



# **INSTRUCTIONAL PACKAGE**

NUR 101  
Fundamentals of Nursing

Effective Term  
Fall 2024/Spring 2025/Summer 2025

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: NUR 101      COURSE TITLE: Fundamentals of Nursing

CONTACT HOURS: 4 lecture/6 lab      CREDIT HOURS: 6

### **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.

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 learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

Internet access for online textbook resources.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **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.

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

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

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

#### 1. SAFETY

Demonstrate the application of basic concepts of safety and beginning technical competency when administering nursing care.

Calculate selected medication dosage problems with 80% 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

Demonstrate application of appropriate communication principles during interactions with patients, staff, and others.

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 Nursing Handbook,

\*Assessment(s): Complete class review activity, demonstration, module exam.

Learning Outcomes:

1. Describe sources of nursing knowledge and historical influences on nursing knowledge

2. 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
3. Describe sources of nursing knowledge and historical influences on nursing knowledge
4. Explore the use of evidence-based nursing practice in nursing
5. Compare and contrast quantitative and qualitative research methods
6. Describe the steps in implementing evidence-based practice.
7. Describe educational programs available for professional registered nurse education
8. Discuss the ANA's Standards of Professional Performance
9. Review HGTC's philosophy of Nursing
10. State the integrated concepts utilized in the HGTC nursing program
11. 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: Bacteriological and Physical Safety Concepts

Materials Covered: Taylor, Chapter 25 & 28, Lynn, Chapters 1 & 4

\*Assessment(s): Complete class review activity, demonstration, Prep U, Module exam, simulation.

### Learning Outcomes:

1. Explore how the nurse is accountable for patient safety
2. Demonstrate assessment of the health care setting environment for safety concerns
3. Describe corrective actions taken to rectify commonly occurring safety hazards in a health care setting
4. Explain the chain of infection and nursing and health care strategies to break the chain of infection
5. Demonstrate infection prevention strategies utilized in health care settings including accurate selection of PPE and safely donning and doffing of PPE equipment
6. Review types of transmission-based levels of precaution, recognizing common disease processes requiring transmission-based precautions and correct use of personal protective equipment required for each
7. Identify risk factors for developing an infection
8. Demonstrate correct handwashing technique
9. Understand the 5 moments to perform hand hygiene
10. Compare and contrast a localized infection vs. a systemic infection, and the role of inflammation
11. Identify commonly utilized medications to reduce fever: ibuprofen, NSAIDs, acetaminophen, and aspirin and recognize nursing concerns with the medication class
12. Identify strategies to promote comfort for a client experiencing fever
13. Identify non-pharmacological methods to manage a client experiencing a fever
14. Develop plan to assure safety for the nurse while lifting and handling clients
15. Conduct a fall risk assessment utilizing a standardized tool

16. Develop nursing interventions to reduce fall risk in high-risk populations
17. Demonstrate independently and as a team member safe practice to physically transfer a client from bed, chair, or stretcher, move, turn, and position a dependent client in bed
18. Demonstrate safe application of a various types of restraints
19. Describe strategies to evacuate clients in a health care setting in response to fire, weather, and other catastrophic events independently and as a health care team member

### Module 3: Vital Signs

Materials Covered: Taylor, Chapter 26, Lynn, Chapter 2

\*Assessment(s): classroom participation, hands on activity, Prep U, Kaplan, demonstration, module exam

#### 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. Demonstrate independently accurate measurement of respiratory rate, apical pulse, radial pulse, carotid pulse, femoral pulse, blood pressure, height, weight, oxygen saturation, and temperature using manual and monitoring devices
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 for the adult population
9. Describe various methods and sites used to measure blood pressure
10. Demonstrate critical thinking in the method of and in site selection for vital sign assessment

### Module 4: Beginning Health Assessment

Materials Covered: Taylor, Chapter 27, Lynn, Chapters 3 & 18

\*Assessment(s): Prep U, Kaplan, demonstration, module exam

#### Learning Outcomes:

1. Discuss the purposes of a physical assessment and how it relates to nursing care
2. List and describe techniques/skills used for a nursing physical assessment
3. Discuss preparation of the patient prior to a physical assessment
4. Identify instruments utilized during a physical assessment
5. Integrate general health assessment survey concepts into nursing practice
6. Describe the essential components of a physical assessment
7. Understand basic lab values including complete blood count, coagulation studies, and basic metabolic panel normal values and relate findings to the physical assessment
8. Discuss commonly occurring etiologies of variations in assessment findings
9. Develop nursing interventions to alleviate client discomfort during assessment

