



INSTRUCTIONAL PACKAGE

NUR 150
Chronic Health Problems

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 150 COURSE TITLE: Chronic Health Problems

CONTACT HOURS: 6.0 CREDIT HOURS: 6.0

RATIONALE FOR THE COURSE:

This course is the third course in the generic ADN program and the first medical/surgical nursing course in the advanced placement program. Building upon the skills learned in previous courses, the student will expand their knowledge of caring for adult clients in the acute health care setting who have chronic disease conditions. The student will apply the components of the nursing process while caring for these clients.

COURSE DESCRIPTION:

This course is a study of the treatments used for chronic health problems in adult patients.

PREREQUISITES/CO-REQUISITES:

(Credit level NUR 120 Minimum Grade of C or Credit level NUR 201 Minimum Grade of C and Credit level NUR 162 Minimum Grade of C) and (Credit level BIO 225 Minimum Grade of C or Credit level BIO 225 Minimum Grade of TC) and (Credit level PSY 201 Minimum Grade of C or Credit level PSY 201 Minimum Grade of TC)

***Online/Hybrid** courses require students to complete the [Distance Learning Orientation Video](#) prior to enrolling in an online course.

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:

Kaplan Nursing, The Basics, A Comprehensive Outline of Nursing School Content, 2023 by Burckhardt, J et al

Pharmacology and the Nursing Process, 2020 by Lilley, L et al
Evolve/SherPath EAQ

Drug Cards

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.

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. Please refer to the Nursing Student Handbook for policies regarding the use of technology and social media by Student Nurses.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes**COURSE LEARNING OUTCOMES and ASSESSMENTS*:**

Support the Associate Degree Nursing Program Outcomes. Upon completion of NUR 150, the student will:

1. SAFETY

Demonstrate the application of safety concepts in the provision of nursing care to individuals experiencing chronic illness.

2. CLINICAL DECISION MAKING

Implement nursing care that reflects critical thinking and application of the nursing process for adults with selected chronic health problems.

3. TEAMWORK and COLLABORATION

Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication to facilitate positive patient outcomes.

4. PROFESSIONAL BEHAVIORS

Model the behaviors that demonstrate accountability and reflect the 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

Introduction to NUR 150 - Concept Integration Model applied to the nursing care of an adult client experiencing chronic health problems.

Materials Covered: Orientation to the course.

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes

1. Identify how NUR 150 course learning outcomes are built on NUR 101 and NUR 120, and NUR 201 learning outcomes.
2. State how the final grade for NUR150 is computed.
3. Identify expectations for the NUR150 Math Calculation Test.
4. Describe special course experiences and the evaluation process.
5. Discuss the components of the concept integration model for the associate degree nursing program.
6. Discuss the components of the concept integration model for the associate degree nursing program related to the nursing care of the client with chronic health problems.
7. Review the integrity needs categories applied to the care of the client with chronic health problems.
8. Review the NUR150 course learning outcomes.

Assigned References:

NUR 150 Instructional Packet

NUR 150 Instructor Course Information Sheet

HGTC Associate Degree Nursing Student Handbook

Module #2

SOCIOLOGICAL INTEGRITY related to the care of the adult client experiencing chronic health problems

Materials Covered Lewis’s Medical-Surgical Nursing: Chapters 5, 7, and 45

Assessment(s): Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Define chronic illness.
2. Define obesity.
3. Identify factors related to the increasing incidence of chronic illness.
4. Analyze characteristics of chronic illnesses and their implications on client and family.
5. Describe the impact of chronic illnesses on the lifestyles/roles of the adult client.
6. Describe the impact of obesity on the lifestyles/roles of the adult client.
7. Discuss the cultural impact on how adults and their families cope with chronic illnesses.
8. Plan and implement nursing interventions for adult clients with chronic health problems.
9. Plan and implement nursing interventions for adult clients with obesity.
10. Discuss the implications of chronicity on the holistic needs of clients/families.
11. Describe the current philosophy of rehabilitation.
12. Discuss the interdisciplinary approach to rehabilitation.
13. Identify and prioritize common nursing diagnoses applicable to the generic client experiencing a chronic illness.
14. Identify and prioritize common nursing diagnoses applicable to the generic client experiencing obesity.
15. Define social isolation in relation to the chronically ill client's ability to meet their sociological needs.
16. Discuss how a chronic illness would contribute to the effects of social isolation and alter the client's sociological integrity.
17. Identify economic issues, home factors, and community resources to be considered in the discharge plan of the chronically ill client.
18. Identify economic issues, home factors, and community resources to be considered in the discharge plan of the obese client.
19. Evaluate therapeutic nursing interventions for clients with complex health problems.
20. Communicate pertinent data regarding the client's chronic illness, interventions, and outcomes to the healthcare team.

