



## COURSE SYLLABUS

PO Box 1189  
1042 W. Hamlet Avenue  
Hamlet, NC 28345  
(910) 410-1700  
www.richmondcc.edu

**COURSE:** NUR 213 COMPLEX HEALTH CONCEPTS

**HOURS:** Lecture: 4 Lab/Shop: 3 Work Exp/Clinical: 15 Credits: 10

### **COURSE DESCRIPTION: COMPLEX HEALTH CONCEPTS**

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, cellular regulation, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, individualized, entry-level nursing care.

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

**PREREQUISITE(S):** NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, & NUR 212

**COREQUISITE(S):** SOC 210

### **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: 9780323458894

**OR**

2. Custom Package (**Returning Students only**): NUR 111 Bundle (RN0517) Custom.  
ISBN: 9780323376273

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

Leeuwen, Anne M. et al, Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implication. 6<sup>th</sup> ed. Philadelphia: F.A. Davis, 2013. ISBN-13: 9780803644052

#### **Drug Text**

Vallerand, April H. et al, Davis's Drug Guide For Nurses. 14<sup>th</sup> ed., Philadelphia: F.A. Davis, 2014.  
ISBN-13: 9780803639768

#### **Medical Dictionary**

Venes, Donald. Taber's Cyclopedic Medical Dictionary. 22<sup>nd</sup> ed., Philadelphia: F.A. Davis, 2013.  
ISBN-13: 978083629783

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

**\*Care Plan Book of Choice**

**STUDENT LEARNING OUTCOMES:**

**Objective I:** Upon completion of the course, the learner will be able to assimilate all concepts within the domain of the individual related to complex alterations in health.

**Learning Outcomes**

1. Correlate the inter-relationships of complex pathophysiologies and the clinical course of individuals.
2. Incorporate knowledge of the concepts of the holistic individual and the inter-play of these concepts in the promotion of health, wellness, and illness.
3. Distinguish internal and external environmental factors that impact the health and well-being of individuals.

**Objective II:** Upon completion of this course, the learner will be able to provide safe, culturally-competent, therapeutic nursing care to individuals with complex alterations in health.

**Learning Outcomes**

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Assimilate all concepts within the domain of nursing to provide safe, therapeutic nursing care to individuals.
3. Manage healthcare for individuals using cost-effective, evidence-based nursing strategies, quality improvement processes, and current technologies.
4. Communicate professionally and effectively with the interdisciplinary healthcare team while advocating for the therapeutic care of all individuals.
5. Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.

**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 with complex alterations in health.

**Learning Outcomes**

1. Practice safely and ethically within the healthcare system according to the Nursing Practice Act, Healthcare Policy, and National Patient Safety Goals.
2. Apply principles of emergency preparedness to safely navigate the care of individuals in the healthcare system.
3. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
4. Employ mechanisms of quality improvement, cost-effective nursing strategies, and current technologies within the healthcare system.
5. Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.

**Course Topics**

<b>CONCEPTS R/T THE INDIVIDUAL</b>	<b>EXEMPLARS</b>
1. Fluid and Electrolytes	<ul style="list-style-type: none"><li>• Acute Renal Failure</li><li>• Chronic Renal Failure</li><li>• Addison's Disease</li><li>• SIADH</li></ul>

