



## INSTRUCTIONAL PACKAGE

NUR 101

Fundamentals of Nursing

201810

Fall/2018

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201810

COURSE PREFIX: NUR 101

COURSE TITLE: Fundamentals of Nursing

CONTACT HOURS: 4 lecture hours per week

6 lab or clinical hours per week CREDIT HOURS: 6 hours

### **RATIONALE FOR THE COURSE:**

The purpose of NUR 101 is to introduce the Associate Degree Nursing student to the application and integration of the concepts of safety, clinical decision-making, teamwork and collaboration, professional behavior and patient centered care in the healthcare environment.

### **COURSE DESCRIPTION:**

This course facilitates the development of beginning technical competency in the application of the nursing process to assist in meeting the needs of selected patients of varying ages.

Concepts forming the foundation for general nursing practice, nursing process, critical thinking, communication and management are emphasized. Campus lab and hospital facilities are the major settings for clinical experiences.

### **PREREQUISITES/CO-REQUISITES:**

Corequisites: NUR 161, BIO 210, ENG 101, MAT 110, MAT 120, NUR 161

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

Approved uniform, stethoscope, penlight, bandage scissors, hemostat, watch with sweep second hand.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Per college policy, food and drink are not allowed in classroom.

As an adult in a higher education setting, you are expected to respect both the instructor and your classmates when they are speaking. Sidebar conversations are disrespectful to the speaker and distracting to your classmates and will not be allowed.

### **Part II: Student Learning Outcomes**

#### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Upon completion of this course, the student will be able to

##### **1. SAFETY**

- A. Demonstrate the application of basic concepts of safety and beginning technical competency when administering nursing care.
- B. Calculate selected medication dosage problems with 90% accuracy by the third attempt.

##### **2. CLINICAL DECISION MAKING**

Demonstrate critical thinking skills and application of the nursing process when collecting basic health information and when providing basic nursing care.

##### **3. TEAMWORK AND COLLABORATION**

- A. Demonstrate application of appropriate communication principles during interactions with patients, staff and others.
- B. Function, with beginning competence, as a member of the health care team.

##### **4. PROFESSIONAL BEHAVIORS**

Demonstrate successful integration of professional nursing behaviors by adhering to established professional standards and assuming accountability for one's own actions.

##### **5. PATIENT CENTERED CARE**

Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

**Module 1:** Application of Organizing Concepts within the Healthcare Environment

**Materials Covered:** Taylor, Chapters 1 & 2; HGTC ADN Handbook

**\*Assessment(s):** Complete class review activity.

Prep U

Unit Test

Learning Outcomes:

1. Explain how the nurse applies the concepts of safety; clinical decision-making; teamwork and collaboration; professional behaviors; and patient-centered care when administering nursing care to the patient within the healthcare environment.
2. Explore the use of evidence-based nursing practice in nursing.
3. Explain how the portfolio will develop as their nursing knowledge increases.
4. Describe educational programs available for professional registered nurse education.
5. Discuss the ANA's Standards of Professional Performance.
6. Review HGTC's philosophy of Nursing
7. Review QSEN (Quality and Safety Education for Nurses) and related KSA's (knowledge, skills, and attitudes) as it relates to nursing education and implications of improved client care.

**Module 2: Nursing Roles**

**Materials Covered:** Taylor, Chapters 20, 21 & 22

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan, Case study

Unit Test

Case study: Communication challenges

Learning Outcomes:

1. Describe the basic elements of the communication process.
2. Identify significant features and therapeutic outcomes of the nurse-client helping relationship.
3. Describe therapeutic communication.
4. State 3 examples of nonverbal communication.
5. Discuss the importance of privacy and confidentiality as an aspect of professional behavior
6. Identify 3 factors that could affect communication.
7. Identify 3 effective communication interventions for clients with special needs.
8. Integrate communication skills in the nursing process.
9. Identify the role of the nurse in client education.
10. Identify the purposes of client education.
11. Describe the domains of learning.
12. State basic learning principles.
13. Identify methods for evaluating learning.
14. Describe documentation of teaching-learning activities
15. Review, and begin to assimilate, professional behaviors in all aspects of nursing career

16. Discuss nursing roles of client advocate, manager of care, and provider of care

### **Module 3: The Nursing Process**

**Materials Covered:** Taylor, Chapters 10, 11, 12, 13, 14, and 15

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan

In class: Create Care Plans

Unit Test

Learning Outcomes:

#### **Critical Thinking**

1. Use a model of critical thinking when making clinical judgments and decisions.
2. Explain how the nurse uses critical thinking with the nursing process to promote positive patient outcomes

#### **Assessment**

1. Differentiate a nursing assessment from a medical assessment.
3. Differentiate objective and subjective data.
4. Describe the purpose of nursing observation, interview, and physical assessment.
5. Describe the importance of knowing when to report significant patient data

#### **Nursing Diagnoses**

1. Differentiate nursing diagnosis from medical diagnoses.
2. Explain the steps involved in data interpretation and analysis, including cues and data clustering.
3. Use the guidelines for writing nursing diagnoses when developing diagnostic statements.

#### **Planning**

1. Describe the purpose and benefits of planning.
2. Describe how patient goals/expected outcomes and nursing orders are derived from nursing diagnoses.
3. Develop a plan of nursing care with properly constructed goals/outcomes and related nursing interventions.
4. Differentiate nurse-initiated interventions, physician-initiated interventions, and collaborative interventions.

### **Implementation**

1. Use cognitive, interpersonal, technical, and ethical/legal skills to implement a plan of nursing care.
2. Examine variables that may influence the way a plan of care is implemented.
3. Use ongoing data collection to direct revision of the plan of care.

### **Evaluation**

1. Describe evaluation, its purpose, and its relation to the other steps in the nursing process.
2. Evaluate the patient's achievement of goals/outcomes specified in the plan of care.
3. Identify factors that contribute to the success or failure of goal/outcomes achievement.

## **Module 4: Bacteriological and Physical Safety Concepts**

### **Materials Covered: Taylor, Chapter 23 & 26**

#### **\*Assessment(s):** Complete class review activity.

Demonstration: in lab review correct PPE use, discuss fire safety, practice good body mechanics, client safety and fall prevention

Prep U

Unit Test

#### Learning Outcomes:

1. Explore how the nurse is accountable for patient safety.
2. Explain how the nurse assesses the patient and environment for bacteriological or physical safety concerns.
3. Explain the infection cycle.
4. Describe nursing interventions to break the chain of infection.
5. Review transmission based levels of precaution, including disease processes requiring each level and the appropriate personal protective equipment required for each.
6. Demonstrate correct use of personal protective equipment (PPE).
7. Identify patients at higher risk for developing an infection.
8. Develop plan to assure safety for the nurse while lifting and handling clients.
9. Describe the nurse's role in the event of a fire in the facility.
10. Conduct a fall risk assessment utilizing a standardized tool.
11. Develop nursing interventions to reduce fall risk in high-risk populations.

## Module 5: Stress and Adaptation

**Materials Covered:** Taylor, Chapter 41

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan

Unit Test

Case study: Develop a personal stress mitigation plan

Learning Outcomes:

1. Explain the interdependent nature of stressors, stress and adaptation.
2. Discuss the physical and emotional responses to stress and appropriate nursing interventions to respond to those responses
3. Identify common stress responses through nursing assessment.
4. Discuss the effects of short and long term stress on basic human needs, health, and illness, and the family.
5. Develop nursing diagnoses to identify disturbances in stress and adaptation.
6. Recognize and develop a plan to cope with stress unique to the nursing profession.
7. Implement basic nursing interventions, which promote holistic adaptation in clients through the life span.

## Module 6: Vital Signs

**Materials Covered:** Taylor, Chapter 24.

Dillon, page 23 (table)

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan

Unit Test

In lab: practice vital signs on each other

Case study: effects of common illnesses/injuries on vital signs

Learning Outcomes:

1. Describe factors that affect the vital signs and accurate measurement of them
2. Make nursing decisions based on vital signs measurements.
3. Identify when it is appropriate to delegate vital signs measurement to unlicensed assistive personnel
4. Explain common factors responsible for variations in vital signs.
5. Formulate a nursing care plan for a patient with vital signs variations.
6. Explain why accuracy and accountability are essential with vital signs assessment.
7. Communicate vital signs assessment findings using appropriate terminology.
8. Identify the normal ranges of each vital sign.
9. Describe various methods and sites used to measure blood pressure.

10. Demonstrate critical thinking when determining the appropriate method and sites for vital signs assessment.

### **Module 7:** Oxygenation

**Materials Covered:** Taylor, Chapter 38 (omit tracheostomy care and tracheostomy suctioning). See lab manual for further information  
Dillon, Chapter 5

**\*Assessment(s):** Complete class review activity.

Kaplan

Unit Test

In lab: review oxygen delivery modalities, client teaching for incentive spirometer and acapella

#### Learning Outcomes:

1. Conduct a beginning focused assessment on a patient experiencing oxygenation difficulty.
2. Make nursing decisions related to a patient's need for oxygen based on assessment data.
3. Identify factors that affect respiratory function.
4. Evaluate, with beginning competency, the effects of selected nursing interventions that promote oxygenation.
5. Describe diagnostic tests used to assess respiratory function.
6. Explain the impact of level of health, age, lifestyle, and environment on tissue oxygenation.
7. Communicate assessment findings using appropriate terminology.
8. Describe oxygen delivery systems and the appropriate nursing care related to each.
9. Discuss relationship between hemoglobin and oxygen delivery to cells.
10. Summarize nursing care to improve safety of client undergoing diagnostic tests of the pulmonary system including bronchoscopy and thoracentesis

### **Module 8:** Beginning Health Assessment

**Materials Covered:** Taylor, Chapter 25, Kaplan Basic Book, pages 3-17  
Dillon, Chapter 1

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan and Simulation

Unit Test

In lab: practice beginning assessment competency practices



Learning Outcomes:

1. Discuss the purposes of a physical assessment and how it relates to nursing care.
2. List and describe the 4 techniques/skills used for a nursing physical assessment.
3. Discuss preparation of the patient prior to a physical assessment.
4. List 4 instruments that could be utilized during a physical assessment.
5. Integrate general health assessment survey concepts into nursing practice
6. Describe the essential components of a physical assessment and the etiology of fundamental abnormal findings.
7. Describe, at a fundamental level, normal complete blood count, coagulation studies, and basic metabolic panel normal values and the impact of abnormal values on assessment findings.
8. Discuss, at a fundamental level, the etiologies of variations in assessment findings.
9. Develop nursing interventions to alleviate client discomfort during assessment

**Module 9:** Hygiene Needs

**Materials Covered:** Taylor Chapter, 30

**\*Assessment(s):** Complete class review activity.

Prep U, Demonstration

Unit Test

In lab: practice bed bath procedures, including oral care

Case study: cultural considerations for meeting client hygiene needs

Learning Outcomes:

1. Identify the nurse's roles in meeting the client's hygiene needs.
2. Explain the purpose of hygiene as it relates to the overall health of the client.
3. Cite examples of how physiologic, sociologic, psychological, and spiritual factors may affect personal hygiene practices.
4. Assess the integumentary system and adequacy of hygiene self-care behaviors using appropriate interview and physical assessment skills.
5. Record and report clearly, concisely, and accurately pertinent information regarding the client's hygiene.
6. Provide the client with information to promote safe hygiene practices.
7. Demonstrate role model behaviors to promote healthy hygiene practices.

## **Module 10:** Documenting, Reporting, Conferring

**Materials Covered:** Taylor, Chapter 16

**\*Assessment(s):** Complete class review activity

Prep U, Kaplan

Unit Test

Case study: nurses notes based upon multiple scenarios

In lab: nurses notes written with specific lab sessions

Learning Outcomes:

1. State the purpose of a health record.
2. Describe guidelines for effective documentation: electronic health records, paper documentation options, and charting by exception.
3. Integrate legally prudent documentation practices into clinical documentation.
4. Discuss issues related to computerization in documentation.
5. Describe the purpose and content of change of shift report.
6. Discuss legal guidelines for reporting.
7. Integrate documentation principles in lab and clinical settings.
8. Review situation, background, assessment, and recommendation (SBAR) as the standard practice for communication among nurses and interdepartmentally

## **Module 11:** Legal Issues and Accountability

**Materials Covered:** Taylor, Chapter 7, Laws Governing Nursing in South Carolina located at [www.llr.state.sc.us/pol/nursing](http://www.llr.state.sc.us/pol/nursing) click on SC Nurse Practice Act, Chapter 33.

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan

Unit Test

Case study: Good Samaritan Act

Learning Outcomes:

1. Explore the purposes of laws governing nursing practice.
2. Explain the professional and legal regulation of nursing practice.
3. Cite examples of credentialing.
4. Identify grounds for suspension or revocation of a nursing license.
5. Describe, with examples, intentional torts and unintentional torts and the difference between civil and criminal charges

6. Evaluate areas of potential liability in nursing.
7. Discuss pro's and con's of carrying liability insurance.
8. Explain the elements necessary for malpractice to occur.
9. Differentiate the roles of defendant, fact witness, expert witness, and plaintiff.
10. Implement appropriate legal safeguards in nursing practice.
11. Explain the purpose of incident reports.
12. Examine approaches to nursing practice that help to avoid malpractice suits.
13. Compare student accountability with that of the professional nurse
14. Summarize necessary components of informed consent.
15. Discuss implications for nurses of the South Carolina Good Samaritan laws

## **Module 12: Mobility Needs**

**Materials Covered:** Taylor, Chapter 31 pgs. 961-1011, Chapter 32  
Dillon, Table 2.6 (pages 65-66)

**\*Assessment(s):** Complete class review activity.  
Prep U, Demonstration  
Unit Test  
In lab: practice position changes, protective positioning, range of motion

### Learning Outcomes:

1. Explain the effects of exercise and immobility on major body systems.
2. Assess body alignment, mobility, activity tolerance, and skin condition using appropriate interview questions and beginning physical assessment skills.
3. Describe the role of friction and shear on skin.
4. Describe various mobility aides used to assist patients with immobility issues.
5. Implement nursing interventions, with discussion of rationales, to promote mobility function and prevent mobility dysfunction.
6. List at least 3 different positioning techniques that can be used to assist patients in changing their position in bed.
7. Describe different types of wounds and the etiology of each.
8. Implement appropriate dressing changes for wounds.
9. Provide nursing interventions to prevent pressure ulcers, including protective positioning.
10. Identify factors that affect wound healing.
11. Utilize the Braden Scale to predict skin breakdown risk.

## **Module 13: Urinary Elimination**

**Materials Covered:** Taylor, Chapter 36 (omit assisting with urinary diversions)

**\*Assessment(s):** Complete class review activity.  
Prep U, Kaplan, Demonstration  
Unit Test

### Learning Outcomes

1. Identify the physiological and psychological factors affecting urine elimination.
2. Assess urinary elimination using appropriate interview questions and beginning physical assessment skills.
3. Identify normal characteristics of urine.
4. Assist with diagnostic tests and procedures associated with urinary elimination needs.
5. Identify common urinary elimination alterations.
6. Develop, implement, and evaluate nursing diagnoses that identify urination elimination problems based on recognition of abnormal assessment data.
7. Discuss the rationales related to nursing interventions that promote normal urine elimination.
8. Evaluate the effectiveness of basic urinary elimination interventions using measurable client outcomes.
9. Report and record pertinent information regarding elimination assessment and interventions clearly, concisely and accurately.
10. Describe care of a client with an indwelling urinary catheter.
11. Provide client education on preventing urinary infection.
12. Describe various types of urinary incontinence and nursing interventions to prevent skin breakdown

## **Module 14: Bowel Elimination**

**Materials Covered:** Taylor Chapter 37 (omit meeting needs of patients with bowel diversions)

**\*Assessment(s):** Complete class review activity.  
Prep U, Kaplan, Demonstration  
Unit Test  
In lab: practice fecal occult blood test, change ostomy appliance, discuss enema administration

### Learning Outcomes:

1. Identify physiologic, sociologic and psychological factors affecting bowel elimination.

2. Assess bowel elimination using appropriate interview questions and beginning assessment skills.
3. Assist with diagnostic tests and procedures associated with bowel elimination needs.
4. Develop and implement nursing diagnoses that identify bowel elimination problems based on recognition of abnormal assessment data.
5. Discuss the rationale related to nursing interventions that promote normal bowel elimination.
6. Describe the major drug categories/classifications used to pharmacologically manage the client with altered bowel elimination.
7. Identify basic nursing considerations to safely administer and monitor client responses to laxatives, cathartics, and anti-diarrheals.
8. Evaluate the effectiveness of basic elimination interventions using measurable client outcomes.
9. Communicate pertinent information regarding bowel elimination assessment and interventions concisely, accurately and using appropriate terminology.
10. Provide the client with accurate information regarding their bowel elimination needs.
11. Describe expected assessment findings with a client with an ostomy; discuss special integumentary issues that impact the client with an ostomy
12. Describe nursing interventions to prevent unwanted vagal stimulation and nursing interventions appropriate to the care of the client who has experienced vagal stimulations.

### **Module 15:** Nutrition

**Materials Covered:** Taylor, Chapter 35 (omit parenteral nutrition and omit monitoring blood glucose levels)

- \* **Assessment(s):** Complete class review activity.  
Prep U, Kaplan, Demonstration  
Unit Test  
In lab: calculate tube feeding caloric intake, practice checking for residual prior to administering enteral feeding

#### Learning Outcomes:

1. Identify the major functions and source for each of the six basic nutrients.
2. Explain the significance of saturated, unsaturated and polyunsaturated fats.
3. List 3 factors that influence dietary practices and patterns.
4. Describe the components of a nutritional assessment.
5. Describe the food guide pyramid and its value in planning meals for good nutrition.
6. Describe diet progression in hospitalized clients.

7. Identify three major nutritional problems and describe clients at risk.
8. Identify alternate methods of providing nutrition.
9. Identify three safety measures taken when using enteral nutrition.
10. Discuss diet counseling and client teaching in relation to client expectations.
11. Demonstrate methods for preventing aspiration in vulnerable populations.
12. Describe importance of adequate fluid intake to maintain nutritional health.
13. Summarize impact of BMR (basal metabolic rate) and BMI (body mass index) on nutritional needs.
14. Describe interventions to promote dietary intake.

### **Module 16:** Growth and Development

**Materials Covered:** Taylor, Chapters 17, 18, 19

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan

Unit Test

Learning Outcomes:

1. Summarize the basic principles of growth and development.
2. Describe expected alterations in behavior related to stress or hospitalization.
3. Compare the theories of growth and development.
4. Discuss Erikson's stages of development.
5. Discuss the role of family influences on growth and development.
6. Discuss how environmental and nutritional influences affects all developmental stages.
7. Summarize major physiologic, cognitive and psychosocial developments from birth through adolescence.
8. Describe nursing roles and actions to promote wellness at each developmental level.
9. Summarize major physiologic, cognitive and psychosocial developments of early, middle and older adult.
10. Discuss the nurse's role during the continued growth and development of the adult.
11. Describe the common myths and stereotypes that perpetuate ageism.
12. Identify the health care needs of the older adult in relation to chronic illness, accident prevention and acute care needs.
13. Compare physiological and functional changes that occur with normal aging.

## **Module 17:** Loss, Grief and Dying and Spirituality

**Materials Covered:** Taylor, Chapter 42 & 45

**\* Assessment(s):** Complete class review activity.

Prep U, Kaplan

Unit Test

Case study: cultural competency in end-of-life situations

Learning Outcomes:

1. Describe the grief process and the stages of grief.
2. Identify legal and ethical issues concerning end of life care.
3. Identify the physiological, sociological, psychological, and spiritual factors that affect loss, grief and dying.
4. Assess the needs, resources, and coping strategies related to clients and families facing death.
5. Identify nursing diagnoses that can be applied during the grieving process that are within legal, cultural, and ethical guidelines for a client or family.
6. Identify and implement fundamental nursing interventions to assist clients and family with loss, grief and death.
7. Describe how a nurse meets a dying client's need for comfort and caring.
8. Discuss important factors in caring for the body after death, including cultural/religious considerations
9. Evaluate the effectiveness of loss and grief interventions using measurable client outcomes.
10. Describe spirituality and the nurse's role in meeting spiritual based needs.