10. Describe the difference between a total, focused, admission health assessment
11. Perform accurate documentation of a completed physical assessment using correct terminology
12. Demonstrate a physical assessment in a systematic manner using inspection, palpation, and auscultation techniques
13. Demonstrate technique for assessing different body systems
14. Accurately document a physical assessment on a standardized tool
15. Demonstrate nursing skills required to perform an emergency assessment
16. Demonstrate nursing skills required to perform to a focused assessment
17. Recognize the difference between normal and abnormal assessment findings

### Module 5: Hygiene Needs

Materials Covered: Taylor Chapter, 32, Lynn, Chapter 7

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

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
8. Demonstrate independently and as a health care team member the provision of hygienic care to a dependent, partially dependent, and independent client
9. Review the responsibility of the nurse when delegating hygienic care

### Module 6: Mobility Needs

Materials Covered: Taylor, Chapter 33 & 34, Lynn, Chapter 8 & 9

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

Learning Outcomes:

1. Explain the effects of exercise and immobility on 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 and strategies to minimize while providing client care
4. Demonstrate independently and as a health care team safe lifting strategies to prevent damage to the client's skin and underlying tissues
5. Identify commonly used devices to assist with client transfers

6. Identify risk factors for pressure injury development
7. Demonstrate independently and as a health care team interventions to prevent pressure injury and manage existing pressure injury including protective positioning
8. Describe safe use of mobility aides
9. Explore nursing interventions to promote mobility function and prevent mobility dysfunction
10. Identify accurately client positions and the rationale for use
11. Describe different types of wounds and the etiology of each
12. Implement appropriate dressing changes for wounds
13. Provide nursing interventions to prevent pressure ulcers, including protective positioning
14. Identify factors that affect wound healing
15. Utilize the Braden Scale to predict skin breakdown risk
16. Demonstrate basic wound care
17. Identify and describe the care of clients with different types of wound drains
18. Accurately describe and measure drainage output
19. Utilize terminology to describe wounds and wound drainage
20. Describe staging of pressure injuries
21. Document wound and dressing conditions clearly and accurately
22. Describe safe use of hot and cold therapy
23. Describe and demonstrate active and passive range of motion exercises using correct terminology

#### Module 7: Introduction to Pharmacology and Medication Administration

Materials Covered: Taylor, Chapter 30, Lynn, Chapter 5 (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, demonstration, module exam.

#### 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, inhalation, eye, ear, rectal, vaginal, nasal, and other routes
6. Discuss patient teaching plan specific to medication administration
7. Use the nursing process as a framework for safe medication administration
8. Describe the medication reconciliation process from hospital admission through discharge
9. Demonstrate delivery of medication utilizing the "Rights" of medication administration, accurate preparation of medications (except IV route), administration of medication, and documentation

10. Identify and implement the three safety checks while administering medication
11. Accurately identify medications prepared in syringes
12. Locate and name injection sites used for intradermal, subcutaneous, and intramuscular injection using correct terminology and anatomical landmarks
13. Demonstrate correct technique for administration of all medication routes except for intravenous
14. Discuss commonly occurring variances encountered when administering medications in a health care setting and nursing management
15. Accurately calculate medication dosages
16. Discuss management of a medication error
17. Review medication specific nursing activities and assessments required for safe administration
18. Explore assessment for and reassessment of as needed medication
19. Identify components of a medication order
20. Use correct abbreviations related to medication orders and administration
21. Accurately identify the timing of medication orders and administrations
22. Demonstrate safe use of PPE during medication administration
23. Demonstrate safe use and disposal of needles
24. Accurately select size of syringe and needle length/gauge for injections

#### Module 8: Documenting, Reporting, Conferring

Materials Covered: Taylor, Chapter 20

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam

Learning Outcomes:

1. State the components and 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
9. Identify measures to protect confidential information while completing nursing documentation
10. Identify approved abbreviations and symbols used for documentation and distinguish these from error prone abbreviations and symbols
11. Describe the nurse's role for communicating with other health care providers
12. Create nursing care notes on simulated client encounters

#### Module 9: The Nursing Process



Materials Covered: Nugent and Vitale, Chapter 6 and Taylor, Chapters 13, 14, 15, 16, 17, 18 and 19

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam

Learning Outcomes:

1. Describe thoughtful, person-centered practice, clinical judgement, decision making, and person-centered nursing process
2. Contrast three approaches to problem-solving
3. Describe the nursing process and each of the five phases
4. List three patient benefits and three nursing benefits of using the nursing process
5. Describe the value of reflective practice as an aid to self-improvement
6. Describe the concepts of critical thinking, clinical reasoning, and clinical judgement
7. Explain the relationship between nursing assessment and medical assessment
8. Differentiate between subjective and objective data
9. Describe the purpose of nursing observation, interview, and physical assessment
10. Obtain and document purposeful, prioritized, complete, systematic, accurate, and relevant patient data in a standard format
11. Apply basic principles of diagnostic reasoning to identify actual and potential client problems and issues
12. Explain the importance of partnering with the client and family when preparing a plan of care for a client
13. Apply basic principles of diagnostic reasoning to identify actual and potential client problems and issues
14. Describe the purpose and benefits of outcome identification and planning
15. Prioritize client health problems and nursing responses
16. Differentiate nurse-initiated interventions, physician-initiated interventions, and collaborative interventions
17. Describe examples of nursing interventions
18. Apply principles of delegation when working with other members of the health care team
19. Explain the importance of client reassessment after nursing interventions
20. Describe evaluation, its purpose, and its relation to other steps in the nursing process
21. Describe use of the client's response to the care plan to modify the plan as needed
22. Create a nursing care plan on a simulated client situation

Module 10: Health, wellness, and health disparities

Materials Covered: Taylor, Chapter 3

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

Learning Outcomes:

1. Define health and illness
2. Discuss the health-illness continuum and health belief model
3. Compare and contrast acute and chronic illness
4. Identify common risk factors to health

5. Describe the impact of illness on the client and family
6. Describe concepts of health, wellness, disease, and illness including the nursing role
7. Discuss the factors that play a role in health equity and health disparities including social determinants of health
8. Summarize the role of the nurse in promoting health, preventing illness, and addressing disparities in health care
9. Explain the levels of preventative care and provide examples of each

### Module 11: Growth and Development

Materials Covered: Taylor, Chapters 22, 23, & 24

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

#### Learning Outcomes:

1. Summarize the basic principles of growth and development in the adult population
2. Discuss Erikson's stages of development in the adult population
3. Describe major physiologic, cognitive, psychosocial, moral, and spiritual developments and tasks of middle and older adulthood
4. Describe the common myths and stereotypes that perpetuate ageism
5. Identify the health care needs of the older adult in relation to chronic illness, accident prevention and acute care needs
6. Compare physiological and functional changes that occur with normal aging
7. Identify safety risks for the adult population
8. Describe common health problems in middle and older adulthood
9. Describe nursing interventions to promote health for individuals in middle and older adulthood

### Module 12: Self Concept

Materials Covered: Taylor, Chapter 42

\* Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

#### Learning Outcomes:

1. Discuss the formation and threats related to self-concept
2. Identify dimensions of self-concept: self-knowledge, self-expectations, and self-evaluation (self-esteem)
3. Differentiate positive and negative self-concept and high and low self-esteem
4. Develop nursing strategies to manage care for a client with 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
8. Describe how the experience of aging, illness, trauma, disability, loss, diagnostic testing, and treatment can threaten a patient's self-concept
9. Describe nursing strategies that are effective in resolving self-concept problems

### Module 13: Stress and Adaptation

Materials Covered: Taylor, Chapter 43

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

Learning Outcomes:

1. Explain the interdependent nature of stressors, stress, and adaptation
2. Discuss the physical and emotional responses to stress and appropriate nursing care
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. Implement basic nursing interventions, which promote holistic adaptation in clients through the life span
7. Summarize the mechanisms involved in maintaining physiologic and psychological homeostasis
8. Compare and contrast developmental and situational stress, incorporating the concepts of physiologic and psychological stressors
9. Explain factors that cause stress in the nursing profession
10. Differentiate the physical and emotional responses to stress, including local adaptation syndrome, general adaptation syndrome, mind-body interaction, anxiety, coping, and defense mechanisms

Module 14: Communication, Teaching and Learning, and Nursing Roles

Materials Covered: Taylor, Chapters 8, 9, & 10

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

Learning Outcomes:

1. Describe the basic elements of the communication process and identify factors that influence communication
2. Identify significant features and therapeutic outcomes of the nurse-client helping relationship
3. Describe therapeutic communication and relationships between a nurse and client
4. Describe ways in which people communicate nonverbally
5. Describe professional responsibilities when using electronic communication and other communication technologies in the health care environment
6. Describe how each type of ineffective communication hinders communication
7. Identify effective communication interventions for clients with special needs
8. Describe the interrelation between communication and the nursing process
9. Describe the domains of learning
10. Discuss nursing roles of client advocate, manager of care, and provider of care
11. Use appropriate communication techniques when interacting with patients from different cultures
12. Use a standardized communication technique (e.g., SBAR) to communicate with other nurses and health care providers
13. Describe strategies that counteract disruptive professional communication and behaviors