	<ul style="list-style-type: none"> <li>• Cushings Syndrome</li> </ul>
2. Metabolism	<ul style="list-style-type: none"> <li>• Hepatitis</li> <li>• Cirrhosis</li> </ul>
3. Thermoregulation	<ul style="list-style-type: none"> <li>• Thermoregulation r/t multi-system injury or failure</li> </ul>
4. Oxygenation	<ul style="list-style-type: none"> <li>• Acute Respiratory Distress Syndrome</li> </ul>
5. Perfusion	<ul style="list-style-type: none"> <li>• Life Threatening Dysrhythmias</li> <li>• Shock (Cardiogenic &amp; Septic)</li> <li>• Cardiomyopathy</li> <li>• MI</li> <li>• Pregnancy Induced Hypertension</li> <li>• DIC</li> <li>• Ventricular Septal Defect</li> <li>• Pheochromocytoma</li> <li>• Hypertensive Crisis</li> </ul>
6. Tissue Integrity	<ul style="list-style-type: none"> <li>• Burns</li> </ul>
7. Infection	<ul style="list-style-type: none"> <li>• Septicemia</li> </ul>
8. Inflammation	<ul style="list-style-type: none"> <li>• Pancreatitis</li> </ul>
9. Mobility	<ul style="list-style-type: none"> <li>• <b>Spinal Cord Injury</b></li> </ul>
10. Stress And Coping	<ul style="list-style-type: none"> <li>• <b>Post-Traumatic Stress Disorder</b></li> </ul>
11. Family	<ul style="list-style-type: none"> <li>• Family response to critical alterations</li> <li>• Community support</li> </ul>
12. Violence	<ul style="list-style-type: none"> <li>• <b>Unintentional injury &amp; trauma (MVC)</b></li> </ul>
13. Health, Wellness, & Illness	<ul style="list-style-type: none"> <li>• <b>Consumer Education</b></li> <li>• Focus on global community health, wellness and illness</li> <li>• Alternative therapies</li> </ul>
14. Cellular Regulation	<ul style="list-style-type: none"> <li>• Renal Cancer</li> <li>• Pancreatic Cancer</li> </ul>
<b>CONCEPTS R/T NURSING</b>	<b>EXEMPLARS</b>
1. Professional Behaviors	<ul style="list-style-type: none"> <li>• Commitment to profession</li> <li>• Work Ethics</li> </ul>
2. Caring Intervention	<ul style="list-style-type: none"> <li>• Caregiver skills development</li> </ul>
3. Teaching & Learning	<ul style="list-style-type: none"> <li>• Staff education (teaching unlicensed assistive personnel)</li> <li>• Mentor</li> <li>• Delegation</li> </ul>
4. Collaboration	<ul style="list-style-type: none"> <li>• Interdisciplinary Communication</li> </ul>
5. Managing Care	<ul style="list-style-type: none"> <li>• Prioritizing individual care and groups</li> <li>• <b>Delegation</b></li> </ul>

CONCEPTS R/T HEALTHCARE	EXEMPLARS
1. Safety	<ul style="list-style-type: none"> <li>• <b>National Patient Safety Goals</b></li> </ul>
2. Health Care Systems	<ul style="list-style-type: none"> <li>• Emergency preparedness (Disasters, Triage, Bioterrorism, First response)</li> </ul>
3. Quality Improvement	<ul style="list-style-type: none"> <li>• Quality Improvement cycle</li> <li>• Root cause analysis</li> <li>• Breech in care</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 and the Student Handbook. 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.**

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 a contact number to reach 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.

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.

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. \*\*

The theory grade for NUR courses will be based on unit tests, the final exam, and successful completion of an ATI Capstone Review course. 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 65% of the grade and the final exam will be 25%. ATI Capstone will account for 10% of the final course average. If the average is 80, the average of other required work will be

calculated in as part of the 65% unit test grade.

NUR classes with clinical and/or lab components require that the student demonstrate satisfactory performance 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 also to pass the course. A student who is not functioning at satisfactory level in clinical will receive a letter grade of “F” for the course.

Students must submit weekly clinical logs, cards, and/or clinical journals related to clinical experiences. Other documentation may be assigned at the discretion of the instructor(s). This documentation is due to the clinical instructor within one week of the clinical experience. Failure to complete these entries may adversely affect the student’s clinical evaluation.

Remediation is mandatory for any student who scores less than or equal to an 82 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 82% 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 Student Handbook, page 15, Testing Policies).

Additionally, all students will participate in a Capstone content review course provided in collaboration with Assessment Technologies Institute (ATI). This review augments remediation, preparing student for the Live NCLEX Review (ATI) prior to graduation and for taking the NCLEX as a nursing graduate (refer to Capstone Guidelines).

### **ATI Mandatory Proctored Test Remediation**

In an effort to ensure student’s success and continued progress, ATI mandatory proctored test remediation will be required. These include scores of 82 or less on major tests and all missed topics on ATI Proctored Assessments.

### **Student Requirements for Remediation:**

- Remediation activities will be at the discretion of the instructor/lead instructor for major tests.
- Satisfactorily completed focused reviews for Proctored Assessments for all missed topics.

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

**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. The instructor(s) will determine the scheduling of the Medication Administration Competency tests. An unsatisfactory score on the 1<sup>st</sup> attempt will require that the student complete mandatory remediation prior to the 2<sup>nd</sup> attempt. Failure to pass this test within two (2) attempts will result in the student not being able to meet clinical objectives, therefore not being able to graduate from the nursing program.

**Focused Client Care Experience:** Pursuant to NCAC 36.0321e, a focused client care experience with a minimum of 120 hours shall be provided in the final year of the program. This experience may be led by nursing faculty or an approved agency preceptor. Refer to the Focused Client Care Experience Guidelines (FCCE).

#### **SECURITY AND SAFETY PROCEDURES:**

RCC's upgraded security procedures require all doors to be locked at class start-time. Students who arrive after the doors are locked may enter the classroom at the first break. 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 (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.**