



# **INSTRUCTIONAL PACKAGE**

PNR 130

Medical/Surgical Nursing II

Effective Term

Fall 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

EFFECTIVE TERM: Fall 2023

COURSE PREFIX: PNR 130

COURSE TITLE: Medical/Surgical Nursing II

CONTACT HOURS: 9.0

CREDIT HOURS: 5.0

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

To provide the knowledge base necessary for the nursing care of individuals with disorders of the respiratory, cardiovascular, hematologic, and lymphatic, and endocrine systems, and to reinforce the theory and practice of medication administration. To provide for the transference and utilization of the acquired knowledge base into the clinical setting by providing nursing care to individuals with these stated conditions or illnesses.

### **COURSE DESCRIPTION:**

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

### **PREREQUISITES:**

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

### **COREQUISITES:**

BIO 211, AHS 108

\***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  
Wristwatch (with second hand)  
HGTC Student picture ID badge  
HGTC library card  
Nurse Pack (available at HGTC bookstore)  
Calculator

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L) learning management system (LMS) used for course materials.  
Access to my HGTC portal for student self-services.  
College email access-this is the college's primary official form of communication.

### **STUDENT IDENTIFICATION VERIFICATION:**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**Netiquette:** This 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 1:**

Physiological, psychological, spiritual, and social integrity of the patient with disorders of the respiratory system.

#### **Resources:**

- Stromberg Ch's: 12, 13, 14
- Williams Ch's: 25 (acid base pp 455-458)
- Clayton Ch's: 29, 30
- Kaplan Basics Text
- Nugent and Vitale: Test Success

#### **Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

#### **Learning Outcomes:**

At the end of the lesson the student will be able to:

1. Analyze causative factors related to disorders of the respiratory system
2. Summarize nursing responsibilities undergoing diagnostic procedures for respiratory disorders.
3. Employ proper techniques for assessing and developing interventions for patients with respiratory conditions.
4. Recognize symptoms of disorders of the respiratory system.
5. Describe care for patients with tracheostomy, airway obstruction, laryngectomy, Epistaxis, and upper and lower respiratory system disorders.
6. Prioritize emergency measures for patients with a respiratory disorder.
7. Evaluate problems that occur with aging related to the respiratory system.
8. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of respiratory medications.

**Module 2:** Physiological integrity related to care of patients with fluid, electrolyte, or acid base imbalances.

#### **Resources:**

- Stromberg Ch 3
- Williams Ch 25
- Kaplan Basics Text
- Nugent and Vitale: Test Success

#### **Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

#### **Learning Outcomes:**

At the end of the lesson the student will be able to:

1. Explain the various functions that fluid performs in the body.
2. Describe the body's mechanisms for fluid regulation.
3. List the major electrolytes and the function of each.
4. Distinguish the signs and symptoms of various electrolyte imbalances.
5. Discuss why older adults have more problems with fluid and electrolyte imbalances.
6. Describe the disorders that cause specific fluid and electrolyte imbalances.
7. Apply interventions to correct an acid-base balance.
8. Discuss the steps in managing an intravenous infusion.

### **Module 3:**

Physiological, psychological, spiritual, and social integrity of the patient with disorders of the cardiovascular system.

#### **Resources:**

Stromberg Ch's: 17, 18, 19, 20

Clayton Ch's: 20-28

Kaplan Basics Text

Nugent and Vitale: Test Success

#### **Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

#### **Learning Outcomes:**

At the end of the lesson the student will be able to:

1. Examine risk factors and incidence of cardiovascular disease.
2. Employ proper techniques for assessing and developing interventions for patients with cardiovascular and vascular conditions.
3. Compare the diagnostic tests, techniques, and procedures for assessing the cardiovascular system.
4. Assist patients to form plans to modify cardiovascular disease risk factors.
5. Identify complications that can occur because of hypertension and peripheral vascular disease.
6. Compare and contrast symptoms and nursing care for patients experiencing myocardial infarction, STEMI, and NSTEMI.
7. Collaborate with other health care providers to care for patients after cardiac surgery.
8. Contrast left-sided and right sided heart failure.
9. Identify life-threatening heart rhythms and examine the usual treatment for the rhythms.
10. Analyze the nurse's role in caring for patients with cardiac conditions.
11. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of medications related to the cardiac system.

### **Module 4:**

Physiological, psychological, spiritual, and social integrity of the patient with disorders of the hematological, lymphatic, and immune systems.

**Resources:**

Stromberg Ch's: 10, 11, 15, 16  
Kaplan Basics Text  
Nugent and Vitale: Test Success

**Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

**Learning Outcomes:**

At the end of the lesson the student will be able to:

1. Differentiate between various types of blood cells and their functions.
2. Distinguish factors that may alter the function of the hematologic system.
3. Discuss key differences between primary and acquired immune deficiency disorders.
4. Compare and contrast the two types of lymphoma.
5. Summarize ideal actions of therapeutic immunosuppressive drugs.
6. Discuss treatment for individuals who are HIV positive and how pre-exposure prophylaxis reduces the risk of contracting HIV.
7. Compare diagnostic tests for HIV and those used to monitor the immune status of individuals who are HIV positive.
8. Discuss opportunistic infections that occur in patients who are HIV positive.
9. Apply the nursing process to patients with hematologic, lymphatic, and immune system disorders.
10. Examine the cause of various types of anemias, leukemias, and coagulation disorders.
11. Describe the role of the lymphatic system in immune response.
12. Identify the various ways in which immunity to disease occurs.
13. Explain the role of immunizations in relation to immunity.
14. Discuss factors that may affect the function of the hematologic system.
15. Explain ways to prevent blood disorders and maintain hemostasis.
16. List different kinds of information that can be obtained from a complete blood count (CBC).
17. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of medications related to the immune system.