14. Describe the teaching-learning process
15. Describe factors to assess in the learning process
16. Discuss strategies to improve health literacy and promote patient safety
17. Discuss the role of the nurse coach in promoting behavior change
18. Identify methods for evaluating learning
19. Discuss documentation of the teaching-learning process
20. Discuss leadership styles and qualities of leaders
21. Discuss the difference between leadership and management
22. Discuss the significance of Magnet recognition for a health care organization
23. Summarize the steps in the process of change
24. Describe areas in which beginning nurses can develop leadership skills
25. Recognize the responsibilities associated with the delegation of nursing care

#### Module 15: Legal Issues and Accountability

Materials Covered: Taylor, Chapter 7

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

Learning Outcomes:

1. Explore the purposes of laws governing nursing practice
2. Review the professional and legal regulation of nursing practice in South Carolina
3. Cite examples of credentialing including accreditation, licensure, and certification
4. Identify grounds for suspension or revocation of a nursing license
5. Describe, with examples, intentional torts (assault and battery, defamation, invasion of privacy, false imprisonment, and fraud) and unintentional torts (negligence)
6. Evaluate areas of potential liability in nursing
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 law
16. Define "law" and describe four sources of law
17. Compare and contrast civil and criminal law

#### Module 16: Values, Ethics and Advocacy

Materials Covered: Taylor, Chapter 6

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

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
8. Discuss strategies for promoting nurse self-care
9. List common modes of value transmission
10. Describe the three steps in the valuing process
11. Describe moral distress and ways to promote moral resilience
12. Recognize ethical issues common in nursing practice

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

Materials Covered: Taylor, Chapter 44 & 47

\* Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

##### Learning Outcomes:

1. Describe the grief process and the stages of grief
2. Identify legal and ethical issues concerning end of life care, including advance directives
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 their families requiring end of life care
6. Identify and implement fundamental nursing interventions to assist clients and family with loss, grief, and at the end of life
7. Describe how a nurse meets a dying client's need for comfort and caring.
8. the provision of post-mortem care 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
11. Describe the signs of impending death
12. Compare and contrast the five emotional stages of grief as defined by Kübler-Ross
13. Identify ethical and legal issues in end-of-life care, including advance directives, physician orders, assisted suicide/medically assisted dying, and euthanasia
14. Discuss the role of the nurse in caring for the family/caregivers of a dying patient
15. Describe the influences of spirituality on everyday living, health, and illness
16. Discuss spiritual beliefs and practices of the most practiced religions in the United States
17. Discuss components of a nursing assessment of spiritual health, using appropriate interview questions and observation skills

#### Module 18: Health Care Settings, Community Resources, Economic Issues and Continuity of Care

Materials Covered: Taylor, Chapters 11 & 12

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam.

Learning Outcomes:

1. Explain the regulatory and competitive approaches used to control health care costs
2. Compare and contrast health care settings
3. Discuss health care financing
4. Discuss trends and issues affecting health care delivery
5. Compare and contrast Medicare and Medicaid
6. Describe the role of the nurse in maintaining continuity of care
7. Describe the role of the nurse in admission, transfer, and discharge in a health care facility
8. Identify elements of a well-functioning health care delivery system
9. Describe strategies to increase access to affordable, high-quality care
10. Discuss the members of the interprofessional health care team
11. Describe collaborative practice

Module 19: Cultural Diversity

Materials Covered: Taylor, Chapter 5

\*Assessment(s): Case study, Prep U, Kaplan, demonstration, module exam

Learning Outcomes:

1. Describe commonly occurring communication barriers encountered when caring for clients from cultural backgrounds that differ from the nurse
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
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 the influence of racial background in relation to health
7. Discuss cultural stereotyping and barrier of stereotypes to providing culturally competent care
8. Describe communication style changes needed to meet needs of different cultural and ethnic groups, including the LGBTQIA+ community
9. Explain concepts of cultural diversity and respect
10. Describe examples of how diversity affects health and illness care, including culturally based traditional care
11. Identify factors commonly included in a transcultural assessment of health-related beliefs and practices
12. Discuss factors in the health care system and in nursing that facilitate or impede culturally competent nursing care

