100	189-210
B	80-89	168-188
C	70-79	147-167
F	0-69	146 and below

POLICIES & PROCEDURES FOR EXAMS FALL TERM 2015:

1. Exams will begin and end at the scheduled times.
2. Exams will be completed on Moodle in a proctored computer lab on campus.
3. Students will not be allowed to leave the exam room until their exam is completed.
4. If cheating is suspected, the student may be asked to leave the exam. Disciplinary action for cheating may range from a formal warning to immediate suspension from the Nursing Program as identified in the *Student Orientation/Policy Manual*.
5. Exam content is not to be shared with other the section of the class or with any student who has not taken the exam. Evidence of exam information sharing will lead to disciplinary action (*Student Orientation/Policy Manual*).
6. Once you have finished your exam, please leave the room. Please avoid congregating outside around the classroom door and do not return to the room until the scheduled time for the end of the exam. This will allow your classmates the opportunity to complete their exams with a minimum of noise.
7. Exam scores will be posted to Moodle after the exam. Students will be required to enter their L number and be able to view only their score to protect confidentiality.
8. Missed Examinations:
 - a. If absent the day of an exam, it is the student's responsibility to contact the faculty that day. Fall Term 1st year students contact Tricia Tully at tullyt@lanecc.edu or call 541-463-5754 to arrange exam makeup.
 - b. Makeup exams may include short answer or essay type questions as well as multiple choice questions.
 - c. Except in extenuating circumstances, missed exams must be made up within one week of the original scheduled date. Failure to do so will result in a 5% deduction in the score earned on the exam.
 - d. Students will be allowed to take one make up exam per term without penalty. Any further absences from exams during that term will result in a 5% deduction for any additional exam(s) missed. Examinations may not be repeated for any reason.
9. The sole purpose of exam review is to learn from incorrect answers. It will occur approximately 2 weeks after the exam. No challenges or grievances to questions will be accepted. Exam review will be completed on Moodle in a proctored computer lab on campus.
Viewing the exam during unauthorized times or in an unauthorized location is not permitted (please refer to the Student Handbook). Faculty will monitor this and if access is detected from an unauthorized location or time, this will be viewed as cheating and will have disciplinary consequences.

CLINICAL AND LAB SYLLABUS

COURSE: Foundations of Nursing – Health Promotion –Lab & Clinical

COURSE NUMBER: NRS 110 B **CRN:** 21041 and 23202

COURSE CREDITS: 5 credits

HOURS: 15 hours per week: See Master schedule for exact class times

FACULTY: See syllabus for NRS110A

COREQUISITES: NRS 110A

REQUIRED TEXTS: See syllabus for NRS111A; NRS 110B maintains separate Moodle site-please review frequently.

COURSE DESCRIPTION:

Focus is on laboratory and clinical implementation of theory and fundamental nursing skills related to health promotion, basic care, vital signs, assessment, documentation, and medication administration. Laboratory and clinical experiences will be planned by the faculty to meet specific competencies and benchmarks. These experiences will take place in the nursing lab, simulation lab, hospital units, and community settings.

COURSE OUTCOMES:

By the end of NRS 110 A and B, the student will be able to:

1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning.
2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a client's health behavior change.
3. Use effective communication to establish a therapeutic relationship and advocate for a health behavior change based on assessment of health risks.
4. Design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data.
5. Demonstrate beginning understanding of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.
6. Recognize the importance and relevance of reflection and its influence on personal and professional behavior.
7. Demonstrate understanding of effective learning strategies in a performance-based curriculum.
8. Demonstrate understanding of the importance of fulfilling commitments to the team in completing assignments.

GRADING:

This course is graded PASS/NO PASS. The clinical grade is determined by use of an evaluation tool

which utilizes OCNE benchmarks and competencies to evaluate student clinical performance. These benchmarks and competencies are published in the *Nursing Student Orientation / Policy Manual*. Evaluation of the student includes student behaviors in clinical care, in written assignments before and after clinical care, and in participation and performance in hospital, nursing lab, rotations to community care settings, and simulation activities. Evaluation of the student is a continuing process and uses input from multiple sources (e.g., student reflection, clinical written work, instructor's direct observation and subsequent anecdotal notes, input from hospital staff members). **It is expected that you review instructor evaluation of your progress toward meeting the competencies on a weekly basis.**

The following projects must be completed at a satisfactory level for a passing grade in NRS 110B:

1. A portfolio must be maintained by the student. You will bring this portfolio to the required final evaluation interview with the clinical instructor at the end of the term. You will maintain and add to this portfolio throughout your two years at Lane, and it will also be used for students who choose to attend OHSU in the third year. Portfolio requirements will be posted on Moodle.
2. CBLAs (Concept Based Learning Activities) as assigned in clinical.
3. Reflections on 3 OCNE competencies of your choice as required by the clinical instructor.

ATTENDANCE POLICIES: see Nursing Student Orientation / Policy Manual

SKILL ACQUISITION

The nursing program assumes that acquisitions of skill competencies is an ongoing process which requires student motivation and frequent faculty evaluation. Prep may be assigned before a student may attempt a skills check. Students who do not demonstrate proficiency in skills by assigned deadline may not be allowed in clinical until skills check is successful. Any clinical days missed as a result of this must be made up.

Students who have not passed all assigned skills by the end of the term will receive an Incomplete for 110B.

Students may not perform skills on patients before passing these skills in lab. Be sure that you are well prepared for your skills check. If you are not ready to check off or are unable to make your scheduled time, you must notify your clinical instructor. The skill you will be checking off on fall term 2015 is:

- Vital Signs (to be done in clinical)

PATIENT CONFIDENTIALITY

Students are required not to reveal or take the identifying information about a patient outside the clinical setting.

Students are never allowed to download, print, or transfer any part of the patient's medical record.

REQUIRED FINAL CONFERENCE

It is required that students attend a final evaluation with their clinical instructor at the end of the term.

DRESS CODE FOR CLINICAL AND LAB

Refer to the Student Orientation Manual for required dress and appearance in lab and clinical. This is strictly enforced.

AMERICANS WITH DISABILITIES ACT:

To request assistance or accommodations related to disability, contact the Center for Accessible Resources at [\(541\) 463-5150](tel:5414635150) (voice), 711 (TTY), disabilityresources@lanecc.edu (e-mail), or stop by Building 1, Room 218.

CLINICAL SITE GUIDELINES

Policy at clinical sites states that any caregiver must be able to perform all the essential functions of their job. The student nurse must be able to perform the essential functions of a registered nurse. For patient and caregiver safety, mobility assistive devices may not be used on nursing units or in the clinical facility.