Module #3

PSYCHOLOGICAL AND SPIRITUAL INTEGRITY related to the adult client experiencing chronic health problems:

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 5, 7, and 45

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Review the concepts of stress and adaptation.
2. Identify psychological stressors and anxieties associated with chronic illness.
3. Discuss how self-concept is affected by chronic illness.
4. Identify several ethical dilemmas common to the medical-surgical area of nursing

- practice, specifically death and dying issues and life with an infectious illness.
5. Discuss the physiologic aspects of aging that occur because of normal aging.
 6. Describe the significance of preventive health care and health promotion for the elderly.
 7. Assess the client's psychological and spiritual integrity, identifying behaviors indicative of ineffective coping and/or altered self-concept.
 8. Identify and prioritize nursing diagnoses, which describe the altered needs of the client with chronic addictive behaviors.
 9. Plan and implement nursing interventions, which promote positive self-concept and spiritual integrity for clients experiencing chronic illnesses.
 10. Utilize effective interpersonal communication and collaboration skills to plan and implement holistic care for chronically ill clients experiencing psychological and spiritual stressors.
 11. Identify realistic client-centered outcomes for the client with ineffective psychological and spiritual responses.

Module #4

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

The client with Chronic Obstructive Pulmonary Disease (COPD) and/or obstructive sleep apnea (OSA)

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 8 and 31

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Analyze pulmonary assessment and diagnostic data identifying abnormalities in altered oxygenation needs secondary to COPD.
2. Review beta-adrenergic receptors and their function in the lungs specifically related to Chronic Obstructive Pulmonary Disease.
3. Discuss the pathophysiology of COPD and the stages of its development as a chronic illness altering effective oxygenation.
4. Identify changes in pulmonary function studies and arterial blood gases for the client with COPD.
5. Develop appropriately selected nursing diagnoses for the client with the oxygenation problem of COPD.
6. Make clinical judgments regarding nursing interventions, which promote optimum oxygenation in the client experiencing ineffective pulmonary responses.
7. Discuss the nurse's role in the pharmacological management of the client with COPD.
8. Discuss the nurse's role in client education and preparation for diagnostic tests related to altered oxygenation needs secondary to COPD.
9. Prioritize nursing diagnoses describing the oxygenation problems related to COPD within the holistic needs of the client.
10. Provide clients with accurate health promotion and restoration information

regarding their altered oxygenation needs (specifically related to oxygen therapy, breathing techniques, and therapeutic management).

11. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with oxygenation problems related to COPD.
12. Use problem-solving and collaboration to assist the client in lifestyle modification, which will allow continued physiological, psychological, spiritual, and sociological integrity.
13. Identify realistic client-centered outcomes of therapeutic interventions, which promote adaptation in the client with chronic alterations in oxygenation.
14. Discuss the risk factors associated with the development of sleep apnea and obstructive sleep apnea.
15. Review the current respiratory care modalities associated with sleep apnea: CPAP and BiPAP.
16. Review and discuss Medication associated: Bronchodilators, Combination Inhaled drugs.

Module #5

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

A client experiencing chronic cardiovascular disease.

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 35 and 37

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Differentiate between modifiable and non-modifiable risk factors for cardiovascular disease.
2. Discuss the nurse's role in the pharmacological management of the client with specific oxygenation problems using specified drugs.
3. Use problem-solving to assist the client to modify their diet and lifestyle, specifically using principles of cardiac health nutrition.
4. Provide clients with accurate health promotion and restoration information regarding their altered oxygenation needs.
5. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific oxygenation problems.

Module #6

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

The client with hypertension.

