



## COURSE SYLLABUS

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**COURSE: NUR 111 INTRO TO HEALTH CONCEPTS**

**HOURS:** Lecture: 4 Lab/Shop: 6 Work Exp/Clinical: 6 Credits: 8

### **COURSE DESCRIPTION: INTRO TO HEALTH CONCEPTS**

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 medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. 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):** Admission to the ADN Program

**COREQUISITE(S):** BIO 165, CIS 110, PSY 150

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

**Custom Package: Nursing Concepts Online.** St. Louis, Missouri: Elsevier Mosby, 2017.  
ISBN-13: 9780323572989

**Lab/Diagnostic/Drug Book/ Care Plan Book**  
Philadelphia: F.A. Davis, 2017. ISBN-13: 9780803696822

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

## **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. Articulate concepts of NUR 111 within the domain of the healthy individual.
2. Distinguish between the healthy individual within a changing internal and external environment and individuals with simple alterations in health.

**Objective II:** Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.

**Learning Outcomes:**

1. Receives an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate concepts of NUR 111 within the domain of nursing to safely provide therapeutic care to individuals.
3. Competently perform holistic assessments, caring nursing interventions, and clinical decision-making.
4. Communicate professionally and effectively while providing care to individuals.
5. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to safely provide therapeutic care.
6. Facilitate the acquisition of knowledge and learning to enhance self-care for each individual.
7. Collaboratively manage care of the individuals.
8. Compare and contrast diverse worldviews as reflected in the healthcare setting.

**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. 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. Demonstrate skills that healthcare setting employers seek (such as self-reliance, cultural awareness, and cultural communication).

**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 R/T THE INDIVIDUAL	EXEMPLARS
1. Fluid & Electrolytes	*Basic fluid balance *Basic electrolyte balance
2. Elimination	*Bladder incontinence & retention *Bowel incontinence, constipation, impaction *Urinary & GI assessment
3. Thermoregulation	*Hypothermia *Hyperthermia
4. Oxygenation	*Respiratory assessment
5. Perfusion	*Circulation assessment
6. Inflammation	*Inflammatory process
7. Infection	* <b>Nosocomial infection</b> * <b>UTI</b> *Cellulitis * <b>MRSA</b>
8. Tissue Integrity	* <b>Contact Dermatitis</b> * <b>Pressure ulcers</b> *Wound healing
9. Sensory/Perception	* <b>Hearing impairment</b> *Sensory assessment
10. Mobility	*Body mechanics *Range of motion
11. Comfort	*Pain (acute & chronic) *Fatigue *Sleep-rest disorders
12. Stress & Coping	*Anxiety assessment
13. Grief & Loss	*Death & dying *Children's response to loss *Elder's response to loss
14. Cognition	*Confusion
15. Self	*Self-esteem, identity, self-perception, & body image
16. Family	*Family dynamics *Family structure and roles *Family response to health promotion *Family response to health alterations
17. Diversity	*Vulnerable populations *Age *Gender *Race *Abilities *Individual life experiences *Sexual orientation
18. Culture	*Multi-culturalism *Values *Beliefs *Religion
19. Spiritual	*Spiritual health

