COURSE SYLLABUS

COURSE: NUR 101   **PRACTICAL NURSING I**

HOURS: Lecture: **7**   Lab/Shop: **6**   Work Exp/Clinical: **6**   Credits: **11**

COURSE DESCRIPTION:

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision-making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

This course is a core course in the following program(s): Practical Nursing Curriculum. A student must obtain a grade of "B" or better in all NUR courses in the Practical Nursing curriculum in order to progress in the program and/or to graduate.

PREREQUISITE(S): Admission to the Practical Nursing Program

COREQUISITE(S): BIO 165

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

Williams, Patricia. Fundamental Concepts and Skills for Nursing, 6th ed., St. Louis, MO: Saunders, an imprint of Elsevier, Inc., 2022. ISBN: 9780323694766

Morris, D. Gray. Calculate with Confidence, 9th ed., St. Louis, MO: Elsevier, 2021. ISBN 9780323696951

Clayton, Gurevitz and Willihnganz, Michelle. Basic Pharmacology for Nurses 19th ed, St. Louis, MO; Mosby, 2022. ISBN 9780323880336

Leifer, Gloria. Introduction to Maternity and Pediatric Nursing 8th ed, St. Louis, MO; Saunders and imprint of Elsevier, Inc. 2019 ISBN 978-0-323-48397-1

Elsevier PN adaptive quizzing program

Assessment Technologies Institute, Fundamentals of Nursing, Content Mastery Series, PN Edition, access right for proctored and non-proctored Assessment Tests.

Assessment Technologies Institute, Pharmacology for Nursing, Content Mastery Series, PN Edition, access right for proctored and non-proctored Assessment Tests.

Assessment Technologies Institute, Nursing Care of Children, Content Mastery Series, PN Edition, access right for proctored and non-proctored Assessment Tests.

Assessment Technologies Institute, Nutrition for Nursing, Content Mastery Series, PN Edition, access right for proctored and non-proctored Assessment Tests.

Drug Text:
Vallerand.April and Cynthia Sanoski. Davis Drug Guide for Nurses. 18th ed., Philadelphia: F.A. Davis, 2022 ISBN: 978-1719646406

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

Objective I: Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.
Learning Outcomes:
1. Understand all concepts within the domain of the healthy individual.
2. Identify the internal, external, and environmental factors that impact the health and well-being of individuals.

Objective II: Upon completion of the course, the learner will be able to state foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.
Learning Outcomes:
1. Demonstrate an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Identify all concepts within the domain of nursing to safely provide therapeutic care to individuals with basic health care needs.
3. Participate in the nursing process within the scope of practice of the practical nurse.
4. Perform data collection and caring nursing interventions for individuals with basic care needs.
5. Communicate professionally and effectively while providing care to individuals with basic health care needs.
6. Promote the acquisition of knowledge and learning to enhance self-care for each individual from an established plan as delegated by the RN.
7. Discuss collaboration with the interdisciplinary healthcare team as assigned by the RN in providing care to individuals.

Objective III: Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.
Learning Outcomes:
1. Demonstrate knowledge of ethical and legal standards that govern the practice of nursing within the healthcare system.
2. Incorporate informatics to access and communicate client information.
3. Identify principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Utilize the nursing process to identify hazards and errors within the healthcare system.
5. Demonstrate responsibility and accountability for behaviors, actions, judgments, continued learning and self-development.

QEP Objective: Upon completion of the course, the learner will be able to demonstrate active oral   and written communication skills as well as select and use appropriate means and methods to communicate thoughts and ideas on specific disease processes.
Learning Outcomes:

1. The student will express thoughts and ideas in writing using Standard English and appropriate vocabulary.
2. The student will express thoughts and ideas orally using Standard English and appropriate vocabulary.
3. The student will select and use appropriate means and methods to communicate thoughts and ideas.

