INSTRUCTIONAL PACKAGE

PNR 120
Medical Surgical Nursing I

Effective Term
Fall 2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202110

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,

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 Orientation Video prior to enrolling in an online course.

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
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.
myHGTC and college 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: Physiological integrity related to medication administration
Materials Covered:
deWit's : Ch 3
Williams: Ch's 34, 35, 36
Morris (Calculate with Confidence): Modules: 6,8,16,21,22
Kaplan Basics
*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. Discuss the physiological and emotional needs for adequate pain control
4. Identify and demonstrate the methods for administering medications by the following routes: Oral, topical, inhaled, intradermal, subcutaneous, intramuscular and intravenous.
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. Demonstrate the calculations for infusion rates. Explain causes, signs, symptoms, and nursing
   implications of IV therapy
10. Demonstrate the administration of oral, liquid, rectal, topical agents, administering eye drops and ointments, eardrops, nose drops, nasal sprays, inhalants, sublingual medications, 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.
11. Demonstrate calculation techniques for body surface area and dimensional analysis calculation related to various medication administration techniques using appropriate conversion techniques

Module Two: Physiological integrity related to care of patients with fluid, electrolyte,

or acid base imbalances
deWit's : Ch's 3
Williams: Ch's 25
Pharmacology: Clayton: Ch 28
Kaplan Basics
*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. Explain the various functions that fluid performs in the body.
2. Describe the body's mechanisms for fluid regulation.
3. Distinguish signs and symptoms of various electrolyte imbalances.
4. Describe disorders that cause specific fluid and electrolyte imbalances.
5. Compare the major causes of acid-base imbalances.
6. Discuss steps in managing an intravenous infusion
7. Explain the measures used to prevent the complications of intravenous therapy.
8. Identify intravenous fluids that are isotonic and when they are used.
9. Apply knowledge of normal laboratory values to recognize electrolyte imbalances.

Module Three: Care of Preoperative, Intraoperative and Postoperative surgical patients.
Materials Covered:
deWit's : Ch 4, 5, 6 (pp. 117), 7
Williams: Ch's 37
Pharmacology: deWit CH 7; Clayton Ch 19, 33
Kaplan Basics

*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. Explain the physical, emotional, and psychosocial preparation of patients for surgical procedures.
2. State the nurse's role during the signing of a surgical consent form.
3. Understand the various roles of the nurse during the pre, intra and postoperative phases.
4. Identify types of patients most at risk for surgical complications.
5. Analyze the differences in various types of anesthesia.
6. Describe the care of a patient in the post-anesthesia care unit (PACU).
7. Discuss measures to prevent postoperative infection.
8. Prioritize measures to promote safety for postoperative patients.
9. Analyze the major differences between acute and chronic pain and their management in

10. the postoperative patient.
11. Give examples of the different pharmacologic approaches to pain that include the use of adjunctive measures.
12. Review medications commonly administered in perioperative nursing:

Module Four: Care of patients with disorders of the urinary system.
deWit's : Ch's 33, 34
Williams: Ch's 29
Pharmacology: deWit Ch 33, 34; Clayton Ch 41
Kaplan Basics

*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. Differentiate the causes of urologic problems and disorders.
2. Perform initial and ongoing nursing assessment of a patient's urologic status including laboratory data.
3. Describe five nursing responsibilities related to the care of a patient with an indwelling urinary catheter.
4. Examine the psychological effects and nursing interventions for urinary incontinence.
5. Examine the signs and symptoms of selected urologic inflammatory disorders and nursing interventions for these patients.
6. Analyze types of patient conditions that create a risk for acute renal failure.

7. Compare the needs of patients on long-term hemodialysis with patients who use peritoneal dialysis.
8. Present the benefits and special problems associated with kidney transplantation.

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 patient's well-being.
Materials Covered:
deWit's : Ch's 32, 42, 43
Williams: Ch's19, 38, 39
Pharmacology: deWit Ch 32
Kaplan Basics

*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. Describe the structure and function of the integumentary system.
2. List skin areas most susceptible to pressure injuries.
3. Plan specific measures to prevent skin tears.
4. Analyze the changes that occur with aging that affect the skin.
5. Describ the etiology and interventions for: Dermatitis, acne, fungal infections, bacterial infections of the skin, herpes, acne, skin cancer and burns.
6. Describe the physiologic process by which wounds heal.
7. Discuss factors that affect wound healing.
8. Discuss correct nursing actions to be taken if wound dehiscence or evisceration occurs.
9. Explain the purpose of a wound drain and identify various types.
10. Compare and contrast the therapeutic effects of heat and cold.
11. Describe appropriate cast care.
12. Verbalize the difference between different types of anti-pressure beds.
13. Name at least four pressure relief devices that help prevent skin injury in immobile patients.
14. Discuss the use of bandages and slings to immobilize a body part.
15. Correctly apply and elastic bandage to a stump.
16. Identify and demonstrate the proper process for transferring a patient using a mechanical lift.
17. Compare and contrast connective tissue injuries with fractures.
18. Outline complications of a fracture.
19. Contrast patients with a total knee replacement with patients having a total hip replacement.
20. Relate the special problems of patients with arthritis.
21. Illustrate the way osteoporosis occurs and identify the way to slow and treat the process.
22. Determine important postoperative observations and nursing interventions in the care of a patient who has undergone an amputation.

Module seven: Physiological, sociological and psychological integrity related to the digestive system
Materials Covered:
deWit's : Ch's 27, 28, 29, 30
Williams: Ch's 26
Pharmacology: deWit Ch 28, 29, 30; Clayton Ch's 31, 32, 34
Kaplan Basics

*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 structure and function of the gastrointestinal system.
2.   Distinguish major causative factors in the development of disorders of the gastrointestinal system.
3.   Summarize measures to prevent disorders of the gastrointestinal system.
4.   Discuss management of patients undergoing surgery of the gastrointestinal system.
5.   Illustrate the cause, signs and symptoms of gastroesophageal reflux disease (GERD), Barrett's esophagus, and gastritis, irritable bowel syndrome, diverticulitis, incarcerated hernia, intestinal obstruction, ulcerative colitis, Crohn's disease, appendicitis, peritonitis, hemorrhoids, fistulas and pilonidal cysts.
6.   Explain the plan of care for a patient with cholelithiasis, cholecystitis, hepatitis (various types), cirrhosis, ascites, liver failure (acute and chronic), liver transplant patients, liver cancer, and pancreatitis
7.   Contrast the difference between the care of a patient with a nasogastric tube for decompression and the care of a patient with a feeding tube.
8.   Discuss reasons total parenteral nutrition might be prescribed for a patient.
9.   List medical conditions that may occur as a result of protein, calorie, vitamin or mineral deficiency or excess.
10. Identify a variety of factors that influence nutrition.
11. Explore cultural differences on nutritional practices.
12. Identify patients at risk for nutritional deficits.

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%

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 80% on the unit tests, final exam and assignments/quizzes in

order to progress.

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 "B" is required all courses in the Practical Nursing Program. Grades below "B" 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 sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. 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.

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.

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), Option #2.

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

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 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

2021-2022

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