| **PROFESSOR:** |  |
| --- | --- |
| **OFFICE LOCATION:** |  |
| **OFFICE HOURS:** |  |
| **PHONE NUMBER:** |  |
| **E-MAIL:** |  |
| **SEMESTER:** |  |
| **DELIVERY METHOD:** |  |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## NUR 2244L Nursing Concepts: Complex Health Problems Clinicals (3 Credits)

This course provides clinical experiences for students to explore and solidify the concepts covered in Nursing Concepts: Families in Crisis-Complex Health Problems. Upon completion, the students will be able to provide safe and effective care for patients/clients and families in a community context.

## PREREQUISITES FOR THIS COURSE:

NUR 2033 with a grade of C or better, NUR 2033L, (NUR 2440 with a grade of “C” or better and NUR 2440L) or NUR 2424

### CO-REQUISITES FOR THIS COURSE:

NUR 2244

## GENERAL COURSE INFORMATION:

Topic Outline

This course emphasizes the functioning role of the professional nurse in a diverse population setting involving complex health problems and crisis situations.

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, and scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: Think

Course Outcomes or Objectives Supporting the General Education Competency Selected:

Critically analyze patient/client data and prioritize the care of patients/clients with complex psychosocial and biophysical health issues

B. Other Course Objectives/Standards

Model professional nursing behaviors that represent advocacy, accountability, ethical conduct, and cultural competence in biophysical and psychosocial crisis situations.

Demonstrate and analyze a comprehensive assessment of the physical, psychosocial, and environmental needs of patients/clients within a culturally diverse population in various community settings.

Identify and Implement an educational plan for a patient/client with complex physiologic needs and their family.

Model compassionate behaviors to patients/clients with complex health problems, and their families.

Model respectful and effective communication with culturally diverse patients/clients, families, and the interdisciplinary healthcare team to promote collaboration and produce optimal patient/client outcomes.

Identify the use of informatics to provide evidence-based care to patients/clients with complex biophysical and psychosocial health issues.

Initiate and implement a plan of care for the assessment and management of a patient/client with complex variations in oxygenation and perfusion.

Model evidence-based nursing care for patients/clients with complex variations in safety, and consider quality improvement initiatives, to provide optimal patient/client outcomes.

Evaluate the relationship of various concepts as they interrelate for patients with complex psychiatric and biophysical health issues.

Initiate a plan of care for the assessment and management of a patient/client with complex variations in mobility, tissue integrity, and sensory perception.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu). Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)