	<ul style="list-style-type: none"> <li>*Spiritual well-being</li> <li>*Spirituality</li> <li>*Religion</li> <li>*Higher consciousness</li> <li>*Morality</li> <li>*Spiritual distress</li> </ul>
20. Developmental	*Normal growth and development across the lifespan
21. Health, Wellness, & Illness	<ul style="list-style-type: none"> <li>*<b>Consumer education</b></li> <li>*Focus on individual health, wellness, &amp; illness</li> <li>*Adjustment to health &amp; illness</li> <li>*Wellness/illness continuum</li> <li>*Health beliefs</li> <li>*<b>Physical fitness</b></li> <li>*<b>Exercise</b></li> <li>*<b>Oral health</b></li> <li>*<b>Nutrition screening</b></li> <li>*Normal sleep and rest patterns</li> <li>*<b>Consumer education</b></li> <li>*<b>Life style choices</b></li> <li>*<b>Self-management</b></li> <li>*Complementary &amp; alternative therapies</li> <li>*Hospitalized individual</li> </ul>
<b>CONCEPTS R/T NURSING</b>	<b>EXEMPLARS</b>
1. Communication	<ul style="list-style-type: none"> <li>*Communication</li> <li>*Reporting/recording</li> <li>*<b>Documentation (i.e. S-BAR)</b></li> <li>*Assertive communication</li> <li>*Group process (stages; role of a participant in group process)</li> </ul>
2. Assessment	<ul style="list-style-type: none"> <li>*Holistic health assessment across the life span</li> <li>*Assessing normal</li> <li>*Assessing abnormal</li> </ul>
3. Clinical Decision Making	*Nursing process
4. Caring Intervention	<ul style="list-style-type: none"> <li>*Caregiver skills development</li> <li>*<b>Holistic physical assessment including VS</b></li> <li>*<b>Medication administration</b></li> <li>*<b>Starting an IV</b></li> <li>*<b>All CNA I skills</b></li> <li>*<b>Foley catheterization</b></li> <li>*<b>Enemas</b></li> <li>*<b>Sterile technique</b></li> <li>*<b>NG tubes</b></li> <li>*<b>G tubes</b></li> <li>*<b>Mobility techniques</b></li> <li>*<b>Personal hygiene</b></li> <li>*<b>Wound care: ostomy, surgical, pressure</b></li> </ul>

	<b>*Naso-pharyngeal/oral suctioning</b>
5. Teaching & Learning	*Teaching/learning process
6. Collaboration	*Interdisciplinary teams *Chain of command
7. Managing Care	*Cost-effective care
<b>CONCEPTS R/T HEALTHCARE</b>	<b>EXEMPLARS</b>
1. Safety	* <b>Standard precautions</b> * <b>National Patient Safety Goals</b> * <b>Hands off” communication</b> * <b>Injury/illness prevention</b> * <b>Environmental safety</b>
2. Advocacy	*Protector *Protecting vulnerable populations
3. Legal Issues	*Nursing Practice Act *Obligation *HIPAA *Advance directives
4. Health Policy	*Regulatory agencies (OSHA, licensure, DHHS, DHSR, CMS) *Accrediting bodies (TJC)
5. Health Care Systems	* <b>Access to healthcare</b> *Diagnostic-related grouping (DRG) *Primary, secondary, tertiary care *Nursing care delivery systems
6. Ethics	*ANA Code of Ethics *Ethical principles *Patient rights
7. Accountability	*Competence
8. Evidence-based Practice	*Individual preference *Introduction to best practice
9. Quality Improvements	*Sentinel events *Reporting
10. Informatics	*Computers in health organizations

- **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.

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. 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 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. Students are not to disrupt class by knocking on the door.

**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 is:

<b>A: 90-100</b>	<b>(89.5 will be rounded to a 90)</b>
<b>B: 80-89</b>	<b>(79.5 will be rounded to an 80)</b>
<b>C: 70-79</b>	<b>(69.5 will be rounded to an 70)</b>
<b>D: 60-69</b>	
<b>F: Below 60</b>	

Nursing exams will be formatted to the NCLEX-RN Test Plan. In addition to multiple choice questions, alternate formats may be given. This includes 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. This grade must be an 80 or higher to progress. 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/lab performance is required to pass the course. A student who is not functioning at a safe and satisfactory level in clinical will receive a letter grade of "F" for the course.

### **Nursing Skills**

NUR students will be required to validate competency in their performance of designated nursing skills each semester. In an effort to ensure student successful validation of skills, 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 students who score less than 80 on a major test.



- A designated time for students to review their major tests will be given at the beginning of the semester or at the end of scheduled labs.
- 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.

### **Facilitated Faculty Support**

A process where students are encouraged to take more control of their learning experience through the use of faculty's provision of additional resources, activities, guidance, and support. 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.

Students whose major test average is less than 80 are **required** to attend Facilitated Faculty Support until their average improves to a passing grade. This support may include individual sessions, group sessions, and additional assignments to enhance conceptual learning and success. These sessions will be scheduled as needed. All students are encouraged to seek help or clarification at any time with their instructors.

Failure to follow the test remediation and/or facilitated faculty support 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. After the doors are locked, students may enter the class when 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.

### **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.**