



INSTRUCTIONAL PACKAGE

NUR 221

Advanced Nursing Concepts

201810
Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: NUR 221

COURSE TITLE: Advanced Nursing Concepts

CONTACT HOURS: 3 class hours
6 lab hours

CREDIT HOURS: 5 hours

RATIONALE FOR THE COURSE:

This course prepares the student to care for clients with life -threatening illness in a holistic manner, understand the complexities of multiple comorbidities, meet the psychosocial needs of clients and their families, provide holistic care to the dying client and increase participation in the profession by involvement in disaster preparedness. The student will be exposed to multiple areas that will reinforce the behaviors inherent in practice as a professional nurse: critical thinking, communication with adaptation to various barriers, professional behavior, and management of client care, teaching/learning, incorporation of evidence based practice, clinical competence, and provision of culturally sensitive care.

COURSE DESCRIPTION:

This course expands the application of the nursing process in the care of persons throughout the life span who are experiencing complex health problems.

PREREQUISITES/CO-REQUISITES:

NUR 161

NUR 217

NUR 220

SPC 205

Co-requisites:

NUR 217

SPC 205

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:

Arikian, Veronica. (Ed). (2012). Kaplan Nursing-The Basics.

Complete HGTC student nurse's uniform

Wristwatch with second hand

Bandage scissors

Penlight

Stethoscope

July 2018 ADA compliant

EKG calipers or measuring card

TECHNICAL REQUIREMENTS:

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

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

PART II: STUDENT LEARNING OUTCOMES

Upon completion of this capstone course (NUR 221) in the ADN curriculum, the student will be able to:

1. SAFETY

Promote a culture of safety within health care settings that minimizes the risk of harm to recipients and providers of nursing care

2. CLINICAL DECISION MAKING

Formulate effective clinical decisions, using analytical processes, which promote positive outcomes for recipients of nursing care

3. TEAMWORK AND COLLABORATION

Facilitate coordinated patient care by integrating communication skills with inter-professional collaborative processes

4. PROFESSIONAL BEHAVIORS

Model behaviors that demonstrate accountability and reflect standards of the profession.

5. PATIENT CENTERED CARE

Manage patient-centered care that values individual rights and needs while respecting diversity.

In addition to the above student learning outcomes, the student, upon completion of this course in the fifth semester of the ADN Curriculum, will be able to:

1. Formulate nursing judgments which adhere to the ANA's Standards of Clinical Practice and the ANA's Code of Ethics in providing nursing care to adult clients experiencing acute, complex, and life-threatening health changes.

2. Utilize the nursing process in the implementation of the three roles of the ADN (provider of care, manager of care, and member within the discipline) in providing nursing care to culturally diverse clients experiencing acute, complex, and life-threatening health changes.

3. Apply management strategies to provide cost-effective, safe, and high-quality health care in a variety of settings, support beneficial changes, and serve as an advocate for adult clients experiencing acute, complex, and life-threatening health changes.

4. Function as a collaborative member of the health care team to provide and improve the delivery of health care to adult clients experiencing acute, complex, and life-threatening health changes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Introduction to NUR 221

Week 1 - Math test 1 required with a grade of 90%

Math review – Dimensional Analysis

EKG interpretation and cardiac conduction Chapter 26

Kaplan Medical Surgical Comprehensive Exam

Applicable to all units:

DRUGS/ CALCULATIONS

- mcg/kg/min
- ml/hr
- Units per hour
- patient safety
- patient comfort
- patient/family education
- psychosocial support
- SBAR
- Rhythm strip analysis
- HIPAA
- National Patient Safety Goals
- Critical thinking skills
- EKG interpretation

Unit 1 Weeks 2-4

Topics: Acute Coronary Syndrome, AAA, CABG, HIT, PTCA, and Cardiogenic Shock

Readings: assigned per topic

Assessment (s): Complete class review activity

Unit 1 Exam Week 4

Learning Outcomes:

