



INSTRUCTIONAL PACKAGE

NUR 120

Basic Nursing Concepts

201810
Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: NUR 120

COURSE TITLE: Basic Nursing Concepts

CONTACT HOURS: 6 hours lecture/week
9 hours clinical/week
4.5 hours lab/week

CREDIT HOURS: 7 credit hours

RATIONALE FOR THE COURSE:

The purpose of this course is to continue the foundational and sequential preparation of the associate degree nursing student by integrating knowledge, skills, and attitudes into a format that prepares the nursing student to competently administer nursing care. The course builds upon the concepts introduced in NUR 101 while increasing in complexity. The course focuses on continuing development, application, and integration of the concepts of safety, clinical decision making, teamwork and collaboration, professional behavior, and patient-centered care into nursing practice concentrating on nursing care of patients with selected common health problems within the peri-operative environment.

COURSE DESCRIPTION:

This course introduces the application of the nursing process in the care of persons throughout the lifespan who are experiencing selected common health problems.

PREREQUISITES/CO-REQUISITES:

Prerequisites: NUR 101, NUR 161, MAT 110 or MAT 120, BIO 210, and ENG 101

Co-requisites: BIO 211, ENG 102, and PSY 201

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:

1. Designated student uniform
2. HGTC student ID badge
3. Lab supplies (NUR 120 supply kit available in College bookstore)
4. Bandage scissors
5. Hemostat
6. Wrist watch with a second hand
7. Stethoscope
8. Penlight

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access. Internet 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 nursing handbook policy, lectures may not be recorded. No food or drink are allowed in any classrooms. This is a college-wide policy and will be enforced.

PART II: STUDENT LEARNING OUTCOMES**COURSE LEARNING OUTCOMES and ASSESSMENTS***

Upon successful completion of this course in the Associate Degree Nursing curriculum, the student will be able to:

COURSE LEARNING OBJECTIVES:

1. **SAFETY**
Demonstrate the application of safety concepts when administering nursing care.
2. **CLINICAL DECISION MAKING**
Implement nursing care that reflects critical thinking and application of the nursing process for patients with selected common health problems within the peri-operative environment.

3. **TEAMWORK AND COLLABORATION**
Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.
4. **PROFESSIONAL BEHAVIOR**
Model behaviors that demonstrate accountability and reflect standards of the profession.
5. **PATIENT-CENTERED CARE**
Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

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

Module 1: Application of organizing concepts within the peri-operative environment

Materials Covered: Brunner: Chapters 1, 2, 3, and 4

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

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 client within the peri-operative environment.
2. Create a plan for continued portfolio development that reflects application and integration of organizing concepts related to the peri-operative environment.
3. Explore the process of accessing on-line medical information databases for the purpose of implementing evidence-based nursing practice.

Module 2- Sociological/psychological/spiritual considerations for the patient within the peri-operative environment

Materials Covered: Brunner: Chapters 6, 9 and 10

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Evaluate nursing responsibilities related to supporting sociological, psychological, and spiritual integrities of the client within the peri-operative environment.
2. Describe assessment considerations related to sociological, psychological, and spiritual integrities of the client within the peri-operative environment.
3. List the Nursing diagnoses/ problems related to sociological, psychological, and spiritual integrities of the client within the peri-operative environment.

Module 3 - Infection, inflammation, immunity concepts within the peri-operative environment.**Materials Covered:** Brunner: Chapters 35, 38 and 71***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes**Learning Outcomes**

1. Identify nursing responsibilities related to management of selected infection, problems seen within the peri-operative environment.
2. Define inflammation and describe nursing responsibilities related to inflammation seen within the peri-operative environment.
3. Define immunity concepts and describe nursing responsibilities related to immunity concepts seen within the peri-operative environment.

Module 4

Introduction to nursing care of the patient with cancer

Materials Covered: Brunner: Chapter 15***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes**Learning Outcomes**

1. Describe epidemiological factors related to cancer development.
2. Identify the nurse's role in cancer prevention.
3. Describe the pathophysiology of cancer, including the characteristics of malignant cells, growth of neoplasms, and nature of metastases.
4. Apply the nursing process to care of the patient in the diagnostic and treatment phases of cancer.
5. Explain the symptomatic effects of bone marrow suppression secondary to chemotherapy and the resulting patient needs.
6. Discuss the major nursing care concerns for patients undergoing surgery, radiation therapy, chemotherapy, or biotherapy for treatment of cancer.

