



INSTRUCTIONAL PACKAGE

PNR 120
Medical Surgical Nursing 1

Effective Term
Fall 2022/Spring 2023/Summer 2023

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Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

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.

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:

Stromberg: Ch 3

Williams: Ch's 34, 35, 36

Morris (Calculate with Confidence): Chapters: 6, 8, 16, 21, 22

Kaplan Basics

Assessment(s): Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, 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. 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.

Module Two: Physiological, sociological, and psychological integrity related to the digestive system/Intake and Output Monitoring

Materials Covered:

Stromberg: Ch's 27, 28, 29, 30

Williams: Ch's 25, 26

Pharmacology: 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.
13. Identify what is measured as fluid intake and output.
14. Discuss methods of recording intake and output
15. Demonstrate correct calculation of intake and output

Module Three: Care of patients with disorders of the urinary system.**Stromberg: Ch's 33, 34****Williams: Ch's 29****Pharmacology: 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 Four: Care of Preoperative, Intraoperative and Postoperative surgical patients.

Materials Covered:

Stromberg: Ch 4, 5, 6 (pp. 117), 7

Williams: Ch's 37

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

Module five: Review complications of wound healing, including pressure ulcers, and the effects on patient's well-being.

Materials Covered:

Stromberg: Ch's 42, 43

Williams: Ch's 19, 38, 39

Pharmacology: Stromberg 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. Describe 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. Verbalize the difference between different types of anti-pressure beds.
12. Name at least four pressure relief devices that help prevent skin injury in immobile patients.
13. Determine important postoperative observations and nursing interventions in the care of a patient who has undergone an amputation.

Module 6: Physiological integrity related to sensory needs: Vision and Hearing

MATERIALS COVERED:

Stromberg: Ch's 25 & 26

Kaplan Basics

Assessment(s): Module examinations, in class assignments including case studies, content-based worksheets, hands on activities, group discussions, standardized examinations, reflective journal entries, simulation activities, and clinical performance.

LEARNING OUTCOMES:

1. Review normal anatomy and physiology of the eye; discuss methods that contribute to the preservation of sight and prevention on blindness.
2. Discuss nursing implications in relation to diagnostic testing of the eye using the nursing process.
3. Describe common disorders of the lens of the eye including medical and surgical management and intervention, nursing intervention and patient education.
4. Review etiology and incidence of eye disorders resulting from increased intraocular pressure, diagnostic testing, medical and surgical management and apply the nursing process to a patient with the condition of increased intra ocular pressure.
5. Explore various emergent conditions common to the eye, review treatment and nursing interventions.
6. Discuss etiology and incidence of infections of the eye, including prevention, transmission routes, and treatment.
7. Explore specific nursing care in relation to the patient undergoing differing surgical procedures of the eye.
8. Apply the nursing process to patients with visual impairment and discuss necessary adjustments to nursing care.

9. Recall the basic anatomy and physiology of the ear.
10. Describe diagnostic testing and evaluation of the ear and hearing and apply the nursing process.
11. Explore the pathophysiology, signs and symptoms, medical and surgical treatment, and nursing care for patients with common disorders of the ear.
12. Discuss the impact of hearing loss, the etiology, signs and symptoms, and interventions available for patients with hearing loss.

****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*

Tests (3)	80%
Quizzes/Assignments/KIT	10%
Final Exam	<u>10%</u>
	100%

Students must achieve a minimum of a 77 weighted average on the unit tests and final exam (90% of grade) 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:

Unit tests and final exam will be averaged using the weighted calculation at the end of the course. If the student achieves a 77 or greater, the weighted average for the exams (90%) and the quiz weighted average (10%) will be added together to calculate the final grade.

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.

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.

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 #1.

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 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