Course Topics

Concepts Related to the Individual	Exemplars
Fluid and Electrolytes	● Basic fluid balance ● Basic electrolyte balance
Acid-Base	● Acid-base balances
Elimination	● Urinary, BU & GI assessment ● Bladder: incontinence and retention, Urinary Stasis ● Bowel: incontinence, constipation and impaction
Metabolism	● Endocrine assessment
Intracranial regulation	● Neuro assessment
Thermoregulation	● Hypothermia across the lifespan ● Hyperthermia across the lifespan
Oxygenation	● Respiratory assessment
Perfusion	● Circulation assessment ● High cholesterol (IOM) ● HTN (IOM, CDC)
Inflammation	● Inflammatory process
Tissue Integrity	● Skin assessment ● Contact dermatitis ● Pressure ulcers ● Wound healing
Infection	● Nosocomial infection ● UTI ● Cellulitis ● MRSA
Immunity	● Hypersensitivity
Sensory/Perception	● Sensory assessment ● Hearing impairment (HP) ● Visual impairment
Pain	● Pain assessment ● Pain: acute and chronic ● Sleep-rest disorders ● Alternative therapies for pain ● End of life care
Stress and Coping	● Anxiety assessment ● Basic anxiety concepts (sources, adaptation and effects
Grief and loss	● Anticipatory grieving ● Death and dying ● Children's response to loss

	● Elder's response to loss ● Types of loss
Cognition	● Confusion
Development	● Growth & Development throughout the lifespan
Social Function	
Self	● Self-esteem, identity, self-perception and body image
Family	● Family structure and roles
Diversity	● Vulnerable populations ● Age ● Gender ● Race ● Abilities ● Individual life experiences ● Sexual orientation
Culture	● Multiculturalism ● Values/beliefs ● Religion
Spiritual	● Spiritual health ● Spiritual wellbeing ● Spirituality ● Religion ● Higher consciousness ● Morality ● Spiritual distress
Health, wellness and illness	● Self-management (IOM) ● Participation with the RN in consumer education (HP) ● Adjustment to health and illness ● Wellness/illness continuum ● Health beliefs (individual, cultural) ● Physical fitness (HP) ● Exercise (HP) ● Oral health (HP) ● Nutrition (HP) ● Screening (HP) ● Sleep/rest patterns ● Life style choices ● Immunization (lifespan) (HP, IOM) ● Hospitalized individual
Concepts Related to Nursing	**Exemplars**
Professional behaviors	● Work ethics ● Delegation to UAPs
Communication	● Basic communication skills ● Therapeutic communication ● Reporting ● Documentation
Assessment (Data collection)	● Participates with the RN in holistic health assessment across the

	lifespan for normal and abnormal data collection
Clinical Judgement/Problem Solving	● Decision-making ● Participates in the Nursing Process with the RN ● Critical thinking ● Prioritization of care
Caring Intervention	● Caregiver skills development ● Vital signs ● Medication administration (techniques and drug dosage calculations) ● All CNA I skills ● Foley catheterization ● Enemas ● Sterile technique ● NG tubes ● G tubes ● Mobility techniques ● Personal hygiene ● Wound care: ostomy, surgical, pressure ● Naso-pharyngeal suctioning ● Glucose testing ● Body Mechanics ● ROM
Teaching and Learning	● Participates with the RN in patient education (HP) ● PN teaching role ● Principles of teaching/learning
Collaboration	● Chain of Command ● Interdisciplinary Communication (ISBAR, CUSS, "hand off") ● Participates as assigned by the RN in collaboration with interdisciplinary teams ● Shared Governance ● Continuity of care
Concepts Related to Healthcare	**Exemplars**
Safety	● Standard precautions ● National Patient Safety Goals (TJC) ● Injury/Illness prevention (HP) ● Environmental safety (HP)
Advocacy	● Protector ● Protecting vulnerable populations
Legal issues	● Nursing practice act ● Scope of practice ● Criminal low ● Civil law ● Obligation to report

	● Advance directives ● HIPAA ● Informed Consent
Health policy	● Accrediting bodies (TJC) ● Regulatory agencies (OSHA, licensure, DHHS, DHSR, CMS)
Health Care Systems	● Access to healthcare (HP) ● Primary, secondary, tertiary care ● Resource utilization (cost effective care)
Ethics	● ANA code of ethics ● LPN code of ethics ● Ethical principles ● Patient rights
Accountability	● Competence
Evidence-based practice	● Introduction to best practices ● Individual preferences ● Common data bases
Quality improvement	● Sentinel events ● Reporting ● Just culture
Informatics	● Computers in health organizations ● Individual information at point of care ● Clinical decision support systems