Module 20: Rest, Sleep, Comfort, and Pain Management

Materials Covered: Taylor, Chapters 35 & 36, Lynn, Chapter 10

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

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 rest and sleep
4. Identify the factors that normally promote and disrupt sleep
5. Discuss characteristics of common sleep disorders
6. Conduct a sleep assessment 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 the use of nonpharmacological pain interventions.
13. Evaluate a client's response to pain management interventions
14. Identify client pain response variations based upon cultural and ethnic differences
15. Describe nursing strategies and interventions to promote rest and sleep
16. Compare and contrast acute and chronic pain
17. Explain the relationship between pain and other areas of human functioning

Module 21: Sexuality

Materials Covered: Taylor, Chapter 46

\*Assessment(s): Prep U, Kaplan, demonstration, module exam

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
5. Plan basic nursing interventions to promote a client's sexual wellness
6. Report and record data concerning the assessment and interventions to promote sexual wellness
7. Provide the client with accurate information regarding their sexual needs
8. Discuss health screenings related to sexuality for all individuals
9. Develop communication techniques specific to meeting the LGBTQIA+ community needs
10. Describe the concepts of sexuality, gender, gender identity, sexual orientation, and sexual health
11. Describe types of sexual dysfunction and assessment priorities for each
12. Reflect on person beliefs and values about human sexuality that may influence or impair ability to deliver competent, compassionate, and respectful care to patients with

challenges, differences, or problems with sexuality

13. Identify effective responses to sexual harassment by patients or colleagues

#### Module 22: Sensory Functioning

Materials Covered: Taylor, Chapter 45. Lynn, Chapter 17

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam

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 a 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 nursing interventions adapting to clients with sensory alterations
8. Provide the client with accurate information regarding sensory needs
9. Modify nursing interventions and safety interventions as needed for adaptation to sensory deficits
10. Identify etiologies and perceptual, cognitive, and emotional responses to sensory deprivation and sensory overload

#### Module 23: Nutrition

Materials Covered: Taylor, Chapter 37, Lynn, Chapter 11

\* Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

Learning Outcomes:

1. Identify the major functions and source for each of the six basic nutrients
2. Compare and contrast; saturated, trans-fats, unsaturated and polyunsaturated fats, and the associated health impact of each type
4. Describe the components of a nutritional assessment
5. Describe food planning meals for good nutrition using My Plate
6. Describe diet progression in hospitalized clients
7. Identify common nutritional alterations and associated client risks in health care settings
8. Discuss diet counseling and client teaching in relation to client needs
9. Identify methods for preventing aspiration in vulnerable populations
10. Describe importance of adequate fluid intake to maintain nutritional health
11. Summarize impact of BMR (basal metabolic rate) and BMI (body mass index) on nutritional needs
12. Describe interventions to promote dietary intake for clients experiencing health care conditions that impede intake
13. Accurately calculate intake and output
14. Describe measurement for insertion of a nasogastric tube



15. Describe care of the client with a nasogastric tube
16. Identify risk factors for poor nutritional status
17. Identify nursing interventions to safely deliver parenteral nutrition
18. Identify nursing interventions to safely deliver parenteral nutrition
19. Describe assessment strategies and expected findings for a client experiencing aspiration

#### Module 24: Oxygenation and Perfusion

Materials Covered: Taylor, Chapter 40, Lynn Chapters 14 & 16

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

##### Learning Outcomes:

1. Conduct a focused assessment on a patient experiencing oxygenation or perfusion difficulty
2. Make nursing decisions related to a patient's oxygenation or perfusion status based on assessment data
3. Identify factors that affect respiratory function
4. Evaluate the effectiveness of selected nursing interventions to promote oxygenation and perfusion
5. Describe diagnostic tests used to assess oxygenation and perfusion
6. Explain the impact of level of health, age, lifestyle, and environment on oxygenation and perfusion
7. Communicate assessment findings using appropriate terminology
8. Identify oxygen delivery systems and the appropriate use of different systems
9. Discuss relationship between hemoglobin, oxygen delivery to cells, and perfusion
10. Summarize nursing care to improve safety of client undergoing diagnostic tests of the pulmonary system including bronchoscopy and thoracentesis
11. Demonstrate application of various oxygen delivery systems
12. Describe respiratory and cardiovascular anatomy and physiology
13. Describe the function and role of the respiratory and cardiovascular systems in oxygenation
14. Perform a cardiopulmonary assessment using appropriate interview questions and health assessment skills
15. Describe nursing interventions and strategies to promote adequate oxygenation and perfusion and identify their rationale

