



INSTRUCTIONAL PACKAGE

NUR 221

Advanced Nursing Concepts

201930

Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201930

COURSE PREFIX: NUR 221

COURSE TITLE: Advanced Nursing Concepts

CONTACT HOURS: 3

CREDIT HOURS: 5

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 throughout the lifespan in the care of clients experiencing complex health problems. Continual development in application of the nursing process, critical thinking, communication, and management to meet the holistic needs of the individual with acute complex health problems as a member of the family and community is emphasized. Acute care facilities including critical care as well as various community settings are used for clinical experiences.

5.000 Credit hours

3.000 Lecture hours

6.000 Lab hours

PREREQUISITES/CO-REQUISITES:

NUR 161 NUR 217

NUR 220 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:

Kaplan Nursing -The Basics.
Complete HGTC student nurse's uniform
Wristwatch with second hand
Bandage scissors
Penlight
Stethoscope
EKG calipers or measuring card

TECHNICAL REQUIREMENTS:

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

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.

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*:**

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. 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.

Week 1 - Math test 1 administered requiring a grade of 90%
Math review – Dimensional Analysis available on Kaplan also
ABG review, EKG interpretation and cardiac conduction Chapters 16 and 35

<p>Applicable to all units: DRUGS/ CALCULATIONS</p> <ul style="list-style-type: none"> • mcg/kg/min • mL/hr. • Units per hour • patient safety • patient comfort • patient/family education 	<p>Applicable to all units:</p> <ul style="list-style-type: none"> • psychosocial support • SBAR • Rhythm strip analysis • HIPAA • National Patient Safety Goals • Critical thinking skills • EKG interpretation
<p>Unit 1 Topics: Acute Coronary Syndrome, AAA, CABG, HIT, PTCA, and Cardiogenic Shock Readings: assigned per topic Assessment (s): Quizzes, class activities Unit exam</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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 formulate a plan of care. • 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"> • 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/postoperative CABG. • 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. • Compare and contrast HIT and DIC including signs, symptoms, treatments, and nursing implications.

<p>Unit 2 Topics: Acute Respiratory Failure, Mechanical Ventilation, Sepsis, Septic Shock, and Burns. Readings: assigned per topic Assessment(s): Quizzes, class activities Unit exam</p> <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 Formulate a plan regarding positioning, feeding, restraining, and suctioning clients on mechanical ventilation. Relate the etiological factors and clinical manifestations of ARDS. 	<ul style="list-style-type: none"> Evaluate the plan of care for the client with ARDS related to mechanical ventilation, pharmacology, and nutrition. Compare and contrast methods to communicate therapeutically with the client on mechanical ventilation. Justify the classification system used for assessing the adult with acute burn injuries. 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.
<p>Unit 3 Topics: Acute Liver Failure, Pancreatitis, Acute GI Bleed, Esophageal Varices, Portal Hypertension, and Acute Kidney Injury. Readings: assigned per topic Assessment: Quizzes, class activities Unit exam</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 	<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.

<p>for acute kidney injury (AKI).</p> <ul style="list-style-type: none"> • 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 who experience withdrawal or toxicity from stimulants or depressants • Justify the surgical procedures and nursing interventions used to reduce portal hypertension. 	<ul style="list-style-type: none"> • 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 4 Topics: Disaster Management, Triage, Trauma, Spinal Cord Injury, Traumatic Brain Injury, Guillain Barre' Syndrome, Increased Intracranial Pressure, Brain Death, Organ Donation, SIADH, and DI</p> <p>Readings: assigned per topic</p> <p>Assessments: Quizzes, class activities</p> <p>Unit exam</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. • Select the predisposing factors and 	<ul style="list-style-type: none"> • Create a template to address a nursing assessment of a client with cranio-cerebral 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 cranio-cerebral 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 crises. • Justify the role of the nurse in providing quality end-of-life care for clients across the lifespan with consideration of
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<p>argue the pathophysiology in Guillain-Barre syndrome.</p> <ul style="list-style-type: none"> • 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. • Develop a plan of care to address the precipitating factors and pathophysiologic changes that occur with increased intracranial pressure. 	<p>ethical and cultural issues.</p> <ul style="list-style-type: none"> • 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. • 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 Instructor’s Course Information Sheet and Course Calendar for specific information on evaluations, assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

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

EVALUATION*

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

Unit Exams:	80%	
Quizzes & Assignments		10%
Final Exam:	10%	
	100%	

***Students must achieve a weighted exam average of 77 or greater on the unit exams and the final exam in order to progress.**

***Other assignments will only be added to the overall grade once the 77 average is achieved on the unit and final exams, to calculate the overall theory grade.**

GRADING SYSTEM:

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is:

90 – 100 = A

80 – 89 = B

77 – 79 = C

69 – 76 = D

Below 69 = F

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

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

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

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

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

1. **Academic 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 or go to the [Online Resource Center](#) to access on-demand resources any time.

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

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, 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, 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 educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP 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. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP 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.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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).

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