EXPLANATION OF SYLLABUS:

The Student Learning Outcomes listed in this syllabus are those required actions that a student who successfully completes the course must be able to perform or exhibit. The educational experience, however, is a two-way, interactive process involving both the student and his/her instructor. The student must play an active role in the learning process in order to be successful. Instructors will provide an Instructor's Course Requirements document at the first class meeting explaining how he/she measures each of the Student Learning Outcomes listed in the syllabus. A student who is unable to accomplish the outcomes will not receive a passing grade in the course.

The information in this RCC Syllabus may not be accurate beyond the current semester. Textbooks and other course materials are subject to change. Students should verify the textbooks at the first class meeting with their instructor prior to purchasing.

RCC NURSING DEPARTMENT ATTENDANCE POLICY:

Regular attendance is considered essential to realize course outcomes. Rules on attendance, tardiness, and leaving class early are addressed in each Instructor's Course Requirements document.

No matter the basis for absence, students are held accountable for academic activities, and faculty may require special work or tests to make up for missed classes.

When courses are delivered through online instruction (DL or Distance Learning) or through a combination of traditional classroom and online instruction (hybrid), class participation is no less important, though its measurement may be somewhat different.

The Nursing Department's requirement related to attendance exceeds the college policy. Nursing students are required to attend 90% of classes, labs, and clinicals. At the discretion of the instructor, a written assignment or makeup clinical may be given for hours missed determined to be unavoidable.

Regular attendance is considered essential for students to meet student learning outcomes in a course and progress in the Nursing Program. Students are expected to be prepared to start the course at the first class session and attend all scheduled meetings of classes for which they register. Rules on tardiness and leaving class early are addressed in each course syllabus. Instructors are required to record and report student absences.

At the beginning of each semester, faculty will complete the 10% reporting requirements as required by the North Carolina Community College System for traditional and distance learning courses. Students who do not meet the 10% reporting requirements will be reported as non-attending by the faculty using the appropriate report, and will be dropped from the course by the Registrar.

In addition to the 10% reporting period, faculty will state their attendance policy including its impact on the student's grade as a component of the course syllabus. Individual instructors should determine their own attendance policy in keeping with student learning outcomes. No matter the basis for absences, students are held accountable for academic activities.

The Nursing Department's requirement related to attendance exceeds the college policy. Nursing students are required to attend 90% of classes, labs, and clinical. At the discretion of the instructor, a written assignment or makeup clinical may be given for hours missed determined to be unavoidable. Simulation experiences will not exceed 25% of the scheduled clinical hours and will be indicated on the clinical schedule.

If a student knows in advance that he/she will be absent from class, lab, or clinical, the Director or appropriate instructor **must** be notified. Students who are unable to attend clinical **MUST** notify the assigned clinical area and the nursing instructor prior to the time the clinical experience is to begin or face disciplinary action. Students will be given the telephone number of each clinical instructor. Communications should be by phone; **text messaging is <u>not</u> acceptable**.

Tardy students are disruptive to the learning experience of others. **Three (3) documented tardies equals one (1) absence.**

Classroom doors will be locked at the beginning of class (per RCC Security Policy). Students who are late may enter the classroom at the first break.

There is no grace period/tardy for clinical. Students who are not on time may be asked to leave the clinical experience, therefore resulting in an absence.

Nursing students are expected to meet all scheduled classes, labs, and clinical learning experiences. Excessive absences may result in being dropped from the course.

Collaboration available with prior approval for medical condition

Student Withdrawals

Students may withdraw from Richmond Community College curriculum courses up to the published Last Date to Withdraw (90% point of the section term). The student will receive a grade of "W" for the class and will not receive credit for the course. The "W" grade will not be used to compute hours earned or to compute the student's grade point average. If the student presents written documentation of extenuating circumstances which make it impossible to continue in the course after the 90% point, a late withdrawal (occurring after the published Last Date to Withdraw and on or before the last date of the section term) may be approved. A late withdrawal must be approved by the Vice President of Instruction.