#### Module 25: Urinary Elimination

Materials Covered: Taylor, Chapter 38, Lynn, Chapter 12

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

##### Learning Outcomes

1. Assess urinary elimination using appropriate interview questions and beginning physical

- assessment skills
2. Discuss characteristics of urine including urine specific gravity
  3. Assist with diagnostic tests and procedures associated with urinary elimination needs
  4. Identify common urinary elimination alterations
  5. Develop, implement, and evaluate nursing diagnoses that identify urination elimination problems based on recognition of abnormal assessment data
  6. Discuss the rationales related to nursing interventions that promote normal urine elimination
  7. Evaluate the effectiveness of basic urinary elimination interventions using measurable client outcomes
  8. Report and record pertinent information regarding elimination assessment and interventions clearly, concisely, and accurately
  9. Describe care of a client with an indwelling urinary catheter including evidence-based practice for infection prevention strategies
  10. Provide client education on preventing urinary infection
  11. Describe various types of urinary incontinence and nursing interventions to prevent skin breakdown
  12. Identify symptoms of urinary tract infection
  13. State reasons for urinary catheterization
  14. Recognize techniques utilized to insert urinary catheters for male and female clients
  15. Understand safe use of external urinary collection devices
  16. Describe the anatomy and physiology of the urinary system
  17. Identify variables that influence urination
  18. Independently demonstrate use of toilet, bedpan, urinal, and commode
  19. Identify types of urinary catheters and rationale for use
  20. Demonstrate steps to insert urinary catheter on a simulated client
  21. Demonstrate application and management of urinary diversions
  22. Demonstrate nursing interventions that are used to manage urinary incontinence effectively
  23. Describe nursing interventions that can prevent development of urinary tract infection
  24. Demonstrate measurement of urinary output, collection of various urine specimens, and assisting with diagnostic testing and procedures

#### Module 26: Bowel Elimination

Materials Covered: Taylor Chapter 39, Lynn, Chapter 13

\*Assessment(s): Complete class review activity, Prep U, Kaplan, demonstration, module exam, simulation.

Learning Outcomes:

1. Assess bowel elimination using appropriate interview questions and beginning assessment skills
2. Assist with diagnostic tests and procedures associated with bowel elimination needs
3. Develop and implement nursing interventions that promote normal bowel elimination

4. Discuss the rationale related to nursing interventions that promote normal bowel elimination
5. Describe the major drug categories/classifications used to pharmacologically manage the client with altered bowel elimination
6. Identify basic nursing considerations to safely administer and monitor client responses to laxatives, cathartics, and anti-diarrheal agents
7. Evaluate the effectiveness of basic elimination interventions using measurable client outcomes
8. Communicate pertinent information regarding bowel elimination assessment and interventions concisely, accurately and using appropriate terminology
9. Provide the client with accurate information regarding their bowel elimination needs.
10. Describe expected assessment findings of ~~with~~ a client with an ostomy; discuss importance of the skin
11. Describe nursing interventions to prevent unwanted vagal stimulation and nursing interventions appropriate to the care of the client who has experienced vagal stimulations
12. Demonstrate application of external fecal collection devices
13. Demonstrate ostomy care
14. Identify the anatomy and physiology of bowel elimination
15. Identify variables that influence bowel elimination
16. Describe appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and when performing digital removal of stool
17. Describe normal assessment findings of the ostomy

***\*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\***

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

#### **EVALUATION\***

Tests	80%
Assignments	10%
Final Exam	10%
	<hr/>
	100%

Students must achieve an average of 77% or greater on the unit exams and the final exam.

\*Other assignments will be added to the grade once the 77 average is achieved on the unit and final.

***\*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

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. 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



### HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the

[Library](#) website for more information or call (843) 349-5268.

### **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, 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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

### **COUNSELING SERVICES:**

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to [counseling@hgtc.edu](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

**STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu) or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: [OCR@ed.gov](mailto:OCR@ed.gov)).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [jacquelyne.snyder@hgtc.edu](mailto:jacquelyne.snyder@hgtc.edu).

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [melissa.batten@hgtc.edu](mailto:melissa.batten@hgtc.edu).

**TITLE IX REQUIREMENTS:**

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement\*.

\*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, [tamatha.sells@hgtc.edu](mailto:tamatha.sells@hgtc.edu).

## **PREGNANCY ACCOMMODATIONS**

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [\*\*Pregnancy Intake Form\*\*](#).