

**Bergen Community College  
Division of Health Professions  
Department of Nursing  
Course Syllabus**

**COURSE TITLE:**

Nur 282 – Adult Health Nursing – B

**PREREQUISITES:**

NUR-181, NUR-182, NUR-183, BIO-109

**CO-REQUISITES:**

BIO-209, PSY-106, NUR 281

**CREDITS/HOURS:**

4 Credits; 4-hour Lecture

**CLINICAL:**

Clinical: 10 hours per week

Clinical Conference: 2 hours per week

ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO REVISION ON A SEMESTER-BY-SEMESTER BASIS. STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE BEGINNING OF THE SEMESTER IN WHICH THE POLICY OF REQUIREMENTS IS/ARE TO BE IMPLEMENTED DURING THE FIRST MEETING OF THE APPROPRIATE NURSING CLASS.

**COURSE DESCRIPTION:**

This course is a second-level course in the nursing sequence which focuses on the health care of individuals and families who have needs related to nutrition and elimination. Students will use the nursing process in a variety of health care settings to assist individuals and families achieve optimum health. This course runs for half the semester concurrently with NUR 281. Students may elect to take either course before the other.

**STUDENT LEARNING OUTCOMES:**

1. Demonstrates clinical judgement via the nursing process to culturally diverse populations with deficits in Orem's identified USCRs of nutrition and elimination.
2. Engages in therapeutic and professional communication techniques when collaborating with individuals, families, and other health team members.
3. Behaves in a professional, ethical, and legal manner affecting nursing practice in the current healthcare environment.
4. Applies skills in nursing care through the use of a variety of technological resources.
5. Utilizes pharmacological concepts in the clinical and classroom setting to correctly calculate drug and solution problems. Passes the Semester II, Pharmacological Math Computation Exam (PMCE) with a score of 90% or higher.
6. Creates and implements a teaching plan which meets the educational needs of a client.

### Means of Assessment

Students learning outcomes are assessed via unit exams, nursing care plans, a pharmacologic math computation exam (PMCE), a process recording, skills validation, and clinical performance.

The Student Learning Outcomes are assessed through various means of assessment, including but not limited to the "Suggested Means of Assessment" listed below.

Student Learning Outcome	Means of Assessment
1. Provides nursing care based upon Orem's Self-Care Model to the adult individuals with normal variations of Universal self-care requisites (USCR's) in the patient who has medical and surgical health variances	Lecture, Testing, ATI, Case studies, topic discussion, writing assignments, class participation/discussion
2. Communicates effectively with individuals, families and other health team members with focus on patient centered communication, goals, and concerns	Lecture, care plan, clinical conference, class participation/discussion
3. Incorporates knowledge of developments, biological, psychological, sociological, cultural, spiritual and economic factors in the provision of care to individual with health care deficits	Lecture, Clinical evaluation, class participation/discussion
4. Assumes responsibility for personal, professional, and educational development.	ATI tutorials, online reading, Lecture, class participation/discussion
5. Practices within the legal and ethical framework of nursing	Clinical evaluation, clinical conference, lecture
6. Incorporates technical resources for the improvement of nursing practice.	ATI, online FA Davis adaptive quizzing, clinical, clinical conference
7. Demonstrates quantitative reasoning skills and safe medication administration in nursing practice.	Testing, clinical, lecture
8. Implements a teaching plan based on knowledge of teaching and learning principles	Teaching plan

### Level Requirement

Passing a Pharmacological Math Computation Exam (PMCE) with a score of 90% is a semester requirement. The PMCE will be given in the first course of each level. If the student does not attain the required 90% passing grade, he/she will be provided two retake opportunities within the confines of that course. Failure to achieve and 90% in the PMCE will result in an "F" for the course in which the test was administered. Calculators may be used at Level II.

## EVALUATION AND GRADING:

### A. Theory grade:

Three-unit tests worth	95%
The average of 2 care plans & process recording	<u>5%</u>
Total	100%

A grade of C+ is required for passing theory portion of the course.

**B.** Clinical, Clinical Conference Attendance, and Absence Policy - No clinical absences are permitted except in extenuating circumstances. Clinical by definition can include clinical conferences, sim lab attendance, and hospital based clinical (refer to the nursing student handbook).

**C.** Satisfactory demonstration on Foley catheterization skill validation: This includes insertion, removal, and obtaining a closed specimen.

**D.** Adherence to Nursing Program attendance policy- All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructors for each section of each course (refer to the nursing student handbook).