In order to formally withdraw from a course, the student must complete a Student Initiated Withdrawal Form. The student is encouraged to read through the refund policies, and discuss the impact of withdrawing with their instructor, advisor, financial aid staff, and/or Veterans' Coordinator.

Individual instructors may have attendance requirements in individual classes. The instructor will notify the student if they are at risk of being withdrawn from an individual course due to the attendance requirements outlined on the Instructor's Course Requirements for an individual course. The instructor will notify the student's advisor and the Veterans' Coordinator if an instructor-initiated withdrawal is imminent for courses that have an attendance policy. Instructors not having a course specific attendance policy are not allowed to withdraw students due to attendance.

A withdrawal occurring before the 10% census reporting period ends for that course will not be included on the student's transcript. This is considered dropping a course.

Depending upon what point in the semester the student withdraws from a course, financial consequences may occur for the student if they are receiving any form of financial aid, scholarships, and/or veterans benefits. Students receiving financial aid should refer to the Financial Aid Procedures and Policies provided in the Financial Aid Award Letter Supplement and also available at http://richmondcc.edu/admissions/financial-aid. Students receiving VA education benefits should refer to the Department of Veterans Affairs Procedures provided in the RichmondCC Student Handbook available at http://richmondcc.edu/student-services/student-handbook

Criminal background checks, drug testing, health records and immunizations will be required by clinical agencies prior to a student's participation in the clinical component of a NUR course. Failure to meet clinical agency requirements will result in the student not having the opportunity to meet clinical objectives; therefore, the student will not be allowed to progress in the Nursing curriculum.
No clinical facility reassignments will be made.

It is important to note that the clinical site, not the College, determines whether the result of the criminal background check/drug screening disqualifies the student from clinical activities. The hospital or other clinical agency, in its sole discretion, may request the removal of any student who, based on the results of the criminal background check/drug screening, the agency deems as inappropriate to provide care, treatment, or services.

Requests for Exceptions: Nursing Students

Students who attend 89% or less of the course must be given a failing grade by the instructor, unless an exception to remain in the class or be withdrawn by the instructor is granted by the faculty's Department Chair. The instructor must submit the request for exception in writing within a week of the date in which the student began failing the course due to attendance or sooner, if possible. If granted, documentation of the exception with its rationale must be submitted to the Office of the Vice President for Instruction/Chief Academic Officer. Exceptions for students who attend 60% or less of the course must be approved by the
Vice President for Instruction/Chief Academic Officer. If granted, documentation of the exception with its rationale must also be maintained by the Office of the Vice President for Instruction/Chief Academic Officer In either case, the faculty must give the student additional assignments to make up for the absences.

Student Appeal Process

After speaking with the instructor, students who desire to appeal their withdrawal must submit a written (not e-mail) request of appeal to the appropriate lead instructor. This request must be submitted within a week of the date in which the student began to fail the course due to attendance. The student must be prepared to support his/her appeal with extenuating circumstances (i.e. documented illness whereby the student has kept up with work in class).
If the lead instructor does not decide to readmit the student, the student may request that the department chair review the appeal. If the department chair does not decide to readmit the student, the student may request that the Vice President for Instruction/Chief Academic Officer review the appeal. The Vice President for Instruction/Chief Academic Officer will make a decision regarding the appeal based on the evidence.

If the appeal is not upheld, the student may request a meeting before the Student Appeals Committee. This must be within three business days of the decision rendered by the Vice President for Instruction/Chief Academic Officer. The student must bring evidence to the Student Appeals Committee on the date and time assigned by the Vice President for Student Services.