Module 5 - Integumentary problems and related concepts seen within the peri-operative environment**Materials Covered:** Brunner: Chapters 60 and 61***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes**Learning Outcomes**

1. Describe a complete skin assessment for the peri-operative client
2. Identify types of diagnostic evaluations for skin conditions
3. Describe the treatments used for surgical wounds
4. Using the nursing process as a framework, care for the patient with skin cancer.
5. Summarize teaching points for the prevention of skin cancer.
6. Explain the ABCDs of mole assessment.

Module 6 Peri-operative nursing management

Materials Covered: Brunner: Chapters 17, 18 and 19

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Identify the causes of preoperative psychological stress and nursing interventions to promote psychological need integrity.
2. Assess the client for the presence of surgical risk factors.
3. Identify legal and ethical considerations related to the operative permit and informed consent.
4. Describe preoperative nursing measures that decrease the risk for infection and other postoperative complications.
5. Decide how a patient's stage of psychosocial development, culture, age, level of education, and coping skills will influence the nurse's approach to preoperative teaching.
6. Develop a preoperative teaching plan designed to promote adaptive responses and recovery and to prevent postoperative complications.
7. Develop a sample nursing care plan for the preoperative experience focusing on promoting physiological safety needs within the framework of holistic care.
8. Describe the immediate preoperative preparation of the patient.
9. Critically examine the collaborative and interdisciplinary approach to care of the patient during surgery.
10. Describe the basic principles of surgical asepsis.
11. Discuss application of basic rules of surgical asepsis to standards of nursing care, nursing ethics, and cost containment.
12. Examine the collaborative roles of the nurse and anesthesiologist.
13. Identify risk factors related to surgery of the elderly patient and nursing interventions to reduce these risks.
14. Critically evaluate nursing responsibilities for the patient with regard to various types of anesthesia.
15. Identify the nurse's responsibility in assisting the family to cope during the operative phases of the patient's surgical experience.
16. Discuss how the nurse would prioritize physiological needs for the patient in the immediate postoperative period.
17. Describe the gerontologic considerations related to postoperative nursing management of patients.
18. Identify assessment parameters appropriate for the early detection of postoperative complications.
19. Develop a sample nursing care plan for the postoperative experience focusing on promoting physiological needs integrity by the prevention of complications.
20. Explain how knowledge of wound classification, the physiology of wound healing, and wound complications may be used as a basis for making decisions and employing therapeutic nursing interventions to promote effective adaptive responses in the patient with safety needs.

21. Describe the advantages and process of ambulatory surgery.
22. Critically examine factors that may positively or negatively impact the patient's postoperative recovery period.

Module 7 - Pain management strategies within the peri-operative environment

Materials Covered: Brunner: Chapters 12

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Identify stressors that may affect an individual's response to the pain experience.
2. Using appropriate interviewing and physical assessment skills, obtain a pain assessment focusing on acute post-operative pain.
3. Using the nursing process as a framework, critically analyze the relationship of pain as it relates to other areas of human functioning.
4. Explore how culture, ethnicity, age, and gender are variables which affect a client's interpretation of and response to the pain experience.
5. Administer selected analgesic agents safely by monitoring for the desired level of analgesia and minimizing undesirable side effects.
6. Critically review the nurse's legal responsibilities associated with the administration of narcotic analgesics.
7. Collaborate with the members of other health care disciplines concerning using different treatment modalities to promote pain relief.
8. Use teaching and counseling skills to empower clients to manage their own pain.
9. Descriptively and accurately document pain assessment findings, therapeutic interventions and outcomes on the client record.
10. Summarize nursing responsibilities related to patient controlled analgesic

Module 8 - Selected mobility problems and related concepts seen within the peri-operative environment

Materials Covered: Brunner: Chapters 42, 43 and 65

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Using the nursing process as a framework, administer nursing care to the patient with the following selected mobility problems:
 - a. Fractures
 - b. Surgical correction of herniated lumbar/cervical disks
 - c. Hip fractures treated with total hip replacement or open reduction with internal fixation
 - d. Total knee replacement
2. Describe complications associated with fractures and related nursing measures to prevent complications.
3. Explain nursing care issues related to the treatment modalities of traction and casts.
4. Complete a neurovascular assessment.

