NUA112 Adult Health Nursing I

Course Description: NUA112 Adult Health Nursing I [4-8-6 (64 theory contact hrs-128 clinical contact hrs)]
The objective of this course is to assist the student to integrate prior knowledge and utilize more advanced scientific principles. Students will apply these principles to provide more complex care to adults in selected settings. The student will be assisted to utilize interpersonal communication skills and integrate cultural awareness into client care. Additional focus is placed on organizing and prioritizing care. Students are assisted to further develop self-assessment skills and professional accountability, and to address ethical and legal dilemmas in their roles as client advocates.

Prerequisite: BIO206 Microbiology

Text(s):
- Title: Medical-Surgical Nursing: Patient-Centered Collaborative Care.
  Author: Ignatavicius, Donna D.
  Edition: 10th
  Publisher: Mosby Elsevier

- Title: Nursing Diagnosis Handbook
  Author: Ackley, B. J., Ladwig, G. B.
  Edition: 12th or newer
  Publisher: Elsevier
  ISBN: 978-0-323-55112-0

- Title: Davis’s Drug Guide for Nurses
  Authors: Deglin, J. H., Vallerand, A. H. & Sanoski, C. A.
  Edition: 17th or newer
  Publisher: F. A. Davis Company

- Title: Manual of Diagnostic and Laboratory Tests
  Authors: Pagana, K. D. & Pagana, T. J.
  Edition: 7th or newer
  Publisher: Mosby
  ISBN: 9780323697033

Other Required Materials:
Computer with webcam
**Purpose of Course:** This course is designed to assist the student to further develop previously acquired competencies in caring for individuals exhibiting multiple interruptions of homeostasis. The focus will be placed on the holistic response of adults to pathophysiologic processes and therapeutic interventions as related to prevention, restoration, and rehabilitation to the highest level of wellness in the acute care environment. Nursing interventions will be related to emotional, sociological, and pathophysiological changes of disequilibrium, and to returning the individual to optimum physiological and psychological functioning. The student is given the opportunity to use scientific principles in planning comprehensive care for acutely ill, aging, chronically ill, and disabled individuals.

**Course Objectives:**
Upon successful completion of this course, students will be able to:

1. Have expanded understanding of the nursing process and scientific principles as applicable to adult clients in the acute care setting.
2. Develop therapeutic communication skills.
3. Identify and describe teaching techniques appropriate with adult clients.
4. Discuss methods for organization and prioritization of safe and effective care for adult clients in the acute care setting, along with conservation and maximization of available resources.
5. Discuss ramifications of professional accountability in the provision of care.
6. Identify basic ethical and legal nursing principles related to errors, confidentiality, advanced directives, patient self-determination, nursing documentation, and informed consent.
7. Verbalize the importance of identifying strengths and weaknesses toward development of realistic self-assessment skills.
8. Develop a plan for continued professional growth.
9. Discuss pharmacological aspects of nursing care for clients with selected physiological alterations.

**Clinical Objectives**

1. Use the nursing process and apply more advanced scientific principles to provide increasingly complex care to clients with selected physiological alterations.
2. Provide an intermediate level of care to one or two clients in selected adult health care settings.
3. Apply therapeutic communication skills in delivering client care.
4. Develop, implement, and evaluate teaching plans for selected clients, which address their specific health care needs.
5. Demonstrate safe and effective performance of more advanced psychomotor skills as listed in the skills checklist.
6. Organize and prioritize safe, effective care for one or two clients while conserving and maximizing available resources.
7. Demonstrate professional accountability in the acute care clinical setting.
8. Apply basic ethical and legal nursing practice related to errors, confidentiality, advanced directives, patient self-determination, nursing documentation, and informed consent.
10. Participate in professional growth activities.
11. Utilize basic pharmacological principles in providing nursing care for clients with selected physiological alterations.

**Course Content:** Adult Health Nursing I includes the following areas:
Fluid & Electrolyte Balance, Acid-Base Balance, Surgery, Pain, Integumentary & Infection, Gastrointestinal Disorders, Musculoskeletal Disorders, Respiratory Disorders, Cardiac Disorders, Hematologic Disorders, Endocrine Disorders, and Neurologic Disorders. Principles of nutrition, pharmacology, nursing process, and basic leadership will be integrated throughout the course.

**Connection with Health Sciences Division (HSD) Outcome Statement:**
In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

1. Demonstrate effective written and oral communication skills through written case studies, class discussions, and papers.
2. Demonstrate an understanding of discipline-related math and scientific principles as evidenced active class participation and successful test scores.
3. Think critically while systematically assessing problems, identifying issues and implementing solutions via clinical nursing diagnosis concept mapping and clinical reasoning flow sheets.
4. Apply principles of professionalism and safety standards when entering the workforce, evidenced by successful completion of clinical performance indicators.
5. Demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices, as evidenced by successful completion of clinical performance indicators.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

A = 90-100%
B = 83-89%
C = 78-82%
D = 66-77%
F = Below 66%

Assessment:

Grading policies are within the guidelines and policies as established by the Moberly Area Community College School of Associate Degree Nursing, as outlined in the Associate Degree Nursing Student Handbook. Students must obtain an average of 78% in both the classroom and clinical settings.

1. Clinical performance will be evaluated using clinical objective, pre/post conference participation, anecdotal notes, and written assignments. Students must obtain 78% on both clinical written work and clinical performance. No late paperwork is accepted. If paperwork is submitted late, and extenuating circumstances exist (as outlined in the Associate Degree Nursing Handbook), the Dean of Health Sciences, along with the Lead and Clinical Instructor, will consider the situation, taking into account proper notification of the situation and documentation of the circumstances.

2. Classroom/Theory grade is based on the following percentages:
   Unit Exams 60%
   Comprehensive Final 30%
   Assignment/Participation points 10%

Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 12-24 study hours per week may be expected for a 6 credit hour class.

Description of Major Assignments:
Assignments will include: textbook assignments, media reviews, research critiques, chapter worksheets, interactive case studies, concept maps, nursing process reports, physical assessment reports, medication summaries, and observation papers.

**Program Assessment:** The Associate Degree Nursing Program faculty continually strives to meet the needs of the associate degree nursing student through program improvements. This is a cooperative effort that includes faculty, students, the Missouri State Board of Nursing, and other entities as appropriate. Students are assessed on mastery of the course concepts and essential skills through the courses of the Associate Degree Nursing Program. Other program assessments are part of the Comprehensive Associate Degree Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the Clinical Process Evaluation, NCLEX-RN Licensure, placement rates, follow-up surveys, and accreditation from the Missouri State Board or Nursing.

**INSTRUCTOR POLICIES**

**Tardiness:**

**Make-up and late work:**

**Extra-credit work:**

**Schedule of Student Assignments/Activities:**

**COLLEGE POLICIES**

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student's violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Seat</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
</tr>
<tr>
<td>Virtual</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
</tbody>
</table>
| Hybrid        | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| Online        | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660)
Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.