



INSTRUCTIONAL PACKAGE

NUR 221
Advanced Nursing Concepts

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 221

COURSE TITLE: Advanced Nursing Concepts

CONTACT HOURS: 2.00 Lecture hours 9.00 Lab hours 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 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

***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:

Pharmacology and the Nursing Process, Lilley 9th or 10th ed
Nugent and Vitale, Test Success

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

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.

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*:

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

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.

<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 • Current National Patient Safety Goals • Critical thinking skills • EKG interpretation
<p>Unit 1 Topics: Acute Coronary Syndrome, AAA, CABG, HIT, DIC, 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. 	<ul style="list-style-type: none"> • 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 an Acute Abdominal Aneurysm. • Compare and contrast the pathophysiologic alterations of cardiogenic shock and hypovolemic shock. • Differentiate subjective, objective, and physical assessment data related to

<ul style="list-style-type: none"> • 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 ACS in collaboration with the client. • Discuss the gerontological implication for ACS, MI, PTCA, HIT, DIC, CABG, and AAA • Modify for the care of the client undergoing a Percutaneous Coronary Intervention based on comorbidities. 	<ul style="list-style-type: none"> • cardiogenic shock. • Compare and contrast HIT and DIC including signs, symptoms, treatments, and nursing implications. <p>Discuss the nurse's roles regarding medications required for clients with ACS, MI, PTCA, HIT, DIC, CABG, and AAA such as but not limited to analgesics, beta-blockers, ACE Inhibitors, calcium channel blockers, ARB's, GB 2-3 Inhibitors, antiplatelet agents, anticoagulants, anti-thrombin, statins, nitrates, vasoconstrictors and anti-arrhythmic agents.</p>
<p>Unit 2 Topics: Acute Respiratory Failure, ARDS, Mechanical Ventilation, SIRS, 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 	<ul style="list-style-type: none"> • 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>Discuss the nurse's roles regarding medications required for clients with Acute Respiratory Failure, ARDS, Mechanical Ventilation, Burns, SIRS, Sepsis, and Septic Shock such as but not limited to: SABA/SABA combos, LABA/ LABA combos, anticholinergics, corticosteroids, benzodiazepines, opiates, antibiotics and anti-infectives, neuromuscular blocking agents, PPI's and burn medications.</p>

<p>clinical manifestations of ARDS.</p> <ul style="list-style-type: none"> Evaluate the plan of care for the client with ARDS related to mechanical ventilation, pharmacology, and nutrition. 	<p>Discuss the gerontological implication for Acute Respiratory Failure, ARDS, Mechanical Ventilation, SIRS, Sepsis, Septic Shock, and Burns.</p>
<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 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 who experience withdrawal or toxicity from stimulants or depressants. 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 an acute GI bleed and esophageal 	<ul style="list-style-type: none"> 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. Discuss the nurse's roles regarding medications required for clients with Acute Liver Failure, Pancreatitis, Acute GI Bleed, Esophageal Varices, Portal Hypertension, and Acute Kidney Injury such as but not limited to: nephrotoxic antibiotics, phosphate binders, calcium, erythropoietin, diuretics, opioids, benzodiazepines, antiseizure, antipsychotics, chlordiazepoxide, barbiturates, reversal agents, lactulose, Rifaximin, Vitamins, anxiolytics, PPI, antacids, GI related agents, antispasmodics, vasopressin/dopamine, somatostatin, octreotide, beta blockers, nitrates, sodium polystyrene sulfonate or patiomer, D50/Insulin. Discuss the gerontological implication for Acute Liver Failure, Pancreatitis, Acute GI Bleed, Esophageal Varices,

<p>varices and defend the related nursing responsibilities.</p>	<p>Portal Hypertension, and Acute Kidney Injury.</p>
<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, DI Readings: assigned per topic Assessments: Quizzes, class activities Unit exam 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 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 	<ul style="list-style-type: none"> • 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. • 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 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. • 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. • Apply the steps in triage, the primary survey, and the secondary survey to a client with medical, surgical, or traumatic emergency. • Discuss the nurse's roles regarding medications required for clients with Trauma, Spinal Cord Injury, Traumatic Brain Injury, Guillain Barre Syndrome, Increased Intracranial Pressure, Organ

<p>a SCI.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>Donation, SIADH, and D.I such as but not limited to methylprednisolone, anti-seizure phenobarbital, mannitol, desmopressin acetate (DDAVP), hypertonic saline, barbiturates, intravenous immunoglobulins, anticholinergic drugs, α-Adrenergic blockers, antispasmodic drugs.</p> <ul style="list-style-type: none"> • Discuss the gerontological implication for Disaster Management, Triage, Trauma, Spinal Cord Injury, Traumatic Brain Injury, Guillain Barre Syndrome, Increased Intracranial Pressure, Brain Death/Organ Donation, SIADH, DI
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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.

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

EVALUATION*

Unit Exams:	80%
Quizzes & Assignments	10%
<u>Final Exam:</u>	10%
	100%

Achieve a weighted exam average of **77 or greater** on the theory components of the course in order 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.

Students must achieve a minimum of 77 weighted points on the unit tests and final exam in order to progress. 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 the grade of 77 or greater is achieved in order to calculate the overall theory grade. There is no rounding of any grades. Grades are calculated to the hundredth decimal place.

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. 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**](#)