



PO Box
1189

COURSE: NUR 102 PRACTICAL NURSING II

HOURS: Lecture: 7 Lab/Shop: 0 Work Exp./Clinical: 9 Credits: 10

COURSE DESCRIPTION:

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, 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 "C" or better in all courses in the Practical Nursing curriculum in order to progress in the program and/or to graduate.

PREREQUISITE(S): NUR 101, BIO 165,

COREQUISITE(S): BIO 166

TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:

deWit, Susan C; O'Neill, Patricia. Fundamental Concepts and Skills for Nursing, 5th ed., St. Louis, MO: Saunders, an imprint of Elsevier, Inc., 2018. ISBN 978-0-323-39621-9

deWit, Susan C; Kumagai, Candice A. Medical-Surgical Nursing Concepts and Practice, 3rd ed., St. Louis, MO: Saunders, an imprint of Elsevier, Inc., 2017 ISBN 9780323243780

Morris, C. Gray. Calculate with Confidence, 7th ed., St. Louis, MO: Elsevier, 2018. ISBN 9780323396837

Clayton, Bruce and Willihnganz, Michelle. Basic Pharmacology for Nurses 17th ed., St. Louis, MO: Mosby, 2016. ISBN 9780323311120

Leifer, Gloria. Introduction to Maternity and Pediatric Nursing 7th ed., St. Louis, MO; Saunders and imprint of Elsevier, Inc. 2015 ISBN: 9801455770151

Leifer, Gloria. SG for Introduction to Maternal and Pediatric Nursing, 7th ed., St. Louis, MO: Saunders, an imprint of Elsevier, Inc., 2015 ISN 9781455772568

Elsevier PN adaptive quizzing program

Assessment Technologies Institute, Adult Medical Surgical 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.

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

Lab/Diagnostic Textbook of Choice

Vallerand. April and Cynthia, Sanoski. Davis Drug Guide for Nurses. 16th ed., Philadelphia: F.A. Davis, 2018.

May be helpful:

Medical Dictionary:

Taber's Cyclopedic Medical Dictionary. 23rd ed., Philadelphia: F.A. Davis, 2017.
ISBN 978-0803659049

OR

Mosby's Dictionary of Medicine, Nursing & Health Professions. 10th ed., St. Louis: Mosby, 2016.
ISBN: 978-0323222051

STUDENT LEARNING OUTCOMES:

Objective I: Upon completion of the course, the learner will further develop knowledge of concepts within the domain of the individual.

Learning Outcomes:

1. Examine the pathophysiology, prevalence, and clinical course of individuals with specific alterations in health impacting quality of life, and the achievement of potential.
2. Examine internal and external environmental factors that impact the health and well-being of individuals with common health alterations.

Objective II: Upon completion of the course, the learner will be able to provide safe, culturally competent, therapeutic nursing care to individuals

Learning Outcomes:

1. Demonstrate ethical/legal and professional behaviors specific to the scope of practice of the PN within the healthcare system
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to

- individuals with common health alternations
3. Practice the role of the practical nurse under the direction and supervision of the registered nurse
 4. Communicate professionally and effectively while safely providing therapeutic care to individuals with common health alternations
 5. Apply teaching and learning principles while reinforcing the teaching plan developed by the registered nurse.
 6. Participate in collaboration with the interdisciplinary healthcare team as assigned by the RN in using cost effective nursing strategies and quality improvement processes.

Objective III: Upon completion of the course, the learner will be able to safely and ethically provide therapeutic nursing care within the healthcare system for individuals.

Learning Outcomes:

1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare system and National Patient Safety Goals
2. Retrieve information about evidence-based healthcare practices from internet sources.
3. Employ information technology to support problem solving and critical thinking used in clinical decision making.
4. Suggest changes to the RN for improvement of client care and organization outcomes
5. Utilize education opportunities for 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	<ul style="list-style-type: none"> ● Fluid and electrolyte imbalance
Acid-Base	<ul style="list-style-type: none"> ● Acid-base imbalances
Elimination	<ul style="list-style-type: none"> ● BPH ● Kidney Stones
Metabolism	<ul style="list-style-type: none"> ● Diabetes ● Gestational Diabetes ● Obesity ● Thyroid Disease ● Osteoporosis ● Cushing's Disease ● Addison's Disease
Intracranial regulation	<ul style="list-style-type: none"> ● Seizures
Thermoregulation	<ul style="list-style-type: none"> ● Thermoregulation r/t the newborn
Cellular Regulation	<ul style="list-style-type: none"> ● Cancer ● Anemia ● Breast Cancer ● Colon Cancer ● Lung Cancer ● Prostate Cancer
Oxygenation	<ul style="list-style-type: none"> ● Chronic Obstructive Pulmonary Disease ● Asthma ● RSV (P) ● Sudden Infant Death Syndrome
Perfusion	<ul style="list-style-type: none"> ● Arteriosclerosis ● Heart Failure ● DVT ● Pregnancy Induced HTN (PIH) ● Ventricular Septal Defect (P) ● Pulmonary embolism ● PVD ● Cardiomyopathy ● CAD ● HTN ● High Cholesterol
Reproduction	<ul style="list-style-type: none"> ● Antepartum Care ● Newborn Care ● Intrapartum Care ● Postpartum Care ● Prematurity ● Placenta Abruption ● Placenta previa ● Prenatal substance exposure
Inflammation	<ul style="list-style-type: none"> ● Appendicitis and perioperative care ● Peptic Ulcer ● Endometriosis