**E.** In order to pass the course, the student must receive:

Theory grade of C+

Pass the Evaluation of Clinical Performance

Pass the Foley Skill Validation

Pass with 90% or greater the Pharmacology Math Computation Exam (PMCE)

A = 89.45 – 100
B+ = 85.45 – 89.44
B = 81.45 – 85.44
C+ = 77.45 – 81.44
C = 73.45 – 77.44
D = 69.45 – 73.44
F = 69.44 and below
Refer to Student Handbook

### TEXTBOOKS:

All textbooks from previous courses: NUR 181, NUR 182, and NUR 183. NUR 281/282 Hoffman, J., & Sullivan, N. (2020). *Medical-surgical nursing* (2nd ed.). Philadelphia, PA: F.A. Davis Company.

ATI Nutrition for Nursing Book – PDF version from ATI Website/ E-Book

ATI Med/surg PDF version

ATI Pharmacology PDF version

## STUDENT SUPPORT SERVICES

Distance Learning Office – for any problems you may have accessing your online courses	Room C334	201-612-5581 psimms@bergen.edu
English Language Resource Center	Room C212	<a href="http://www.bergen.edu/elrc">http://www.bergen.edu/elrc</a> 201 447-7168
The Tutoring Center Room	L-125	201-447-7489 <a href="http://www.bergen.edu/tutoring">http://www.bergen.edu/tutoring</a>
The Writing Center Room	L-125	201-447-7489 <a href="http://www.bergen.edu/owl">http://www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room L-115	201-612-5269 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

### STATEMENT ON ACCOMMODATIONS FOR DISABILITIES

Bergen Community College aims to create inclusive learning environments where all students have maximum opportunities for success. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Specialized Services at 201-612-5269 or via email at [ossinfo@bergen.edu](mailto:ossinfo@bergen.edu) for assistance.

### Additional Information:

Student Handbook - use as a reference throughout the program.

Students are strongly encouraged to check their college email frequently for updates and communication from the college and nursing professors.

## COURSE OUTLINE

**Class ID: Advantage edge - 5808110136524NARCV**

### Theoretical Content

#### I. Normal Nutrition

- A. Components of the basic food groups
  - 1. proteins
  - 2. CHO
  - 3. fats
  - 4. minerals
  - 5. vitamins
- B. Nutritional Needs of Adults
- C. Nutrient imbalances

#### II. Assessment of the Gastrointestinal System

- A. Function of the gastrointestinal system
- B. Anatomical components of the gastrointestinal system
- C. History and physical assessment
- D. Diagnostic examinations and nursing considerations
- E. Changes associated with aging

#### III. Patients with Oral & Esophageal Disorders

- A. Epidemiology of disorders of the oral cavity and Esophagus
- B. Correlating clinical manifestations to pathophysiology
- C. Diagnostic test & results
- D. Medical management
- E. Complications associated with selected disorders
- F. Developing a comprehensive plan of nursing care
- G. Developing a teaching plan

#### IV. Patients with Stomach Disorders

- A. Epidemiology of stomach disorders
- B. Pathophysiological processes of stomach disorders
- C. Clinical manifestations to pathophysiological processes
- D. Diagnostic exams & results to confirm the diagnoses
- E. Medical management of selected disorders
- F. Complications associated with selected disorders
- G. Developing a comprehensive plan of nursing care
- H. Developing a teaching plan

#### V. Patients with Intestinal Disorders

- A. Epidemiology of infectious and noninfectious intestinal Disorders

### Teaching/Learning Activities

**ATI** - Nutrition for Nursing/ E Book

Chapter 55 - Assessment of Gastrointestinal Function

Chapter 56 - Coordinating Care for patients with Oral and Esophageal Disorders

**Assignment** - Gastroesophageal Reflux  
Davis Advantage

ATI Nutrition Ch. 17

Chapter 57 - Coordinating Care for Patients with Stomach Disorders

**Assignment:** Shock Clinical judgement  
Davis Advantage

Chapter 58 - Coordinating Care for Patients with Intestinal Disorders

- B. Clinical manifestations with the pathophysiological processes
- C. Diagnostic testing & results used to confirm the diagnoses of selected disorders
- D. Medical management of selected disorders
- E. Complications associated with selected disorders of the Intestine
- F. Developing a comprehensive plan of nursing care
- G. Developing a teaching plan