5. Collaborate as indicated with the appropriate health care professionals in order to address rehabilitation, discharge planning, and home care needs.
6. Review the process of crutch-walking.

Module 9 - Sensory problems and related concepts seen within the peri-operative environment

Materials Covered: Brunner: Chapters 63 and 64

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Using appropriate interviewing and physical assessment skills, complete an assessment of a patient experiencing alterations in vision or auditory sensation.
2. Critically examine the impact of altered vision/ auditory sensation on other areas of human functioning.
3. Use the nursing process as a framework, care for the patient with cataracts.
4. Describe nursing responsibilities related to care of the patient with retinal detachment, orbital trauma and enucleation.
5. Describe perioperative nursing responsibilities related to care of the client with auditory surgery.
6. Identify common medications used for auditory and visual disturbances.

Module 10 - Oxygenation problems and related concepts seen within the peri-operative environment

Materials Covered: Brunner: Chapters 20, 21, 22 and 23

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Explain the concepts of perfusion and ventilation and the relationship to oxygenation.
2. Apply the nursing process to the patient experiencing selected problems with ventilation or perfusion.
3. Explore the process of clinical decision-making related to the patient with selected oxygenation or perfusion problems.
4. Determine appropriate nursing interventions based on the interpretation of selected oxygenation assessment findings.
5. Safely implement designated nursing interventions to promote oxygenation.

Module 11 - Nutrition/metabolic problems and related concepts seen with in the peri-operative environment

Materials Covered: Brunner: Chapters 5, 44, 45, 46, 47, 52

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Compare the pathophysiologic processes with manifestations of symptoms associated with common esophageal, gastric, and duodenal disorders affecting nutrition needs.
2. Describe nursing responsibilities related to patient preparation for diagnostic studies of the esophagus, stomach, and duodenum.
3. Using the nursing process as a framework, plan care for the patient with altered nutritional needs as the result of specific pathophysiological processes affecting gastric, duodenal, and esophageal functioning.
4. Plan care for the patient undergoing gastric surgery, including addressing the development of short-term and long-term complications.
5. Identify nursing responsibilities and expected outcomes of pharmacological therapy used for the treatment of common gastric disorders.
6. Examine the benefits and deficiencies of a bland diet.
7. Use the nursing process as a framework for care of patients with cholelithiasis and those undergoing cholecystectomy.
8. Assess the adult for signs and symptoms of selected thyroid disorders.
9. Describe nursing responsibilities related to diagnostic tests for thyroid disorders.
10. Using the nursing process as a framework, plan care for the patient with alterations in thyroid functioning and undergoing thyroid surgery.
11. Critically evaluate the expected outcomes of pharmacological therapy for the treatment of selected thyroid disorders.
12. Explain nursing assessments and interventions, as well as the rationale for each, when caring for the patient receiving total parenteral nutrition.

Module 12 - Bowel elimination problems and related concepts seen within the peri-operative environment

Materials Covered: Brunner: Chapters 48, 49, and 50

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Assess the adult for signs and symptoms of ineffective bowel elimination functioning.
2. Compare the pathophysiologic processes of bowel obstructions with clinical manifestations and assessment findings.
3. Identify nursing responsibilities related to diagnostic testing for bowel obstructions.
4. Review nursing care for the patient undergoing intestinal decompression.
5. Apply the nursing process to the care of the patient undergoing small and large bowel resection.