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 36

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology involved in vascular disorders as they affect oxygenation needs.
2. Analyze diagnostic and assessment data for ineffective oxygenation secondary to vascular responses.
3. Identify selected nursing diagnoses to describe the oxygenation problems of the client with ineffective vascular responses.
4. Prioritize diagnoses according to the holistic needs of the client with hypertension.
5. Make clinical judgments regarding nursing interventions, which promote adaptation in the client with ineffective vascular responses.
6. Discuss the nurse's role in the pharmacological management of the client with altered oxygenation needs.
7. Use problem-solving to assist clients through collaboration to modify diet and lifestyle specifically related to modifiable risk factors.
8. Compare and contrast primary and secondary hypertension.
9. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with altered oxygenation needs.
10. Discuss Pharmacological interventions: Anti- Hypertensives, Nitrates, Diuretics, Statins, and supportive medications.

Module #7

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

A client experiencing atherosclerosis and coronary artery disease.

1. Pathophysiology of common disorders affecting oxygenation
 - a. Atherosclerosis
 - b. Angina
2. Special nursing considerations related to clients with oxygenation alterations.

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 35 and 37

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology of atherosclerosis and angina as physiological responses to internal and external stressors.
2. Compare and contrast arteriosclerosis, atherosclerosis, and coronary atherosclerosis.
3. Compare the relationship between coronary atherosclerosis and angina in the cardiac client.
4. Compare and contrast stable, unstable, and variant angina and non-cardiac pain.
5. Recognize abnormal assessment data in the client with specific oxygenation problems.
6. Identify selected nursing diagnoses, using assessment data to describe the oxygenation problems of the client with angina and atherosclerosis.
7. Prioritize diagnoses among the total needs of the client with angina.

8. Make clinical judgments regarding nursing interventions, which promote optimum functioning in the client with chronic problems of angina and atherosclerosis.
9. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with altered cardiovascular needs.
10. Discuss the application of Statin related drugs and Anticoagulants.

Module #8

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

The client with heart failure.

The client with valvular heart disease.

The client with cardiomyopathy.

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 38 and 40

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Analyze cardiovascular and diagnostic assessment data for abnormalities related to valvular disorders and heart failure and cardiomyopathy.
2. Discuss the pathophysiology of ineffective cardiac responses, specifically heart failure, valvular disorders, and cardiomyopathy, and their impact on oxygenation needs.
3. Discuss the nurse's role in the identification of the learning needs of the client with ineffective oxygenation.
4. Compare and contrast the types of heart failure: right and left-sided heart failure, systolic and diastolic heart failure.
5. Correlate the pathophysiology of hypertension, valvular disorders, heart failure, and cardiomyopathy.
6. Discuss the nurse's role in the pharmacologic management of the client with altered oxygenation needs secondary to impaired cardiac responses. Explore anti-biotic applications related to Infective endocarditis.
7. Identify and prioritize selected nursing diagnoses that describe altered oxygenation needs secondary to cardiac responses.
8. Make nursing judgments regarding interventions, which will promote the adaptation of the client with ineffective oxygenation secondary to ineffective cardiac responses.
9. Use problem-solving and collaboration to assist the client experiencing altered oxygenation needs with lifestyle and diet modifications.
10. Discuss the effects of home oxygen therapy on health maintenance and restoration in the client with altered oxygenation needs related to ineffective cardiac responses.
11. Provide clients with accurate health promotion and restoration information regarding their altered oxygenation needs.
12. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with the specific oxygenation problems of valvular disorders

and heart failure.

13. Review the psychological and spiritual integrity needs specifically related to death and dying issues for the patient with an end-stage cardiac condition.
14. Identify realistic client-centered outcomes for therapeutic interventions for the client with chronic alterations in oxygenation needs.
15. Identify interdisciplinary healthcare team members who work with clients with chronic cardiac conditions.

Module #9

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS:

The client with peripheral vascular disease.

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 41

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology involved in vascular disorders as they affect oxygenation needs.
2. Analyze diagnostic and assessment data for ineffective oxygenation secondary to vascular responses.
3. Identify selected nursing diagnoses to describe the oxygenation problems of the client with ineffective vascular responses.
4. Prioritize nursing diagnoses according to the holistic needs of the client with ineffective vascular responses.
5. Make clinical judgments regarding nursing interventions, which promote adaptation in the client with ineffective vascular responses.
6. Discuss the nurse's role in the pharmacological management of the client with altered oxygenation needs.
7. Use problem-solving to assist clients through collaboration to modify diet and lifestyle specifically related to modifiable risk factors.
8. Compare and contrast arterial and venous insufficiency.
9. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with altered oxygenation.
10. Discuss and evaluate the use of Pharmaceuticals: Used to slow the progression of Peripheral Vascular diseases: Anti-coagulants, Anti-Hypertensives

Module #10

End-of-life care

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 10

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss personal feelings about death and dying.
2. Make clinical judgments about the care of the dying patient and family.
3. Collaborate with family members to meet the ethnic/cultural needs of the patient.
4. Communicate with interdisciplinary team members to assure optimal patient comfort.
5. Modify assessment and nursing care to meet the changing needs of the dying patient.
6. State coping mechanisms for the patient, family, caregivers, and nurses of dying patients.
7. Discuss ethical implications or Pharmacological applications: Morphine, Analgesics.

Module #11

PHYSIOLOGICAL INTEGRITY RELATED TO ELIMINATION NEEDS:

A client experiencing chronic inflammatory bowel disease.

A client experiencing diverticulosis.

A client experiencing irritable bowel syndrome.

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 47

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Assess normal and abnormal bowel elimination.
2. Discuss the pathophysiology of inflammatory bowel disease (IBD) and Diverticulosis. State how they alter elimination needs.
3. Analyze abnormal assessment and diagnostic data of the client with alterations in elimination needs.
4. Discuss the nurse's role in pre and post-diagnostic test care for the client with altered elimination needs.
5. Discuss the nurse's role in the pharmacological management of the client with elimination alterations by IBD and Diverticulosis. Explore GI medications: PPIs, Antacids, H2 antagonists, Binders, and protectants.
6. Identify selected nursing diagnoses from obtained assessment data to describe the altered elimination needs produced by IBD and Diverticulosis.
7. Prioritize nursing diagnosis for the client with altered elimination needs within the holistic needs of the client.
8. Make clinical judgments regarding nursing interventions, which promote the optimum functioning of the client with elimination alterations.
9. Identify realistic client-centered outcomes of care for the client experiencing chronic alterations in elimination needs.
10. Collaborate with the client to problem solve and modify their lifestyle and diet.
11. State the rationale for altering fiber in diets.
12. State the rationale for resting the bowel.
13. Differentiate irritable bowel syndrome from chronic inflammatory bowel disorders.

14. Provide the client with health promotion, maintenance, and restoration information regarding their altered elimination needs.
15. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific elimination problems.

Module #12

PHYSIOLOGICAL INTEGRITY RELATED TO SAFETY and INFECTION CONTROL NEEDS
PHYSIOLOGICAL INTEGRITY RELATED TO NUTRITIONAL NEEDS and FLUID and
ELECTROLYTE NEEDS:

The client with hepatitis.

The client with cirrhosis.

The client with non-alcoholic fatty liver disease (NAFLD).

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 48

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Analyze hepatic assessment and diagnostic data for abnormalities related to ineffective liver responses.
2. Identify the metabolic functions of the liver.
3. Discuss the pathophysiology of the different types of hepatitis and their impact on the safety and nutritional needs of the client.
4. Compare and contrast Hepatitis A, B, C, D, and E.
5. Analyze clinical manifestations of liver dysfunction in relation to nutritional needs secondary to ineffective liver responses.
6. Relate jaundice and nutritional deficiencies to the altered nutritional needs because of hepatitis.
7. Prioritize specific nursing diagnoses to describe the safety and nutritional problems of the client with specific types of hepatitis.
8. Prioritize nutritional nursing diagnoses within the holistic needs of the client.
9. Make clinical judgments regarding nursing interventions, which promote optimum adaptation in the client with the chronic health problem of hepatitis.
10. Discuss the nurse's role in the pharmacological management of the client experiencing alterations in nutrition secondary to hepatitis. Discuss Hepatitis Vaccines and pharmacological treatment with Interferons, Immunoglobulins, Anti-Virials
11. Use problem-solving and collaboration to assist the client and family in lifestyle changes, such as the use of standard precautions.
12. Provide clients and families with accurate health promotion and restoration information regarding their altered safety/infection control and nutritional needs.
13. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific safety and nutritional problems.
14. Review standard precautions in relation to the safety of self and for teaching

purposes for the client and family.

15. Review the psychological and spiritual needs of the client living with an infection/transmittable disease.
16. Identify realistic client outcomes for clients experiencing chronic alterations in safety and nutritional needs.
17. Discuss the current risk factors leading to the development of cirrhosis and non-alcoholic fatty liver disease.

Module #13

PHYSIOLOGICAL INTEGRITY RELATED TO FLUID/ELECTROLYTE and NUTRITIONAL NEEDS:

The client experiencing Cushing's disease; the client experiencing Addison's disease, and chronic pancreatitis.

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 48 and 54

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Review the function of the adrenal and pituitary glands and the hormones they secrete.
2. Discuss the pathophysiology of Addison's disease, Cushing's syndrome, and Chronic Pancreatitis endocrine stressors affecting nutritional needs.
3. Analyze abnormal subjective and objective assessment and diagnostic data found in clients with altered fluid/electrolyte and nutritional needs secondary to ineffective adrenal responses.
4. Identify and prioritize nursing diagnosis of clients with alterations in fluids/electrolytes and nutritional needs secondary to ineffective adrenal responses, within in the holistic needs of the chronically ill client.
5. Make clinical judgments regarding nursing interventions, which promote optimal nutrition with the client experiencing the chronic health problems of Addison's disease, Cushing's syndrome, and Chronic Pancreatitis.
6. Discuss the nurse's role in the pharmacological management of clients with fluid/electrolyte and nutritional problems secondary to Addison's disease, Cushing's syndrome, and Chronic Pancreatitis.
7. Use problem-solving and collaboration to assist the client with lifestyle changes related to long-term hormonal replacement.
8. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with nutritional alterations.
9. Identify realistic client-centered outcomes when chronic fluid/electrolyte and nutritional alterations such as Addison's, Cushing's Diseases, and Chronic Pancreatitis exist.

Module #14

PHYSIOLOGICAL INTEGRITY RELATED TO NUTRITIONAL NEEDS:

The Adult Client with Diabetes Mellitus

Materials Covered: Lewis's Medical-Surgical Nursing: Chapter 53

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Review the function of the pancreas and the hormones it secretes.
2. Discuss the pathophysiology of diabetes mellitus as it affects the nutritional needs of the client.
3. Compare and contrast Type 1 Diabetes Mellitus, Type 2 Diabetes Mellitus, and the mixed types of DM.
4. Analyze subjective and objective assessment, as well as diagnostic data for abnormalities as they relate to the client, has altered nutritional needs.
5. Analyze the long-term changes of integrity needs of the client experiencing alterations in insulin secretion.
6. Relate the therapeutic treatment modalities to promote the adaptation of the client with nutritional needs.
7. Develop a comprehensive teaching plan for the client experiencing an alteration in nutritional needs related to chronic variances of insulin levels.
8. Collaborate with the health care team, nutritionist, client, and family to develop a plan, which will meet the nutritional needs of the client.
9. Plan holistic nursing care for the client experiencing variances in insulin availability to promote adaptation and nutritional need integrity.
10. Prioritize nursing diagnoses for the client with chronic alterations in nutritional needs considering the holistic needs of the client.
11. Develop and evaluate client-centered outcomes for therapeutic nursing interventions for the client with chronic alterations in nutritional needs.
12. Discuss the community resources and web resources available to the client and family to assist in meeting the needs of the client with diabetes mellitus.
13. Communicate assessment data, plan of care, interventions, and outcome evaluation of the client with altered nutritional needs.
14. Discuss Pharmacological interventions: Insulins, Oral Diabetic agents, hypoglycemics.

Module #15

PHYSIOLOGICAL INTEGRITY RELATED TO ELIMINATION NEEDS:

The Adult Client Experiencing Chronic Kidney Disease.

