



# INSTRUCTIONAL PACKAGE

PNR 120  
Medical/Surgical Nursing I

201920  
Spring 2020

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201920.

COURSE PREFIX: PNR 120

COURSE TITLE: MEDICAL SURGICAL NURSING I

CONTACT HOURS: 9.0

CREDIT HOURS: 5.0

### **RATIONALE FOR THE COURSE:**

This course is an introduction to care of the adult patient. Basic nursing principles previously taught will be incorporated. The focus of study will be to examine factors affecting and/or producing disease and illness and common problems of ill adults. The course integrates the nursing process to meet physiologic, psychosocial, and safety needs of the patient. Major content areas are: the adult life cycle in health and illness, assisting with spiritual care, activity and comfort measures, meeting nutritional needs, the immune response, fluid and electrolyte balance, care of the surgical patient, gastro-intestinal disorders, cancer patients, and care of the terminally ill and/or dying patient.

### **COURSE DESCRIPTION:**

This course is a beginning study utilizing the nursing process. Concepts include physiological, psychosocial, nutritional, and health and safety needs of the adult. Clinical experiences address selected commonly occurring health problems having predictable outcomes.

### **PREREQUISITES/CO-REQUISITES:**

PNR 110 and BIO 210 and (MAT 155 or MAT 110 or MAT 120 or MAT 130) PNR 110

### **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:**

HGTC Nursing Uniform (see Nursing Department Handbook for specifications)

Current CPR for the Health Care Provider Certification (must remain current for the duration of

enrollment in the nursing program)  
Professional liability insurance (included in tuition)  
Current South Carolina State Law Enforcement Division background check  
Complete compliance with the current Student Health Report, including all required documentation in Student Tracker (must remain current throughout enrollment in the Practical Nursing Program)  
Stethoscope of good quality  
Wrist watch (with second hand)  
HGTC Student picture ID badge  
HGTC library card  
Nurse Pack (available at HGTC bookstore)  
Calculator

### **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 assignments and/or one (1) virtual events to support student identification verifications. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

Suggested text, delete section if you don't plan to use.

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**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Upon completion of this course in the PN curriculum, the student will be able to:

#### **1. Safety**

Promote safe practices in contemporary health care environments.

#### **2. Clinical Decision-Making**

Promote efficient clinical decision making in contemporary health care environments.

#### **3. Teamwork and Collaboration**

Promote teamwork and collaboration practices in contemporary health care environments.

#### **4. Professional Behavior**

Promote professional behaviors in contemporary health care environments.

#### **5. Patient-Centered Care**

Promote patient centered care practices in contemporary health care environments.

**Module One:** Introduction to medical/surgical nursing emphasizing the adult life cycle, spiritual care, and care of the dying patient

Materials Covered:

Treas: Ch 15, 16, 17

Williams: Ch 14, 15, 17

Watkins: Ch 6, 7, 8

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Review and discuss the organizational framework for the Horry-Georgetown Technical College department of nursing
2. Review social and spiritual goals of adulthood
3. Discuss negative health practices of the adult and physiological impact on the body
4. Explore techniques that allow for successful evaluation of a patient's spiritual integrity
5. Identify social factors that may cause difficulty in providing spiritual care
6. Describe different beliefs and practices regarding spirituality and religion
7. Review the physiology of a dying patient focusing on signs of impending death
8. Discuss legal issues regarding death and dying, and the responsibility of the LPN in caring for a dying patient

**Module two:** Physiological integrity related to medication administration

Materials Covered:

Treas: Ch 25

Williams:

Watkins: Ch 1, 2, 3, 4, 5, 9, 10

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Identify the principles of medication administration
2. Discuss the nursing process in relationship to medication administration
3. Identify and demonstrate the methods for administering medications by the following routes: enteral, parenteral, percutaneous, topical, mucous membranes

