COURSE TITLE: Adult Health I
COURSE NUMBER: NUR304
TERM: XXXX
PREREQUISITES: All Pre-nursing courses; NUR 301; NUR 302; NUR 303; NUR 310; (Students must have a C or better in these courses)

INSTRUCTOR: TBA
OFFICE: XXX
EMAIL: XXX
OFFICE HRS: XXX
MEETING TIME: (XXX)
LOCATION: NELSON XXX

COURSE DESCRIPTION:
This course applies the principles of the nursing process to the care of adult and older adult patients. Principles of primary care and stressors affecting functional status are examined. The application of evidence-based nursing principles is emphasized during laboratory and clinical experiences.

REQUIRED TEXT/MATERIALS:

2. Evolve Apply Case Studies (online access)- ISBN: 9781416042488
5. Leeuwen, A. & Poelhuis, D. (2009), Davis's Comprehensive Handbook of laboratory and diagnostic tests with Nursing Implications. (8rd ed.) Philadelphia: F.A Davis

PROGRAM STUDENT LEARNING OUTCOMES:

The nursing program student learning objectives (NURSLO) are:

1. Caring – Students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human
development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.

2. **Knowledge** – Students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery.

3. **Effective thinking** – Our students will use a variety of thinking methods such as, critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.

4. **Communication** – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing, and scholarly dissemination.

5. **Technological Aptitude** – Students will competently use technology to access information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession.

6. **Lifelong learning** – Students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care by engaging into systematic inquiry, investigation, and new knowledge generation.

7. **Cultural Competence** - Students will demonstrate willingness to learn about other cultures and use the information to collaborate with patients to provide nursing care that meets individuals’ cultural and religious needs.

8. **Leadership** – Students will apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.

9. **Ethics** – Students will apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.

**COURSE STUDENT LEARNING OUTCOMES: (NURSLO 1-9)**

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

1. Integrate health promotions to disease, disability, and preventable injuries
2. Demonstrate safe, culturally competent nursing care.
3. Identify environmental issues the effect individuals and families.
4. Create education plan for individuals and groups with appropriate developmental level and cultural competencies.
5. Understand pathophysiology, complications, and treatment interventions to provide quality patient care.
6. Use and evaluate therapeutic communication in care planning, implementing, and evaluating.
7. Create treatment and education plans for patients.
8. Participate on interdisciplinary teams to develop and implement patient care to product positive outcomes.
9. Use effective communication skills to interact with patients, families, and the interdisciplinary healthcare team.
10. Integrate legal and ethical standards into nursing care.
11. Use leadership skills in care planning, management, and collaboration.
12. Use and maintain high professional standards of care and behavior in delivering, managing and coordinating care.

**CORE CURRICULUM STUDENT LEARNING OUTCOMES:**

1. Core SLO 1: Listen and effectively, communicate ideas through written, spoken and visual means. (communication)
2. Core SLO 2: Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas. (Critical thinking)
3. Core SLO 3: Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved. (Information Literacy/Research)
4. Core SLO 4: Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health, and ethical factors.
5. Core SLO 5: Demonstrate good citizenship and service to one’s community. Students also benefit when they engage in free intellectual inquiry seeking truth, understanding and appreciating self as well as a readiness to learn from and about different cultural and/or linguistic perspectives (Self & Others)
6. Core SLO 6: Apply and evaluate quantitative reasoning through the disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other like-minded approaches that require precision of thought. (Quantification)
7. Core CLO 8: Demonstrate positive interpersonal skills by adhering to the principles of freedom, justice, equality, fairness, tolerance, open dialogue, and concern for the common good. (Interpersonal Skill)

**Topic Schedule:**
Differences in Adults and Children
Cultural Diversity
Healthy People
Wellness Education
Health Literacy
Environmental
Developmental Consideration related to Health Promotions
Vital Signs
Pain Assessment
Eyes Assessment
Ears Assessment
Head EENT Assessment
Mouth & Throat
Pulmonary assessment
Cardiovascular assessment
Abdomen Assessment
Nutritional Assessment
GI Assessment
GU Assessment
Pregnancy Assessment
Musculoskeletal Assessment
Neurological Assessment
Breast Assessment

**DIDACTIC EVALUATION**
Examinations
Case Studies
ATI
Clinical

**Electronic Communication:** Students are required to use Lincoln University email and Desire2 Learn to access class materials. Please communicate with course faculty via email frequently. Please permit 48 hours for a response to emails.

**Clinical Evaluation**
Refer the official nursing program evaluation.

**Clinical Expectations:**
All students are expected to prepare for and participate in ALL clinical sessions. If emergent situations arise directly notify the clinical faculty prior to the start of the clinical day. Unreported lateness or absence will result in an “unsatisfactory” grade for the clinical day. Student must pass clinical requirements by the end of the semester in order to pass the course. All clinical absences must made up.

**CALCULATION OF FINAL GRADES:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>86-89</td>
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<tr>
<td>58-64</td>
<td>D</td>
</tr>
<tr>
<td>Below 58</td>
<td>F</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY:**
Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

**STUDENTS WITH DISABILITIES STATEMENT:**
Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:
Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor’s instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.