Materials Covered: Lewis's Medical-Surgical Nursing: Chapters 50, 51 and 17

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Review assessment of normal urinary elimination and fluid and electrolyte status.
2. Discuss the pathophysiology of chronic kidney disease (CKD). State the alterations in elimination needs.
3. Analyze abnormal assessment and diagnostic data of the client with alterations in elimination needs.
4. Discuss the nurse's role in pre-post-dialysis care for the client with altered elimination needs.
5. Discuss the nurse's role in the pharmacological management of the client with elimination alterations by CKD.
6. Identify selected nursing diagnoses from obtained assessment data to describe the altered elimination needs produced by CKD.
7. Prioritize nursing diagnoses for the client with altered elimination needs within the holistic needs of the client.
8. Make clinical judgments regarding nursing interventions, which promote other optimum functioning of the client with elimination alterations.
9. Identify realistic client-centered outcomes of care for the client experiencing chronic alterations in elimination needs.
10. Collaborate with the client with CKD to problem solve and modify their lifestyle and diet incorporating therapeutic diets.
11. Provide the client with health promotion, maintenance, and restoration information regarding their altered elimination needs.
12. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific elimination problems.

Module #16

PHYSIOLOGICAL INTEGRITY RELATED TO SAFETY and INFECTION CONTROL NEEDS:

The Adult Client with Tuberculosis (TB)

The Adult Client with Human Immunodeficiency Virus (HIV/AIDS)

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 15 and 30***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Apply the use of standard precautions to client scenarios.
2. Discuss the pathophysiology of HIV and the progression to immunosuppression and threatened physiological safety.
3. Describe the epidemiology of HIV infection, methods of transmission, and strategies for prevention.
4. Discuss the nurse's role in addressing psychosocial, legal, and ethical issues and the impact of this disease on the National Health Care Policy.
5. Discuss the pathophysiology of tuberculosis and its impact on safety.

6. Describe the epidemiology of TB and methods of transmission.
7. Relate the epidemiology of TB and HIV to the client with altered immunity and impaired physiological safety.
8. Analyze abnormal assessment and diagnostic findings in the client with alterations in safety needs.
9. Identify and prioritize selected nursing diagnoses for the client with safety alterations as a response to HIV, AIDS, and TB within the framework of holistic health needs.
10. Make clinical judgments regarding nursing interventions, which promote the optimum adaptation of the client with altered safety needs.
11. Use problem-solving and collaboration to promote holistic lifestyle changes related to diet, risk-prone behaviors, and standard precautions in the client with chronically altered safety needs.
12. Discuss the nurse's role in the pharmacological management of the client with safety alterations.
13. Provide clients and families with accurate health promotion, maintenance, and restoration information regarding safety needs.
14. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific safety needs accurately, descriptively, and concisely.
15. Identify realistic client-centered outcomes for care when chronic alterations of physiological safety exist due to immunosuppression.
16. Review personal views and beliefs regarding clients with chronic alterations of physiological safety related to HIV, AIDS, and TB.
17. Identify community resources and web resources available to assist those with chronically impaired safety needs.
18. Provide Information regarding pharmacological interventions: Anti-Virals

Module #17

PHYSIOLOGICAL INTEGRITY RELATED TO COMFORT /SLEEP NEEDS:

The Adult Client Experiencing Chronic Pain

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 9

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Relate the neurophysiology of chronic pain to assessment data commonly seen in clients experiencing chronic pain.
2. Explore common chronic illnesses, which create chronic pain. For the adult client, review the causes and treatments of chronic pain secondary to cancer, chronic pain secondary to fibromyalgia, and chronic pain secondary to sickle cell anemia.
3. Recognize abnormal psychological, spiritual, sociological, and physiological assessment data in the client with chronic pain.
4. Review personal views/beliefs regarding pain and pain management.

5. Discuss various treatment modalities of chronic pain specifically TENS, biofeedback, integrative therapies, and pharmacologic therapy.
6. Plan and implement holistic nursing care for the client experiencing chronic pain, which promotes adaptation and needs integrity.
7. Evaluate the outcomes of therapeutic interventions for pain through collaboration with the client.
8. Communicate pertinent data regarding the client's chronic pain, interventions, and outcomes to the healthcare team.
9. Discuss pain management concerns and issues at the national health policy level.
10. Apply the principle of pain assessment as the "fifth vital sign."
11. Document pain assessments utilizing a pain scale.
12. State two nursing diagnoses related to pain.
13. Discuss hospice care and palliative care as modalities of nursing care.
14. Discuss cultural competence in relation to the assessment of pain.

Module #18

Physiological Integrity related to safety and mobility needs: Gout.