Module 13 - Application of fundamental concepts of fluids and electrolytes to nursing practice

Materials Covered: Brunner: Chapter 13

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Assess the patient for evidence of fluid and electrolyte imbalances.
2. Identify the effects of aging on fluid and electrolyte regulation.
3. Examine the relationship of osmosis and osmolality to fluid and electrolyte balance and imbalance.
4. Plan effective care for patients with fluid and electrolyte imbalances.
5. Make appropriate clinical decisions based on the interpretation of assessment findings and diagnostic results related to fluids and electrolytes.
6. Use appropriate nursing diagnoses to describe ineffective responses to fluid and electrolyte problems.
7. Critically examine the significance of intravenous therapy in preventing or correcting fluid/electrolyte problems.
8. Compare the therapeutic benefits of isotonic, hypotonic, and hypertonic intravenous solutions.
9. Plan nursing care to focus on the assessment and prevention of complications associated with IV therapy.

Module 14 - Introduction to acid-base disturbances

Materials Covered: Brunner: Chapters 13

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes

1. Assess patients for evidence of acid-base imbalances.
2. Explain the concept of buffering systems in the maintenance of acid-base balance.
3. Compare metabolic acidosis and alkalosis with regard to causes, clinical manifestations, diagnosis, and management.
4. Interpret, with beginning competence, sample arterial blood gas (ABG) results.

Module 15 - Urinary elimination problems and related concepts seen within the peri-operative environment

Materials Covered: Brunner: Chapters 53, 54 and 55

***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes

Learning Outcomes:

1. Assess the adult for signs and symptoms of ineffective urinary elimination functioning.
2. Compare the pathophysiologic processes of selected urinary elimination problems with clinical manifestations and assessment findings.
3. Identify nursing responsibilities related to diagnostic testing for selected urinary elimination problems.
4. Review the nursing care of the patient with a urinary catheter.
5. Prioritize comprehensive nursing diagnoses for the adult with a urinary elimination problem.
6. Summarize nursing responsibilities related to the pharmacological management of selected urinary tract disorders with sulfonamides and other urinary agents.
7. Apply the nursing process to the care of the client undergoing kidney surgery.

Module 16 - Male reproductive problems and related concepts seen within the peri-operative environment**Materials Covered:** Brunner: Chapter 59***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes***Learning Outcomes***

1. Apply the nursing process to care of the patient with benign prostatic hyperplasia.
2. Critically evaluate nursing responsibilities related to care of the client with CBI.
3. Apply the nursing process to the patient with prostate cancer and testicular cancer, including the diagnostic and treatment phases.
4. Develop a teaching plan for early detection of testicular cancer.
5. Formulate nursing judgments regarding the selection of appropriate nursing interventions which promote adaptation in the adult who has selected disorders affecting reproduction
6. Communicate appropriately with the adult client relevant data regarding the status and progress toward expected goals.

Module 17 - Female reproductive problems and related concepts seen within the peri-operative environment**Materials Covered:** Brunner: Chapters 57 and 58***Assessments:** Module test, quizzes, Kaplan quizzes, Prep U quizzes***Learning Outcomes***

1. Evaluate nursing responsibilities related to diagnostic testing for selected reproductive disorders.
2. Critically apply the nursing process to care of the patient with cervical cancer undergoing surgery or radiation therapy.
3. Summarize appropriate nursing considerations related to comprehensive and quality care for the patient undergoing radiation therapy.
4. Apply the nursing process to the patient undergoing a hysterectomy.
5. Develop a teaching plan for the patient needing instructions on self-breast examination.
6. Describe diagnostic tests used to detect breast cancer.
7. Use the nursing process as a framework for care of the patient with cancer of the breast.
8. Compare the therapeutic usefulness of chemotherapy, surgery, and radiation in treating breast cancer.
9. Describe the physical, psychosocial, and rehabilitative needs of the patient who has had a mastectomy.

PART III: GRADING AND ASSESSMENT

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

EVALUATION

<u>Unit Tests</u> (4) Average	75%
<u>EBP paper (APA format)</u>	5%
<u>Quizzes (lowest score will be dropped)</u>	5%
<u>Final Exam</u> (Comprehensive)	15%
Total	100%

GRADING SYSTEM:

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

GRADING SYSTEM:

A = 100 – 90, B = 89- 80, C=79-77, D=76-60, F = 59 and below.

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.

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).

Inquiries regarding the non-discrimination policies:	
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.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <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 Jacquelyne.Snyder@hgtc.edu