## **Module 18:** Rest, Comfort and Sleep

**Materials Covered:** Taylor, Chapters 33 & 34, Kaplan Basic Book, p.35-40

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan, Simulation

Unit Test

Lesson Outcomes:

1. Explain the effect the 24-hour sleep-wake cycle has on biological function.
2. Discuss the mechanisms that regulate sleep.
3. Explain the functions of sleep.

4. Identify the factors that normally promote and disrupt sleep.
5. Discuss characteristics of common sleep disorders.
6. Conduct a sleep history of a client.
7. Describe the physiology of pain.
8. Describe the components of a pain assessment.
9. Perform an assessment of a client experiencing pain.
10. Identify factors that may affect an individual's pain experience.
11. Explain the various pharmacological approaches to treating pain, including nursing assessments and interventions required for each.
12. Describe applications for the use of nonpharmacological pain interventions.
13. Evaluate a client's response to pain interventions.
14. Identify client pain response variations based upon cultural and ethnic differences.

#### **Module 19:** Sensory Functioning

**Materials Covered:** Taylor, Chapter 43

**\*Assessment(s):** Complete class review activity.  
Prep U, Kaplan, Demonstration  
Unit Test

#### Learning Outcomes:

1. Explain the role of the reticular activating system in the sensory experience.
2. Recognize behaviors that indicate a sensory alteration.
3. Perform an individual sensory assessment; visual, auditory, tactile, gustatory, and olfactory.
4. Identify factors that influence sensory function.
5. Document assessment findings related to sensory needs using appropriate terminology.
6. Develop nursing diagnosis that correctly identifies sensory/perceptual alterations identified in the assessment.
7. Plan and implement fundamental individual nursing interventions, which promote adaptation in clients with sensory difficulties.
8. Provide the client with accurate information regarding their sensory needs.
9. Modify nursing interventions and safety interventions as needed for adaptation to sensory deficits



## **Module 20:** Health and Illness Models

**Materials Covered:** Taylor, Chapter 3

**\*Assessment(s):** Complete class review activity.

Prep U

Unit Test

In class: complete personal evaluation of position along health-illness continuum and, based upon case study provided, evaluate client's position along health-illness continuum

Learning Outcomes:

1. Define health and illness.
2. Discuss the health-illness continuum and health belief model.
3. Describe the differences in the three levels of preventive care.
4. Compare and contrast acute and chronic illness.
5. Identify four risk factors to health.
6. Describe the impact of illness on the client and family.
7. Explain the nurse's role in health and illness.

## **Module 21:** Introduction to Pharmacology and Medication Administration

**Materials Covered:** Taylor, Chapter 28 (omit all intravenous administration of medications, introducing drugs through a Heparin or IV Lock using the saline flush).

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan, Simulation

Unit Test

In lab: practice administration of oral, transdermal, intramuscular, subcutaneous, intradermal, and inhaled medications

Learning Outcomes:

1. Describe drug names, types of preparations, and types of drug orders.
2. Identify drug classifications and actions
3. Discuss adverse effects of drugs, including allergy, tolerance, cumulative effect and interactions.
4. Cite patient information necessary to establish a medication history.
5. Describe principles used to prepare and administer medications safely by the oral, parenteral (except intravenous), topical, and inhalation routes.
6. Develop a teaching plan specific to medication administration.
7. Use the nursing process as a framework for safe medication administration

8. Document medication administration correctly including omitted drugs, refused drugs, and medication errors.
9. Use critical thinking to problem-solve efficient approaches for medication administration in selected situations.
10. Describe the medication reconciliation process from hospital admission through discharge.

**Module 22:** Health Care Settings, Community Resources, Economic Issues and Continuity of Care

**Materials Covered:** Taylor, Chapters 8 and 9

**\*Assessment(s):** Complete class review activity.

Prep U, Kaplan  
Unit Test

Learning Outcomes:

1. Explain the regulatory and competitive approaches used to control health care costs.
2. Identify and list three types of health care agencies.
3. Describe the concept of primary care versus long-term care.
4. Discuss and compare various methods for health care financing.
5. Discuss trends and issues affecting health care delivery.
6. Describe the difference between Medicare and Medicaid.
7. Describe the role of the nurse in maintaining continuity of care.
8. Describe the role of the nurse in admission, transfer, and discharge in a health care facility.

