



## COURSE SYLLABUS

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**COURSE:** NUR 114 HOLISTIC HEALTH CONCEPTS

**HOURS:** Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 6 Credits: 5

### **COURSE DESCRIPTION: HOLISTIC HEALTH CONCEPTS**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

This course is a core course in the following program(s): Associate Degree Nursing

**PREREQUISITE(S):** NUR 111, NUR 112

**COREQUISITE(S):** BIO 166, ENG 111, PSY 241

### **TEXTBOOK(S) & OTHER SPECIAL REQUIREMENTS:**

#### **Text and E-Books**

1. Custom Package: Nursing Concepts Online, 2<sup>nd</sup> Semester. St. Louis, Missouri; Elsevier Mosby. ISBN: 978323602907

**OR**

2. Custom Package (**Returning Students only**): NUR 111 Bundle (RN0517) Custom.  
(Contact Richmond Community College Bookstore)

#### **Lab/Diagnostic Textbook**

Leeuwen, Anne M. et al, Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implication. 7<sup>th</sup> ed. Philadelphia: F.A. Davis, 2017. ISBN-13: 9780803668157

#### **Drug Text**

Vallerand, April H. et al, Davis's Drug Guide For Nurses. 15<sup>th</sup> ed., Philadelphia: F.A. Davis, 2016. ISBN-13: 9780803657052

#### **Medical Dictionary**

Venes, Donald. Taber's Cyclopedic Medical Dictionary. 23<sup>rd</sup> ed., Philadelphia: F.A. Davis, 2017. ISBN-13: 9780803660816

\*Assessment Technologies (ATI): Access rights to online Tutorials, Practice, Proctored. Assessments include audio and visual resources and books.

#### **Care Plan Book**

Doenges, Nursing Care Plans Guidelines for Individualizing Client Care Across the Life Span. 9<sup>th</sup> ed., F.A. Davis, 2014 ISBN: 978083630413

**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.
2. Differentiate between the healthy individual and those individuals experiencing alterations in health.
3. Detect changes within the internal and external environment of the individual with these alterations.
4. Correlate diagnostic tests and procedures with the identified alterations.
5. Describe how an individual's historical and cultural contexts influence perceptions of themselves and their health.

**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. Respond to situations with an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals with alterations in health.
3. Competently perform holistic assessment, caring nursing interventions, and clinical decision making for clients with increasing alterations in health. Demonstrate competency in medication administration with a score of 85% on the Medication Administration Competency Test prior to administering medications at clinical site.
4. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
5. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide and manage therapeutic care to individuals with increasing complex alterations in health.
6. Develop a teaching plan for individuals incorporating teaching and learning principles.
7. With increasing knowledge, utilize evidence-based practice while safely providing therapeutic nursing care.

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

**Learning Outcomes:**

1. Practice safely, legally, and ethically within the healthcare system according to the Nursing Practice Act, Healthcare Policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision-making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
4. Advocate, protect, and support the individual's rights and interests.
5. Accept accountability for behavior, actions and judgments.
6. Demonstrate an awareness of cost-effective practices, health policy, and healthcare access.

**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

| <b>CONCEPTS R/T THE INDIVIDUAL</b> | <b>EXEMPLARS</b>   |
|------------------------------------|--|
| 1. Elimination                     | <ul style="list-style-type: none"> <li>• BPH</li> <li>• Kidney Stones</li> </ul>   |
| 2. Intracranial Regulation         | <ul style="list-style-type: none"> <li>• Seizures</li> </ul>   |
| 3. Cellular Regulation             | <ul style="list-style-type: none"> <li>• Colon cancer</li> <li>• Prostate cancer</li> </ul>  |
| 4. Perfusion                       | <ul style="list-style-type: none"> <li>• <b>Arteriosclerosis</b></li> <li>• <b>Angina</b></li> <li>• <b>High cholesterol</b></li> <li>• <b>HTN</b></li> <li>• <b>Heart failure</b></li> <li>• <b>DVT</b></li> <li>• Pulmonary embolism</li> <li>• Peripheral vascular disease</li> </ul> |
| 5. Sexuality                       | <ul style="list-style-type: none"> <li>• Erectile dysfunction</li> </ul>   |
| 6. Inflammation                    | <ul style="list-style-type: none"> <li>• <b>Gall bladder disease</b></li> <li>• <b>Nephritis</b></li> <li>• Inflammatory bowel disease</li> <li>• Peptic ulcer</li> </ul>  |
| 7. Sensory/Perception              | <ul style="list-style-type: none"> <li>• <b>Cataracts</b></li> <li>• Glaucoma</li> <li>• Eye injuries</li> <li>• Macular degeneration</li> <li>• <b>Peripheral neuropathy</b></li> </ul>   |
| 8. Stress & Coping                 | <ul style="list-style-type: none"> <li>• <b>Obsessive-compulsive disorder</b></li> </ul>   |
| 9. Mood & Affect                   | <ul style="list-style-type: none"> <li>• <b>Bipolar disorder</b></li> <li>• <b>Depression</b></li> </ul>   |
| 10. Cognition                      | <ul style="list-style-type: none"> <li>• <b>Schizophrenia</b></li> <li>• <b>Alzheimer's disease/Dementia</b></li> <li>• Delirium</li> </ul>  |
| 11. Self                           | <ul style="list-style-type: none"> <li>• <b>Eating disorders</b></li> <li>• Personality disorders</li> </ul>   |
| 12. Violence                       | <ul style="list-style-type: none"> <li>• <b>Suicide</b></li> </ul>   |
| 13. Health, Wellness, & Illness    | <ul style="list-style-type: none"> <li>• <b>Consumer education</b></li> <li>• Focus on individual, family, &amp; community health, wellness, &amp; illness</li> <li>• Alternative therapies</li> </ul>   |
| <b>CONCEPTS R/T NURSING</b>        | <b>EXEMPLARS</b>   |
| 1. Professional Behaviors          | <ul style="list-style-type: none"> <li>• Leadership principles</li> </ul>  |
| 2. Caring Intervention             | <ul style="list-style-type: none"> <li>• Caregiver skills development</li> <li>• Neuro Assessment</li> </ul>   |