RCC GRADING SYSTEM:

Richmond Community College employs a system of letter grades and corresponding quality points per grade to evaluate a student's performance in meeting the stated goals and objectives for each course.**

Nursing Grading Scale
Students enrolled in a Nursing curriculum must obtain a grade of 80 or higher in all NUR courses in order to progress and graduate in the Nursing program. The grading scale used in the Nursing program is:

Students enrolled in a Nursing curriculum must obtain a grade of 80 or higher in all NUR courses in order to progress and graduate in the Nursing program. The grading scale used in the Nursing program for the final course grade is:
- **A: 90-100   (89.5 will be rounded to a 90)**
- **B: 80-89   (79.5 will be rounded to an 80)**
- **C: 70-79   (69.5 will be rounded to an 70)**
- **D: 60-69**
- **F: Below 60**

*Unit Test Grades rounded to tenth.

*Final Course Grade rounded to whole number.

Nursing exams will be formatted to the NCLEX-PN Test Plan. In addition to multiple choice questions, alternate formats may be given. This may include fill-in-the-blanks, identifying hot spots, short answers, and multiple responses. Charts, graphics, sound, and video may be included. The theory grade in NUR courses will be based on unit tests and the final exam. If the unit test and final exam average is at least 80, other grades will be averaged and calculated in as a unit test. If the average of the unit test and final exam is less than 80, no other work will be counted. These other grades include Medication competency (1st grade), interview paper grade, and final care plan grade.

Unit tests will account for 75% of the grade and the final exam 25%. If the average of unit tests and final exam is 80, the average of other required work will be calculated in as part of the 75% unit test grade.

NUR classes with clinical and/or lab components require that the student have a satisfactory in the clinical/lab component in order to pass the course. The numerical and letter grade are derived from the theory component, but satisfactory clinical performance is required to pass the course. A student who is not functioning at a satisfactory level will receive a letter grade of "F" for the course.

Students enrolled in a nursing curriculum must obtain a grade of 80 or higher in all NUR courses and an 80 (B) or higher in all BIO prefix courses in the Practical Nursing Curriculum in order to progress and graduate in the PN curriculum.

Medication Administration Competency: NUR students must demonstrate competency in medication administration with a minimum score of 85 % on the Medication Administration Competency Test in order to pass medications in the clinical site. Failure to pass this test within three (3) attempts will result in the student not being able to meet clinical objectives, therefore not being able to progress to the next nursing course. Unsatisfactory score on the 2nd attempt will require that the student complete mandatory remediation prior to the 3rd attempt.

NCLEX-PN QUESTIONS:

A course requirement within NUR 101 will be to complete an assigned number of NCLEX type questions prior to each exam. These NCLEX style questions will assist the student to develop and improve test taking skills, as well as to reinforce material. Research supports the idea that this will improve a student's chance of passing the NCLEX test upon graduation. These questions will coincide with the current topics being covered. The questions and number of questions will be assigned by the instructor. These questions will be due to the instructor at the beginning of class on any given test date. This will be your TICKET TO TEST. If you do not complete these questions, you may not be allowed to take the test on this day. Please remember, that if you do not take the test on the assigned day, then the instructor may give an alternate exam. The NCLEX style questions will come from sources to include ATI, textbook, computer programs and NCLEX review book.

SECURITY AND SAFETY PROCEDURES:

RCC's upgraded security procedures require all doors to be locked at class start-time. After the doors are locked, students may enter the class when a break is given. Students are not to disrupt class by knocking on the door. All students, faculty, staff, and visitors must wear visible identification

(ID) badges. Identification badges should be worn on the front of clothing. RCC employees can stop, restrict, and remove from any school-related activity or function anyone who does not display an ID badge.

STUDENTS WITH DISABILITIES:

Richmond Community College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, which require that no qualified student with a disability be excluded from participation in or be denied the benefits of any services, programs or activities on the basis of his or her disability. If accommodations in the classroom and/or in extracurricular activities are required, the student is encouraged to contact the Disability Services Counselor in Student Services prior to the start of the semester; however, a student may request accommodations at any time. Reasonable accommodations may take up to three (3) weeks to implement. Richmond Community College is committed to providing support and services to students with disabilities to help them obtain a quality education and to reach their goals. Assistance is provided, as necessary, and is intended to help students participate in and benefit from the programs and activities enjoyed by all students.

**Please refer to the online version of RCC's Catalog & Student Handbook for current academic and general policies.