- Demonstrate advanced nursing skills utilized in a comprehensive assessment for the client in a life-threatening state.
- Construct a template to identify risk factors, associated disease processes, and related events that may precipitate Acute Coronary Syndrome. Differentiate the pain of different types of angina and nursing interventions.
- Analyze and develop a plan to address the diagnostic laboratory results used in detecting and evaluating an AMI.
- Interpret ECG changes related to angina and Acute Coronary Syndrome and

- Design the components of a cardiac rehabilitation program.
- Modify for the care of the client undergoing a Percutaneous Coronary Intervention based on comorbidities.
- Evaluate the components of the nursing management of the client pre and post PCI.
- Formulate a nursing plan for the care of the client pre and postoperative CABG surgery.
- Relate possible postoperative complications of CABG surgery to the medical and nursing therapies utilized to recognize, prevent, and treat those complications.
- Complete a nursing assessment, select therapeutic nursing interventions, and justify the rationale in the client with complex vascular abnormalities.
- Compare and contrast the pathophysiologic alterations of cardiogenic shock and hypovolemic shock.
- Differentiate subjective, objective, and physical assessment data related to cardiogenic shock.
- Select and justify the medical interventions and associated nursing interventions in caring for the client experiencing cardiogenic shock.

<p>formulate a plan of care.</p> <ul style="list-style-type: none"> • Design a plan of care outlining the nursing interventions related to the care of the client with an AMI and SCA in collaboration with the client. • Select a list of and prioritize the nursing implications for specific cardiac medications. 	<ul style="list-style-type: none"> • Compare and contrast HIT and DIC including signs, symptoms, treatments, and nursing implications.
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<p>Unit 2 Weeks 4-6 Topics: Acute Liver Failure, Pancreatitis, Acute GI Bleed, Esophageal Varices, Portal Hypertension, and Acute Kidney Injury.</p> <p>Readings: assigned per topic Assessment: Complete class review activity</p> <p style="text-align: center;">Unit 2 Exam Week 6</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Compare and contrast the clinical manifestations of acute and chronic renal failure. • Evaluate the causes of and treatments for acute kidney injury (AKI). • As part of a holistic assessment, compare and contrast the effects of renal failure on all of the major body systems. • Analyze and develop a plan of care to address the diagnostic test results used to assess renal functioning. • Formulate nursing interventions to assist clients to adjust to an altered self-concept and lifestyle. 	<ul style="list-style-type: none"> • Differentiate the rationale for specific treatment modalities utilized for a client with AKI. • As part of a holistic assessment, compare and contrast the effects of acute hepatic failure on the major body systems • Analyze and develop a plan of care to address the diagnostic test results indicative of altered liver function. • Describe the medical management of esophageal varices and defend the related nursing responsibilities. • Justify the surgical procedures and nursing interventions used to reduce portal hypertension. • Evaluate the nursing management of clients with hepatic encephalopathy. • Create a plan of care for the client with acute pancreatitis. • Appraise and prioritize the major causes of acute pancreatitis. • Select the appropriate nursing interventions for the client with acute pancreatitis. • Evaluate the client’s therapeutic response to therapies and medications used in the treatment of pancreatitis.
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<p>Unit 3 Weeks 6-10 Topics: Acute Respiratory Failure, Mechanical Ventilation, Sepsis, Septic Shock, and Burns.</p> <p>Readings: assigned per topic Assessments: Complete class review activities</p> <p style="text-align: center;">Kaplan Assessment Exam week 7 Unit 3 Exam Week 10</p>	<ul style="list-style-type: none"> • Formulate a plan regarding positioning, feeding, restraining, and suctioning clients on mechanical ventilation. • Relate the etiological factors and clinical manifestations of ARDS. • Evaluate the plan of care for the client with ARDS related to mechanical ventilation, pharmacology, and nutrition. • Justify the classification system used for assessing the adult with acute burn injuries.
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<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Analyze and prioritize appropriate respiratory assessment measures, including physical assessment and lab tests in the client with complex medical needs. Critically analyze ABG values and formulate a plan of care. Value the physiological, psychosocial, and spiritual effects of mechanical ventilation. Justify the nursing implications for prevention of complications related to mechanical ventilators Compare and contrast methods to communicate therapeutically with the client on mechanical ventilation. 	<ul style="list-style-type: none"> Analyze the major fluid and electrolyte disturbances found in the emergent and acute phases of burn care and formulate a plan of care. Select appropriate nursing interventions related to the client with acute burn injury. Justify the use of the sepsis bundle to manage and decrease risk factors for sepsis in the acute care setting. Critically analyze and formulate a plan to address the risk factors for the development of sepsis.