Infection	<ul style="list-style-type: none"> ● Pneumonia ● Influenza ● Conjunctivitis ● Otitis Media
Immunity	<ul style="list-style-type: none"> ● HIV/AIDS ● Rheumatoid Arthritis ● ABO Incompatibility ● Rh incompatibility
Sensory/Perception	<ul style="list-style-type: none"> ● Peripheral Neuropathy
Mobility	<ul style="list-style-type: none"> ● Hip fractures ● Osteoarthritis ● Multiple sclerosis ● Fractures ● amputations
Comfort	<ul style="list-style-type: none"> ● Fibromyalgia
Grief and loss	<ul style="list-style-type: none"> ● Perinatal loss
Mood and Affect	<ul style="list-style-type: none"> ● Post-partum depression
Development	<ul style="list-style-type: none"> ● Failure to thrive ● Cerebral palsy
Social Function	
Family	<ul style="list-style-type: none"> ● Collection of data r/t impact of family on client responses to health alterations
Health, wellness and illness	<ul style="list-style-type: none"> ● Participation with the RN in consumer education ● Alternative therapies
Concepts Related to Nursing	Exemplars
Communication	<ul style="list-style-type: none"> ● Assertive communication ● Family communication
Assessment (Data collection)	<ul style="list-style-type: none"> ● Participates with the RN in holistic health assessment across the lifespan for normal and abnormal data collection
Clinical Decision Making/Problem Solving	<ul style="list-style-type: none"> ● Decision-making ● Prioritization of care
Caring Intervention	<ul style="list-style-type: none"> ● Caregiver skills development ● Trach care (suctioning) ● Central lines ● Chest tubes ● IV medications (administration and dosage calculation) ● Starting and IV (including venipuncture) ● Blood transfusions
Teaching and Learning	<ul style="list-style-type: none"> ● Participates with the RN in patient education (HP)
Collaboration	<ul style="list-style-type: none"> ● Participates as assigned by the RN in collaboration with interdisciplinary

	teams <ul style="list-style-type: none"> • Continuity of care • Conflict resolution
Concepts Related to Healthcare	Exemplars
Safety	<ul style="list-style-type: none"> • National Patient Safety Goals (TJC)
Ethics	<ul style="list-style-type: none"> • Ethical dilemmas
Accountability	<ul style="list-style-type: none"> • Competence
Quality improvement	<ul style="list-style-type: none"> • Just culture
Informatics	<ul style="list-style-type: none"> • Computers in health organizations • 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 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 clinicals. 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 home telephone number of each clinical instructor. Communications should be by phone; **text messaging is not 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.

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

Student Withdrawals

Students may withdraw from Richmond Community College courses at any time. However, depending upon what point in the semester the student withdraws from a course may have consequences for the student if they are receiving any form of financial aid, scholarships, and/or veterans benefits.

In order to formally withdraw from a course, the student must complete a Student 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 Course Requirements for an individual course. The instructor will notify the student's advisor, financial aid staff, and/or the Veteran's Coordinator if an instructor initiated student withdrawal is imminent.

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

Students may withdraw from Richmond Community College curriculum courses up to the published Last Date to Withdraw, approximately 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.

Criminal background checks and/or drug testing may 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 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	

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. These other grades include Medication Competency 1 grade, final care plan grade and research project/presentation 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.

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

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.

MEDICATION COMPETENCY:

NUR 102 Students will be given a medication competency test at the beginning of the semester. A minimum score of 85 is required to be able to administer medication at the clinical sites. 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 102 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. 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 a student has a disability that is covered by the Americans with Disabilities Act and requires accommodations in the classroom and/or in extracurricular activities, the student should request the accommodations in writing and submit the request to the Vice President for Student Development at least one month prior to the beginning of the semester in which the student enrolls in order to arrange for reasonable accommodations for the student. Richmond Community College will make every effort to provide reasonable assistance as related to a student's individual impairment and functions to help him/her participate and benefit from the programs and activities enjoyed by all students.

WITHDRAWAL AND FINANCIAL AID:

The Federal Return of Title IV Funds policy became effective August 1, 2000. This policy affects any student receiving Federal financial aid (Pell; FSEOG; ACG) who withdraws from all classes. Under this policy, every student who withdraws or is withdrawn by the instructor completely on or before the 60 percent point of the semester will be required to repay all or a portion of his/her Federal financial aid.

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