4. Describe and demonstrate recommended techniques for administering enteral medications by mouth, rectum, and via tube (see attachment: administration of oral medications)
5. Describe and demonstrate recommended techniques for administering parenteral medications by the following methods: subcutaneous, intramuscular, intravenous, intradermal
6. Identify indications for IV therapy
7. Review types of IV fluids and indications for use
8. Describe types of venous access devices for IV therapy
9. Review calculations of infusion rates
10. Explain causes, signs, symptoms, and nursing implications of IV therapy
11. Lab: Administering tablets, pills, and capsules, administering liquid medications, administering tubal medications, administering rectal suppositories, applying topical agents, administering eye drops and ointments, administering eardrops, administering nose drops, administering nasal sprays, administration inhalants, administering sublingual medications, administering buccal medications, withdrawing medication from a vial, withdrawing medication from an ampule, reconstituting a powdered dosage form, placing two medications into one syringe, giving an intramuscular injection, administering a Z-track injection, giving an intradermal injection, and giving a subcutaneous injection

**Module three:** Perioperative nursing care with a focus on psychological and emotional needs of the patient in differing phases of surgery

Materials Covered: Treas: Ch 40

Williams: Ch 12

Watkins: Ch 13 (except pages 241-243)

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Define the principles of surgical asepsis and aseptic technique
2. Explore the three phases of surgery and the client's physiological and emotional needs while transitioning through each phase
3. Discuss types and physiological indicators for the following types of surgeries:
  - a. Diagnostic
  - b. Exploratory
  - c. Curative
  - d. Palliative
  - e. Cosmetic
4. Review the LPN role in assisting to collect pre-operative information regarding a client's health status, and applying the information to prevent surgical complications
5. Discuss methods the LPN can use to assist with pre-operative anxiety

6. Explore spiritual practices and the need to modify nursing care in the surgical setting to incorporate spiritual care
7. Review types and effects of different types of anesthesia administered in surgery
8. Discuss the physiological and emotional needs for adequate pain control
9. Review medications commonly administered in perioperative nursing:
  - a. Anti-emetics
  - b. Antianxiety/sedative hypnotics
  - c. Anticholinergics
  - d. Histamine antagonist
  - e. Antibiotics
  - f. Narcotics

**Module four:** Maintaining physiologic integrity, supporting physiological functions and emotional needs of patients experiencing urinary disorders

Materials Covered: Treas: Ch 30

Williams: Ch 36, 37

Watkins: 20

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Nursing process and patients with a urological disorder
2. Diagnostic tests and nursing implications
3. Types of urinary catheters and nursing interventions for insertion and care
4. Nursing interventions for urinary incontinence
5. Infectious and inflammatory disorders of the urinary tract
6. Nurses role in caring for the patient in acute/chronic renal failure
7. Psychosocial and spiritual issues for the patient with end stage renal disease
8. Medical management of the client with renal failure, focusing on hemo and peritoneal dialysis
9. Kidney transplant risks and nursing care
10. Malignant disorders of the urological system: treatment, pain control, urinary diversions, radiation, stents and other surgeries

**Module five:** Physiological integrity related to care of patients with fluid, electrolyte, or acid base imbalances

Materials Covered: Treas: Ch 39

Williams: Ch 6, 7

Watkins:

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Define homeostasis
2. Review normal physiology of extracellular and transcellular fluid
3. Discuss mechanisms for fluid transport
4. Identify physiological symptoms of altered fluid balance
5. Discuss the role of the LPN in providing care to a client with a fluid balance
6. Review the role of the LPN in managing intravenous fluids
7. Explore fears and concerns of clients in need of intravenous therapy
8. Review normal function of the following electrolytes, and discuss physiological complications from imbalances of potassium, sodium, calcium, and magnesium
9. Explore acid base physiology
10. Discuss the four types of acid base imbalances and the cause and effects on patients with an acid base disturbance
11. Interpret laboratory data in relation to acid base physiology

**Module six:** Maintaining physiological integrity with the application of heat, cold, bandages, and binders: review complications of wound healing, including pressure ulcers, and the effects on patients' well-being.