Rheumatoid Arthritis (RA)

Systemic Lupus Erythematosus (SLE) Topical Outline

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 69

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes

1. State the pathophysiological cause of gout.
2. State the pathophysiological cause of rheumatoid arthritis.
3. Compare and contrast rheumatoid arthritis to osteoarthritis and gout.
4. Collaborate with the client and family to promote changes in the client's diet (specific to a low purine diet) in the management of gout.
5. State the pathophysiological cause of systemic lupus erythematosus.
6. State the ethnic and gender factors associated with systemic lupus erythematosus.
7. Identify the different clinical manifestations of systemic lupus erythematosus.
8. Identify the major pharmacological therapies for systemic lupus erythematosus.
9. Identify the major complications associated with systemic lupus erythematosus, including skin lesions, pericarditis, arthritis, renal disease, multiple organ disease, and neurologic disease.
10. Prioritize the nursing assessments, diagnoses, and interventions for the client with systemic lupus erythematosus.
11. Identify the chronic care needs of the client with rheumatoid arthritis, gout, and systemic lupus erythematosus.

Module #19

Physiological Integrity Related to Neurologic and Sensory Disorders

The Adult Client with Chronic Seizure Disorders

The client with migraine headaches

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 63

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Perform an assessment of normal and abnormal neurologic function.
2. Discuss the pathophysiology of chronic seizure disorders.
3. Analyze abnormal assessment and diagnostic data of the client with alterations in neurologic and sensory function.
4. Discuss the nurse's role in pre- and post-diagnostic test care for the client with altered neurologic and sensory function.
5. Discuss the nurse's role in the pharmacological and non-pharmacological management of the client with altered neurologic and sensory function.
6. Identify selected nursing diagnoses to describe altered neurologic and sensory function.
7. Prioritize nursing diagnoses for the client with altered neurologic and sensory function.
8. Make clinical judgments regarding nursing interventions, which promote the optimum functioning of the client with altered neurologic and sensory function.
9. Identify realistic client-centered outcomes of care for the client experiencing chronic alterations in neurologic and sensory function.
10. Collaborate with the client to problem solve and modify their lifestyle.
11. Provide the client with health promotion, maintenance, and restoration information regarding their altered neurologic and sensory function.
12. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with specific altered neurologic and sensory functions.
13. Identify Medications used to treat neurosensory deficits: Anti-Convulsant, Cholinesterase inhibitors, Acetylcholinesterase Inhibitors, and Benzodiazepines.

Module #20

PHYSIOLOGICAL INTEGRITY RELATED TO MOBILITY and SENSORY NEEDS

The Adult Client with Parkinson's disease

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 63

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology of the sensory, safety, and mobility problems of clients experiencing Parkinson's disease.
2. Identify abnormal assessment data related to clients experiencing Parkinson's disease.
3. Discuss the pathophysiology of Parkinson's disease and its impact on basic mobility and

- sensory needs.
4. Compare and contrast the sensory needs/responses of a client with CVA, Alzheimer's, and Parkinson's disease.
 5. Identify selected nursing diagnoses based on assessment data, which describe the client with altered mobility and sensory needs.
 6. Prioritize the nursing diagnoses of the client with sensory needs among the holistic needs of the client.
 7. Make clinical judgments regarding therapeutic nursing interventions, which promote the optimum adaptation of the client with sensory alterations.
 8. Identify realistic client-centered outcomes when chronic mobility and sensory impairments exist.
 9. Discuss the nurse's role in the pharmacological management of the client with sensorineural deficits.
 10. Identify community resources and web resources to assist the client/family in caring for the client with sensorineural deficits.
 11. Plan nursing care for the client with sensorineural needs in the acute setting, rehabilitation setting, home care, and long-term care setting.
 12. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with sensorineural needs.
 13. Collaborate with the client, family, and health team members to develop a comprehensive plan of care for long-term care of the client with chronic mobility and sensory alterations.
 14. Explore pharmacological interventions: Dopaminergic, Dopamine agonist, a Dopamine precursor

Module #21

PHYSIOLOGICAL INTEGRITY RELATED TO MOBILITY and SENSORY NEEDS:

The Adult Client with Chronic Mobility and Sensory Changes.

The Adult Client with Myasthenia Gravis (MG).

The Adult Client with Multiple Sclerosis (MS).

The Adult Client with Amyotrophic Lateral Sclerosis (ALS).