|                                |  |
|--------------------------------|--|
|                                | <ul style="list-style-type: none"> <li>• GI Assessment</li> <li>• CV/PV Assessment</li> <li>• Mental Health Assessment</li> <li>• Medication Administration Competency Test</li> </ul> |
| 3. Managing Care               | <ul style="list-style-type: none"> <li>• Prioritizing individual care</li> </ul>   |
| <b>CONCEPTS R/T HEALTHCARE</b> | <b>EXEMPLARS</b>   |
| 1. Safety                      | <ul style="list-style-type: none"> <li>• <b>National Patient Safety Goals</b></li> </ul>   |

- **Bolded Exemplars that must be included**

**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. Each Instructor 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.

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 nursing instructor prior to the time the clinical experience is to begin or face disciplinary action. Students will be given a telephone number and instructions on contacting

individual instructors in case of emergency. No matter the basis for absences, students are held accountable for academic activities.

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.

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.

A withdrawal occurring after the 75% point of the course time-frame will receive either a "WP" or a "WF". A "WP" grade is given to a student who is passing the course at the time of withdrawal. A course for which a "WP" grade is given will be counted as an attempted course. A "WF" grade is given to a student who is not passing the course at the time of withdrawal. A course for which a "WF" grade is given will count as an attempted course and will be counted as an "F" in computing grade point averages.

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 is:

|                    |  |
|--------------------|--|
| <b>A: 93-100</b>   | <b>(92.5 will be rounded to a 93)</b>  |
| <b>B: 85-92</b>    | <b>(84.5 will be rounded to an 85)</b> |
| <b>C: 80-84</b>    | <b>(79.5 will be rounded to an 80)</b> |
| <b>D: 70-79</b>    |  |
| <b>F: Below 70</b> |  |

Nursing exams will be formatted to the NCLEX-RN 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. Unit tests will account for 75% of the grade and the final exam 25%. If the average is 80, the average of other required work will be calculated in as part of the 75% unit test grade. Exam grades will be returned within one week unless there are students that have to make-up an exam.

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.

**Faculty/Student Support:** A process where students are encouraged to take more control of their learning experience through the use of faculty's guidance and support. Each week nursing faculty will be available for students to participate voluntarily in this learning opportunity. This is time outside of class and clinical hours. The primary goal for this experience is the development of the student's foundational nursing knowledge and understanding into the higher cognitive thinking of application, analysis, and synthesis as they progress through the nursing program.

**Medication Administration Competency:** NUR students will demonstrate competency in medication administration with a minimum score of 85% on Medication Administration Competency Test. Failure to pass this test within three (3) attempts will result in failure on their clinical evaluation. This competency test is not calculated as part of the NUR course grade.

### **Nursing Skills**

NUR students will be required to validate competency in their performance of designated skills. To ensure student successful validation of skills students must: Arrange a time with the instructor for validation (this may be face –to-face or recorded), the following steps will be followed:

- Arrange a time with the instructor for validation (this may be face –to-face or recorded), submit appropriate documentation of skill, and have appropriate form for signature at the time of validation.
- After a second unsuccessful attempt with an instructor, an action plan will be initiated and followed by the third attempt.
- A third attempt failure will result in an unsatisfactory performance in clinical/simulation. This may result in failure to progress to next NUR course.
- Any recording will be used for educational and evaluation purposes only.

### **Mandatory Test Remediation**

In an effort to ensure student's success and continued progress, a mandatory test remediation will be required for student who score less than 80 on a major test.

- A designated time for students to review their major test will be given at the beginning of the semester
- Remediation activities will be at the discretion of the instructor/lead instructor for the test. These may include NCLEX questions, ATI remediation, Adaptive Quizzing and/or concept maps.
- Remediation is mandatory for any student who scores less than or equal to an 82.4 on a unit test. Remediation/review of tests will be scheduled by nursing faculty. Remediation work will be determined by the nursing faculty members and may include, but is not limited to, Case Studies, ATI, test review, and/or an assignment based on individual student needs. Students who fail to complete remediation work, as required, may not be eligible to sit for the next scheduled unit test. Remedial work that generates a numerical score must be a score of 82% or Level II. Instructor(s) will determine if and how many attempts the student has to score a minimal of 85% on the remedial work. An alternate format test may be scheduled once work has been satisfactorily completed. Students may have access to their tests for 7-10 days after the initial review (reflects Nursing Student Handbook, page 15, Test Policies).

Failure to follow the test remediation requirements will result in an (I) Incomplete grade for the course. Failure to complete course work may result in non-progression to next NUR course.

### **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 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.

### **WITHDRAWAL AND FINANCIAL AID:**

The Return of Title IV Funds policy affects any student who receives Federal Financial Aid (for example, Pell Grants) and who withdraws from all classes. Under this policy, any student who withdraws or is withdrawn by the instructor completely from classes on or before the 60 percent point of the term 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.**