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<p>Unit 4 Weeks 10-15 Topics: Disaster Management, Triage, Trauma, Spinal Cord Injury, Traumatic Brain Injury, Guillain Barre Syndrome, Increased Intracranial Pressure, Brain Death, SIADH, DI</p> <p>Readings: assigned per topic Assessments: Complete class review activity</p> <p style="text-align: center;">Kaplan Diagnostic Exam Week 11 Unit 4 Exam Week 14 Student Presentations Week 15</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Defend the legal/ethical issues concerning brain death in the care of the client with a traumatic brain injury. Select pain management modalities utilized with the trauma client. Evaluate the client's therapeutic response to methods to improve oxygenation, perfusion, and ventilation. Critically analyze the priority needs of the client with trauma in both primary and secondary surveys and formulate a plan of care. Compare and contrast the pathophysiology of a trauma based upon mechanism of injury. 	<ul style="list-style-type: none"> Develop a plan of care to address the precipitating factors and pathophysiologic changes that occur with increased intracranial pressure. Create a template to address a nursing assessment of a client with craniocerebral injury. Evaluate the signs of increased intracranial pressure, and complications that may occur. Select methods used to control intracranial pressure and the related nursing responsibilities. Compare and contrast the actions of selected pharmacological agents utilized in the treatment of craniocerebral trauma and/or increased intracranial pressure. Appraise the client's response to therapies and medications used to control ICP. Within a holistic assessment, evaluate the needs of the acutely ill client. Differentiate various types of therapeutic communication techniques available for use with the client and family in crisis situations. Justify the role of the nurse in providing quality end-of-life care for clients across the lifespan with consideration of ethical and cultural issues. Defend the need for collaboration with interdisciplinary team members while implementing the nursing role in end-of-life care. Argue the ethical issues and dilemmas that may arise in end-of-life/palliative care.
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<ul style="list-style-type: none"> • Select the predisposing factors and argue the pathophysiology in Guillain-Barre syndrome. • Evaluate care of the client with Guillain-Barre, focusing on nursing assessment, interventions, and education • Create a plan of care for the client with a Spinal Cord Injury based on extent of injury. • Evaluate the priority nursing interventions needed for the client with a SCI. • Prioritize the complications related to spinal cord injury and judge the appropriate nursing interventions. • Value the physiological impact of spinal cord injuries on sexual function and discuss collaboration with team members. 	<ul style="list-style-type: none"> • Support the role of advance directives in preventing ethical dilemmas. • Examine the causes of grief and loss issues as they relate to complex or traumatic circumstances. • Evaluate sources of stress in the acute care setting that result in alterations in sleep and comfort for the client. • Compare and contrast strategies for assessment and early intervention for clients suffering from sleep deprivation issues.
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***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

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:

Unit Exams (4):	60%
Quizzes & Case Studies (In-class and Online):	10%
Student Presentations	10%
Kaplan assignments	5%
Final Exam:	<u>15%</u>
	100%

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

GRADING SYSTEM:

A = 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's Course Information Sheet.**

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

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

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

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



Student Information Center: WaveNet Central (WNC)

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

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

4. **In-person workshops, online tutorials and more services** are available.

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

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

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

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

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

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

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

Disability Services

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

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

Statement of Equal Opportunity/Non-Discrimination Statement

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

Title IX Requirements

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

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

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

Title IX Coordinator

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

Section 504, Title II, and Title IX Coordinator

Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212

Jacquelyne.Snyder@hgtc.edu