ATI Nutrition Ch. 17

Assignment: Irritable Bowel Syndrome  
Davis Advantage

## VI. Patients with Hepatic Disorders

Chapter 59 - Coordinating Care for Patients with Hepatic Disorders

- A. Epidemiology of hepatic disorders
- B. Clinical manifestations with pathophysiology
- C. Diagnostic testing & results used to confirm the diagnoses of hepatic disorders
- D. Medical management of selected disorders
- E. Developing a comprehensive plan of nursing care
- F. Designing a plan of care (pharmacological, dietary, and lifestyle considerations for patients with hepatic disorders)

**Assignment:** Cirrhosis Davis Advantage

## VII. Patients with Biliary and Pancreatic Disorders

Chapter 60 - Coordinating Care for Patients with Biliary and Pancreatic Disorders

- A. Epidemiology of biliary and pancreatic disorders
- B. Clinical manifestations with pathophysiological
- C. Diagnostic testing & results used to confirm the diagnoses of biliary and pancreatic disorders
- D. Medical management of biliary and pancreatic disorders
- E. Developing a comprehensive plan of nursing care
- F. Designing a plan of care (pharmacological, dietary, and lifestyle considerations for patients with biliary and pancreatic disorders)

**Assignment:** Pancreatitis Davis Advantage

## VIII. Adult Patient with Obesity

Chapter 68 - Managing Care for the Adult Patient with Obesity

- A. Epidemiology of obesity
- B. Pathophysiology of obesity
- C. Clinical manifestations to pathophysiology
- D. Diagnostic testing & results used to confirm the diagnosis of obesity
- E. Medical management of obesity
- F. Complications associated with morbid obesity
- G. Developing a comprehensive plan of nursing care
- H. Developing a teaching plan

ATI Nutrition E Book Obesity

## IX. Patients with Diabetes Mellitus

Chapter 44 - Coordinating Care for Patients with Diabetes Mellitus

- A. Epidemiology of diabetes
- B. Pathophysiology of type 1 and type 2 diabetes
- C. Clinical manifestations of type 1 and type 2 diabetes with the pathophysiology
- D. Diagnostic studies used to diagnose and monitor diabetes
- E. Comparing indications, administration, actions, and nursing considerations for insulin and oral hypoglycemic agents
- F. Complications associated with type 1 and type 2 diabetes
- G. Designing a plan of care (pharmacological, dietary, and lifestyle)

ATI Nutrition E Book – Diabetes

**Assignment:** Diabetes and diabetes clinical judgement Davis Advantage

- considerations based on the disease process)
- H. Correlating rationales for nursing interventions
- I. Teaching self-care strategies

## **X. Assessment of Renal and Urinary Function**

- A. Components of the renal and urinary systems
- B. Function of the renal and urinary systems
- C. History and physical assessment
- D. Diagnostic examinations
- E. Nursing considerations for diagnostic studies
- F. Changes in renal and urinary system function associated with aging

Chapter 61 - Assessment of Renal and Urinary Function

**Assignment:** Bladder Incontinence Davis Advantage

## **XI. Patients with Renal Disorders**

- A. Epidemiology of renal disorders
- B. Clinical manifestations to pathophysiology
- C. Diagnostic testing & results used to confirm the diagnoses
- D. Medical management
- E. Acute and chronic renal failure
- F. Developing a comprehensive plan of nursing care
- G. Designing a plan of care (pharmacological, dietary, and lifestyle considerations for patients with renal failure)
- H. Indications, management, and complications associated with renal replacement therapies
- I. Indications, management, and complications associated with renal transplantation

Chapter 62 - Coordinating Care for Patients with Renal Disorders

**Assignment:** Renal Failure and renal failure clinical judgement Davis Advantage

ATI Nutrition Book - Renal Diets

## **XII. Patients with Urinary Disorders**

- A. Epidemiology of urinary disorders
- B. Clinical manifestations with pathophysiology
- C. Diagnostic testing & results used to confirm the diagnosis
- D. Medical management
- E. Developing a comprehensive plan of nursing care
- F. Designing a teaching plan (pharmacological, dietary, and lifestyle considerations for patients with urinary disorders)

Chapter 63 - Coordinating Care for Patients with Urinary Disorders

**Assignment:** Kidney Stones Davis Advantage



NUR 282 – Adult Health Nursing

I acknowledge that I have read the course syllabus, understand, and agree to abide by all the course and clinical requirements for NUR 282. I have read the grading policy and understand how the grade is calculated, as well as the letter grade that is assigned to the numerical grade. I agree to abide by all policy's and procedures as stated in the Nursing Student Handbook.

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_