**Module 23:** Cultural Diversity

**Materials Covered:** Taylor, Chapter 5

**\*Assessment(s):** Case study: communication considerations with LGBTQ clients—in class activity

Prep U, Kaplan  
Unit Test

Learning Outcomes:

1. Describe the communication problems encountered when caring for clients from multicultural backgrounds.
2. Identify how cultural orientation to time and space may affect the nursing care needs of clients and families.

3. Describe how cultural behavior is acquired in a social setting.
4. Identify types of health care practices that may have significant impact on wellness, illness, and health seeking behaviors of persons from various cultural groups.
5. Discuss methods for nurses to develop increased cultural awareness.
6. Describe biological variations present in individuals and families from different racial backgrounds.
7. Discuss the term cultural stereotyping and its relevance to rendering culturally competent care.
8. Describe communication style changes needed to meet needs of different cultural and ethnic groups, including the LGBT community.

**Module 24:** Values, Ethics and Advocacy

**Materials Covered:** Taylor, Chapter 6

**\*Assessment(s):** Complete class review activity.  
Prep U, Kaplan  
Unit Test

Learning Outcomes:

1. Define values
2. Define ethics
3. Describe the process and techniques of values clarification
4. Discuss nursing code of ethics and how it impacts delivery of care
5. State the role of ethics committee
6. Implement advocacy for a client while respecting cultural mores of the client
7. Develop plan to provide appropriate care for clients with different moral/ethical standards than yourself

**Module 25:** Self Concept

**Materials Covered:** Taylor, Chapter 40

**\* Assessment(s):** Complete class review activity.  
Prep U, Kaplan, Case Study  
Unit Test

Learning Outcomes:

1. Discuss the formation, dimensions, and threats related to self-concept.

2. Identify the three dimensions of self-concept.
3. Differentiate positive and negative self-concept and high and low self-esteem.
4. Develop nursing diagnoses to identify disturbances in self-concept.
5. Use appropriate interview questions and observations to assess a client's self-concept.
6. Evaluate the effectiveness of self-concept interventions using measurable client outcomes.
7. Develop methods to assist client to improve self-concept.

## **Module 26: Sexuality**

**Materials Covered:** Taylor, Chapter 44

**\*Assessment(s):** Prep U, Kaplan  
Unit Test

Reflective journal: methods for making clients less uncomfortable when discussing sexual issues and methods for making the nurse less uncomfortable when discussing sexual issues

### Learning Outcomes

1. Describe factors that affect an individual's sexuality.
2. Perform a sexual assessment using suggested interview questions and physical assessment skills.
3. Discuss the nurse's role in promoting sexual wellness in clients.
4. Recognize variations in sexual orientation during assessment.
5. Plan basic nursing intervention to assist the client with sexual wellness.
6. Evaluate the effectiveness of basic nursing action related to sexual wellness.
7. Report and record data concerning the assessment and interventions to promote sexual wellness.
8. Provide the client with accurate information regarding their sexual needs.
9. Discuss specific assessment and screening important to transgender clients.
10. Develop communication techniques specific to meeting the LGBTQ community needs.

***\*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

### Part III: Grading and Assessment

#### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### EVALUATION\*

Unit tests	70%
Assignments	5%
Portfolio	5%
Online quizzes	5%
<u>Final Exam (comprehensive)</u>	<u>15%</u>
	100%

*\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

#### GRADING SYSTEM:

A	90-100
B	80-89
C	77-79
D	69-76
F	Less than 69

A grade of "C" is required in all courses in the Associate Degree Nursing Program. Grades below "C" are considered course failures.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

#### Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the

College, a more rigid attendance policy may be required by individual instructors.

At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

## Part V: Student Resources



### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

**Student Testing:** (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
<b>Dr. Melissa Batten, AVP Student Affairs</b> <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a>	<b>Jacquelyne Snyder, AVP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a>