Materials Covered Lewis's Medical-Surgical Nursing: Chapters 63

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology of multiple sclerosis as it alters the physiological need for mobility.
2. Discuss the pathophysiology of myasthenia gravis as it alters the physiological need for mobility.
3. Discuss the pathophysiology of ALS as it alters the physiological need for mobility.
4. Discuss the difference between inflammation and neuromuscular stressors on mobility.

5. Compare and contrast the neuromuscular deficits of Multiple Sclerosis, Myasthenia Gravis, and ALS.
6. Analyze the assessment data of the client with chronic mobility problems.
7. Prioritize the nursing diagnoses of the client with chronic alterations in mobility needs among the holistic client needs.
8. Make clinical judgments regarding therapeutic nursing interventions for the client with chronic mobility alterations.
9. Identify realistic client-centered outcomes when chronic alterations exist in mobility.
10. Discuss the nurse's role in the pharmacological management of the client with chronic mobility problems.
11. Identify community resources and web resources to assist the client and family with adaptation to chronic mobility alterations.
12. Provide clients with accurate health promotion and restoration information regarding their altered mobility needs.
13. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with mobility needs.

Module #22

PHYSIOLOGICAL INTEGRITY RELATED TO OXYGENATION NEEDS, MOBILITY, and SENSORY NEEDS:

The Adult Client Experiencing a Cerebrovascular Accident.

Materials Covered Lewis's Medical-Surgical Nursing: Chapter 62

***Assessment(s):** Complete reading assignments, Kaplan, Quizzes, Homework, Class assignments, Unit Tests, and Final Exam

Learning Outcomes:

1. Discuss the pathophysiology of the types of CVAs.
2. Identify abnormal assessment data related to the client with different types of CVAs.
3. Discuss the pathophysiology of CVA and its impact on the physiological, oxygenation, mobility, and sensory needs of the client.
4. Compare and contrast the sensory needs/responses of a client with the different types of CVAs.
5. Identify selected nursing diagnoses based on assessment data, which describe the client with altered sensory needs.
6. Prioritize the nursing diagnoses of the client with sensory needs among the holistic needs of the client.
7. Make clinical judgments regarding therapeutic nursing interventions, which promote the optimum adaptation of the client with sensory alterations.
8. Identify realistic client-centered outcomes when chronic sensory impairments exist.
9. Discuss the nurse's role in the pharmacological management of the client with sensorineural deficits secondary to CVA.
10. Identify community resources and web resources to assist the client/family in

caring for the client with sensorineural deficits.

11. Plan nursing care for the client with sensorineural needs in the acute setting, rehabilitation setting, home care, and long-term care setting.
12. Communicate assessment data, plan of care, interventions, and outcome evaluations of the client with sensorineural needs.
13. Collaborate with the client, family, and health team members to develop a comprehensive plan of care for long-term care of the client with chronic sensory alterations.
14. Discuss Pharmacological intervention and prevention: TPA, Antiplatelets, Anticonvulsants

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.

Clinical Component: S/U

Students' clinical proficiency will be assessed weekly by Clinical Instructors as described in the Clinical Performance Evaluation Tool Guidelines.

Theory Component:

EVALUATION*

Tests/Exams	80%^
Assignments/Quizzes/Presentation (In-class, online, homework)	10%
Final Exam	10%^
	100%

^Students must achieve a weighted exam average of 77 or greater on the theory components of the course to pass the course. The theory components are the unit exams and the final exam. The weighted average for all other assignments will be added after the weighted average of 77 is achieved on the unit exam and final exams to generate the final calculated grade.

The grade is calculated as follows: Unit test average X percentage and Final exam test grade X percentage divided by 90.

As an example:

Unit test average $77.54 \times .80 = 62.03$

Final exam grade $81.04 \times .10 = 8.1$

Total points $70.13 / 90 = 77.9$

The remaining points from other assignments will be added once a grade of 77 or greater is achieved on objective testing (exam and final grade) to calculate the overall theory grade. There is no rounding of any grades. Grades are calculated to the hundredth decimal place.

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

GRADING SYSTEM:

90-100 = A

80-89 = B

77-79 = C

69-76 = D

Less than 69 = F

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.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at

approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

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 or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email 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 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 or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: 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.

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.

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.

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**](#)