Materials Covered: Treas: Ch 36

Williams: Ch 53, 54, 55

Watkins: Ch 17

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Review the anatomy and physiology of the integumentary system, and focus on the protective functions of the skin
2. Discuss physiological effects of heat and cold therapy
3. Discuss data collection pertinent to identifying patient at risk of physiological injury
4. Analysis of safety concerns regarding patients at risk for injury
5. Review types of bandages and binders used
6. Discuss the role of the LPN in caring for a client with a bandage or binder
7. Analysis of wound complications and the effects on client well being
8. Discuss the role of the LPN in providing wound care
9. Define the physiological changes that occur in pressure ulcer development
10. Explore the ramifications of pressure ulcers on a patient, family, and medical facility

11. Discuss commonly occurring inflammatory, infectious, parasitic, and malignant conditions of the skin
12. Discuss the role of the LPN in prevention and treatment of commonly occurring disorders of the skin
13. Explore the etiology and complications related to a burn injury
14. Discuss the role of the LPN throughout various recovery stages of the burn victim

**Module seven:** Physiological, sociological and psychological integrity related to the digestive system

Materials Covered: Treas: Ch 29

Williams: Ch 32, 33, 34, 35

Watkins: Ch 19

Kaplan Basics Text

\*Assessment(s): Student portfolio, unit examinations, in class assignments, content based worksheets, hands on activities, group discussions, reflective journal entries, standardized examinations, simulation activities and clinical performance.

Learning Outcomes:

1. Review the normal anatomy and physiology of the digestive system
2. Discuss the role of the LPN is assisting with data collection regarding the digestive system
3. Explore nursing care for the following categories of diagnostic tests
  - a. Radiographic studies
  - b. Endoscopic examinations
  - c. Laboratory studies
4. Discuss the physiological and emotional needs of clients undergoing surgery of the digestive tract
5. Review the pathophysiology and nursing care of clients with the following types of disorders:
  - a. Disorders of ingestion
  - b. Disorders of digestion and absorption
  - c. Disorders of elimination
6. Discuss physiological reasons for the formation of an ostomy
7. Explore the emotional, spiritual and self-esteem issues regarding patients with a new ostomy
8. Discuss common physiological disorders associated with an ostomy
9. List resources the LPN can explore to help patients cope with ostomy formation
10. Review physiology and lifestyle choices that contribute to disorders of the liver
11. Discuss abnormalities of the biliary tract and the stressors of biliary disease on selected populations
12. Discuss emotional and physiological factors that contribute to disorders of the



- pancreas
13. Explore digestive tract cancers and the emotional effects of disease and treatment on a patient
  14. Review types and rationale for tube feedings
  15. Discuss the nurses role in assisting with tube feedings
  16. Identify nursing actions necessary for care of clients with nasogastric intubation
  17. Discuss common medications of the digestive system:
    - a. Antidiarrheal
    - b. Antiemetic
    - c. Proton pump inhibitors
    - d. Anticholinergics
    - e. Laxatives

***\*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\***

|                      |            |
|----------------------|------------|
| Quizzes/ assignments | 7.5%       |
| Unit tests           | 70%        |
| Portfolio            | 2.5%       |
| Final Exam           | <u>20%</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 – 69, F = 69 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 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, 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 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.

## TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

**Phone:** 843-349-5340

**Email:** [techcentral@hgtc.edu](mailto:techcentral@hgtc.edu)

**Text:** 843-357-8552

**TECH Talk (Live Chat):** Located on the "Home" tab in WaveNet.

**Website:** [www.hgtc.edu/techcentral](http://www.hgtc.edu/techcentral)

### Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

**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 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](mailto: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](mailto: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).

| <b>Inquiries regarding the non-discrimination policies:</b>   |  |
|---|--|
| 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 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 Vice President for Human Resources.  |
| <b>Dr. Melissa Batten, VP Student Affairs</b><br><i>Title IX Coordinator</i><br><br>Building 1100, Room 107A, Conway Campus<br>PO Box 261966, Conway, SC 29528-6066<br>843-349-5228<br><a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a> | <b>Jacquelyne Snyder, VP Human Resources</b><br><i>Section 504, Title II, and Title IX Coordinator</i><br>Building 200, Room 212A, Conway Campus<br>PO Box 261966, Conway, SC 29528-6066<br>843-349-5212<br><a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a> |

