Moberly Area Community College
Common Syllabus
NUA220 Adult Health Nursing II
Current Term

Instructor:
Office number:
Office hours:
Contact information:
Classroom number:
Class days and time:
Co- Instructors:

Catalog Description: NUA 220. Adult Health Nursing 2 (Credit Hours: 10-3-7, Clock Hours-Theory: 112, Clock Hours-Clinical: 192) This course considers the more complex and challenging dimensions of safe, effective, multicultural adult health care. The objective of this course is to move the student to an entry level of independent practice. Critical thinking and clinical judgment are refined to provide therapeutic interventions to groups of clients in a variety of settings. The breadth and depth of therapeutic communication is further expanded. Organizing, prioritizing, and collaborating skills increase while the student learns to delegate. Upon conclusion of this course, the student will independently demonstrate a level of accountability and integrity within an ethical legal framework that is in keeping with an entry level of practice. Students will independently practice self-assessment and commit to ongoing professional development.

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: 10th. Ebook
Publisher: Elsevier
ISBN: 978-0-323-08549-6

Title: Davis’s Drug Guide for Nurses
Authors: Deglin, J. H., Vallerand, A. H. & Sanoski, C. A.
Edition: Twelfth.
Publisher: F. A. Davis Company
ISBN: 978–0–8036–2310–1

Title: Manual of Diagnostic and Laboratory Tests
Authors: Pagana, K. D. & Pagana, T. J.
Edition: Fourth
Publisher: Mosby

Other Required Materials:
Access to high speed internet; noise cancelling headphones, microphone and webcam.
Purpose of Course: The objective of this third semester 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.

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

1. Engage in critical thinking to make judgments about client care.
2. Apply nursing process to plan safe, effective care of clients with increasingly complex needs.
3. Prioritize the nursing care of clients with critical or acute care needs.
4. Practice appropriate delegation of nursing care.
5. Further differentiate professional nursing role based upon education and nurse practice act versus other members of the health care team.
6. Build upon communication skills including the use of computer-based technologies.
7. Discuss means of collaborating with other health care providers to meet the needs of acutely ill clients using effective verbal and non-verbal communication.
8. Include cultural considerations when addressing potential spiritual, social, and sexual client needs.
9. Accept accountability and function as a client advocate using ethics to guide nursing practice.
10. Demonstrate responsibility for self-assessment and formulate a plan for professional development.

Clinical Objectives
In the clinical setting the student will independently:

1. Demonstrate critical thinking and clinical judgment skills at an entry level to meet client health care needs, with a focus on acute care needs.
2. Provide therapeutic nursing interventions to groups of clients.
3. Demonstrate psychomotor skills necessary for safe and effective nursing practice using current technology.
4. Practice effective, appropriate communication
5. Include concepts of culture in nursing care.
6. Manage client care through prioritizing, organizing, collaborating, and delegating, while conserving and maximizing available resources.
7. Demonstrate accountability and integrity.
9. Utilize ethical legal framework to guide nursing practice issues such as errors, confidentiality, and client advocacy.

Course Content: Adult Health Nursing II includes the following areas: Burns, shock, emergency care, pancreatic conditions, hepatic conditions, nutritional considerations, cardiac, vascular, ECG interpretation, respiratory, sensory, neurological, immunity, cancer, end-of-life care, genitourinary, and renal.

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 by 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

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.

Grade Scale:

A = 92-100%
B = 83-91%
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 Director of Allied Health 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.

Exams and Quizzes:
Unit exams will be given along with a comprehensive final. Quizzes can be given at any time, announced or unannounced. A comprehensive HESI exam will be administered at the end of the course. The score from this exam will count as one unit exam. If the exam is not successfully passed on the first attempt, remediation will be required; the exam may be administered a second time as part of remediation but the original grade will stand. For further information on the exam, see section below. The policy of the Associate Degree Nursing Student Handbook will be followed regarding quizzes and exams.

Participation:
Participation in all aspects of the Associate Degree Nursing Program curriculum is essential for the learning process. Participation guidelines are followed as outlined in the Associate Degree Nursing Student Handbook. Additionally, class participation points may be given, at the discretion of the lecturer.

Other Methods of Assessment:
Student/instructor/peer interactions, role-playing, simulation, online discussions, group projects and presentations, student-instructor conferences as desired by the student or deemed necessary by the faculty.

Description of Assignment(s)/Project(s):

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.

Standardized Exam:
At the end of this course you will be given an NCLEX-style exam, administered by HESI (Heath Education Systems, Inc.). It will include material from this course. This exam will evaluate your competencies in theory and clinical, similar to the state board exams. Scores from this exam will be computed and recorded as a unit exam. Students may view and print copies of the NCLEX test plan as well as the Missouri State Nurse Practice Act using either an internet search engine or links provided in the course.

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:
See Course Calendar and Assignments in Canvas.

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

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<th><strong>In Seat Course</strong></th>
<th>physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| **Hybrid Course**  | 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 Course**   | 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) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

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.