



INSTRUCTIONAL PACKAGE

PNR 120
Medical Surgical Nursing I

202010
Fall 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202010

COURSE PREFIX: PNR 120

COURSE TITLE: Medical Surgical Nursing I

CONTACT HOURS: 9

CREDIT HOURS: 5

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:

(Credit level [BIO 210](#) Minimum Grade of C or Credit level [BIO 210](#) Minimum Grade of TC) and (Credit level [MAT 155](#) Minimum Grade of C or Credit level [MAT 155](#) Minimum Grade of TC or Credit level [MAT 110](#) Minimum Grade of C or Credit level [MAT 110](#) Minimum Grade of TC or Credit level [MAT 120](#) Minimum Grade of C or Credit level [MAT 120](#) Minimum Grade of TC) and (Credit level [PNR 110](#) Minimum Grade of C)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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 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 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): 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): 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.
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, administering 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): 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): 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): 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 imbalance
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): 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

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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): 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*

Unit Tests	80%
Assignments/Quizzes	10%
Final Exam	10%
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	100%

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

GRADING SYSTEM:

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.

Laboratory/Clinical Evaluation:

Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation of all skills in order to progress in the Practical Nursing program). Clinical skills and competency will be evaluated by the nursing faculty. Student's performance will be evaluated as satisfactory or unsatisfactory. Evaluation of clinical skills and competencies will be documented in the CPE (Clinical Performance Evaluation) tool. All students must achieve a satisfactory evaluation for all the assigned skills and clinical competencies in order to receive a passing grade in PNR 120. There is a maximum of three attempts allowed for each skill evaluated. If after two attempts, the student remains unsuccessful at demonstration of the skill, the student must arrange for individualized instruction with an instructor prior to the third attempt. If a student is unsuccessful after three unsatisfactory evaluations of a skill, it is determined that a student has failed the laboratory portion, and the student will be dropped from Fundamentals of Nursing with either a "D" if passing theory or an "F" if failing theory. Absences at scheduled check-offs times will count as an unsatisfactory attempt unless prior arrangements are made with the course instructor. Skill content will be tested in the theory portion of the course.

Students will be required to successfully compete a medication administration calculation quiz with a 90% or greater by the third attempt. Remediation is required prior to the second or third attempt.

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

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.
4. Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email sstc@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.



CENTRAL 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 \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
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.
5. **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.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX 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 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

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu