



## COURSE SYLLABUS

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

**COURSE:** NUR 212 Health Systems Concepts

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

### COURSE DESCRIPTION:

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 grief/loss, violence, health-wellness- illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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

**COREQUISITE(S):** BIO 275, ENG 112, NUR 211

### 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

### COURSE OBJECTIVES AND 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.

**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. Communicate professionally and effectively while safely providing therapeutic care to individuals with alterations.
4. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to provide therapeutic care.

5. Develop a teaching plan for individuals incorporating teaching and learning principles.
6. Collaboratively manage care of the individual with alterations in health.

**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 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. Develop a plan for continued professional growth and development.

**Objective IV:** Upon completion of the course, the learner will be able to demonstrate active oral and written communication skills as a focus of the Quality Enhancement Plan (QEP). The student will 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. Clinical Decision Making	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Decision making</li> <li>• Critical thinking</li> </ul>
2. Grief and Loss	<ul style="list-style-type: none"> <li>• Situational loss</li> </ul>
3. Mood & Affect	<ul style="list-style-type: none"> <li>• Situational depression</li> </ul>
4. Violence	<ul style="list-style-type: none"> <li>• Assault</li> <li>• Elder Abuse</li> <li>• Child Abuse</li> <li>• Sexual Abuse</li> <li>• Rape-Trauma Syndrome</li> <li>• Intimate Partner Abuse</li> </ul>
5. Health, Wellness, & Illness	<ul style="list-style-type: none"> <li>• Consumer Education</li> <li>• Focus on regional/state/national health, wellness, and illness</li> </ul>
6. Intracranial Regulation	<ul style="list-style-type: none"> <li>• Hydrocephalus</li> </ul>
7. Cellular Regulation	<ul style="list-style-type: none"> <li>• Brain Tumor</li> </ul>
8. Perfusion	<ul style="list-style-type: none"> <li>• Cardiac Inflammation &amp; Infection</li> </ul>
9. Infection	<ul style="list-style-type: none"> <li>• Meningitis</li> </ul>

<b>CONCEPTS R/T NURSING</b>	<b>EXEMPLARS</b>
1. Caring Intervention	<ul style="list-style-type: none"> <li>• Caregiver skills development</li> </ul>
2. Collaboration	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Management theories</li> </ul>
3. Managing Care	<ul style="list-style-type: none"> <li>• Prioritizing individual care</li> <li>• Delegation</li> </ul>
<b>CONCEPTS R/T HEALTH CARE</b>	<b>EXEMPLARS</b>
1. Safety	<ul style="list-style-type: none"> <li>• National Patient Safety Goals</li> </ul>
2. Advocacy	<ul style="list-style-type: none"> <li>• Advocacy</li> </ul>
3. Legal Issues	<ul style="list-style-type: none"> <li>• Whistle blowing</li> <li>• Obligation to report</li> <li>• Risk management</li> </ul>
4. Health Policy	<ul style="list-style-type: none"> <li>• Types of Reimbursement (Medicare, Medicaid, Private)</li> </ul>
5. Health Care Systems	<ul style="list-style-type: none"> <li>• Allocation of resources</li> <li>• Resource utilization</li> </ul>
6. Ethics	<ul style="list-style-type: none"> <li>• Ethical dilemmas</li> </ul>
7. Accountability	<ul style="list-style-type: none"> <li>• Professional development</li> </ul>
8. Evidence-based Practice	<ul style="list-style-type: none"> <li>• Community preferences</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 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. 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 prior to the time the clinical experience is to begin or face disciplinary action. Once the scheduled shift begins, the student will call the nursing instructor on the assigned clinical unit.

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 after their (late) arrival.

**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 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

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, and the Veteran's Coordinator if an instructor initiated withdrawal is imminent for courses that have an attendance policy. Instructors not having a course specific attendance policy are not allowed to withdraw students due to attendance.

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

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

Criminal background checks 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.\*\*

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#### **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:

- 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**

The theory grade for NUR courses will be based on unit tests and the final exam. If the unit tests 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 will be 25%.

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 82.4 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 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 Nursing Student Handbook, page 15, Test Policies).

### **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 82.4 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. Unsatisfactory score on the 2<sup>nd</sup> attempt will require that the student complete mandatory remediation prior to the 3<sup>rd</sup> attempt. 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. **Failure to complete the Medication Competency Exam on assigned date and time as designated by faculty will result in a zero (0) and count as an attempt.**

### **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.

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