**Module 5:**

Physiological, psychological, spiritual, and social integrity of the patient with disorders of the endocrine system.

**Resources:**

Stromberg Ch's: 35, 36, 37  
Clayton Ch's: 35-38  
Kaplan Basics Text  
Nugent and Vitale: Test Success

**Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

**Learning Outcomes:**

At the end of the lesson the student will be able to:

1. Summarize the effects of thyroid hormones
2. Assess for specific age-related changes of the endocrine system in the older adult.
3. Identify nursing problems and interventions for patients with diabetes insipidus, thyroidectomy, hyperparathyroidism, hypoparathyroidism, Addison's disease, Cushing's syndrome and pituitary disorders.
4. Compare and contrast the two types of diabetes mellitus.
5. Analyze the primary factors that influence the development of diabetes mellitus.
6. Explain the signs and symptoms of hypoglycemia and hyperglycemia and appropriate nursing interventions for both.
7. Summarize the long-term complications of poorly controlled diabetes mellitus.
8. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of medications related to the endocrine system.

**Module 6:**

Physiological integrity related to reproduction needs; psychological and spiritual integrity related to the need for positive self-concept.

**Resources:**

- Stromberg: Chapter 41
- Claytons Basic Pharm: Chapter 40
- Kaplan Basics Text: The Reproductive System
- Nugent and Vitale: Test Success

**Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

**Learning Outcomes**

At the end of the lesson the student will be able to:

1. Discuss the incidence and reporting requirements for STD's.
2. Differentiate prevention, signs and symptoms, treatment, and complications associated with common sexually transmitted infections (STIs) in male and female patients.
3. Describe signs and symptoms, causative organisms, diagnostic aids, medical treatment, and nursing responsibilities for various STD's and apply the nursing process.
4. Illustrate the nurse's role in preventing, identifying, and treating common STIs.
5. Discuss self-care and infection prevention measures for the patient with a STD.
6. Teach female and male patients' ways to prevent STIs.
7. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of medications related to the reproductive system.

**Module 7:**

Physiological integrity related to reproduction needs Female; psychological and spiritual integrity related to the need for positive self-concept.

**Resources:**

Stromberg: Chapters 38, 39  
 Claytons Basic Pharm: Chapter 40  
 Kaplan Basic Text: The Reproductive System  
 Nugent and Vitale: Test Success

**Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing

**Learning Outcomes**

At the end of the lesson the student will be able to:

1. Recall the basic anatomy and physiology of the female reproductive system.
2. Describe diagnostic tests, surgical procedures and summarize major nursing implications in relation to the female reproductive system:
3. Discuss the physiologic processes of the female reproductive cycle, identify and review menstrual dysfunctions using the nursing process.
4. Describe pelvic inflammatory disease, signs, and symptoms, medical treatment, and apply the nursing process to the patient with pelvic inflammatory disease.
5. Describe benign and malignant tumors of female reproductive organs, review signs and symptoms of tumors of the female reproductive system, review medical treatment, and apply the nursing process to the patient with benign or malignant tumors of the female reproductive system.
6. Discuss breast and gynecological surgeries and common indications for both. Explore nursing interventions specific for patients undergoing surgical intervention of the female reproductive system.
7. Review infertility and the causes and impacts on the female patient.
8. Discuss options and interventions available for the infertile woman and explore the emotional component of infertility.
9. Distinguish the mechanism of action, side effects, therapeutic response and nursing management of medications related to the reproductive system.

**Module 8:**

Physiological integrity related to reproduction needs Male; psychological and spiritual integrity related to the need for positive self-concept.

**Resources:**

Stromberg: Chapter 38, 40  
 Claytons Basic Pharm: Chapter 40  
 Kaplan Basics Text: The Reproductive System

**Assessments:**

Unit Exams, Adaptive Quizzing Assignments; Clinical Performance; Kaplan Integrated Testing



## Learning Outcomes

At the end of the lesson the student will be able to:

1. Review the basic anatomy and physiology of the male reproductive system.
2. Discuss the examination and diagnostic testing procedures for the male reproductive system; summarize nursing implications in relation to patient care and patient education.
3. Discuss the physiological process involved with infectious and inflammatory disorders of the male reproductive system, apply the nursing process to male patients with inflammatory or an infectious disorder.
4. Review structural disorders of the male reproductive system, discuss signs and symptoms, medical and surgical interventions, and explore appropriate nursing care and patient education strategies.
5. Describe benign and malignant tumors common to the male reproductive system, review signs and symptoms of tumor growth, medical and surgical treatment, and apply the nursing process to the patient with benign or malignant tumors of the male reproductive system.
6. Discuss sexual dysfunction and infertility in relation to the male reproductive system.
7. Explore treatment options and the emotional impact on the male patient with sexual dysfunction or infertility.
8. Briefly review methods of male contraception and sterilization.
9. Distinguish the mechanism of action, side effects, therapeutic response, and nursing management of medications related to the reproductive system.

## 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	80%
Final Exam	10%
<u>Quizzes/Assignment</u>	<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.

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

### **GRADING SYSTEM:**

The student must achieve a weighted exam average of 77 or greater on the theory components of the course to pass the course. The theory components are the unit exams and the final exam. The weighted average for all other assignments will be added after the weighted average of 77 is achieved on the unit exam and final exams to generate the final calculated grade.

A = 100 – 90

B = 89 - 80

C = 79 – 77

D = 76 – 69

F = Less than 69

### **KAPLAN TESTING FOR PROGRESSION:**

Kaplan is a requirement for progression. The Kaplan Integrated Test (KIT) for this course is PN Gerontology A (KIT). A benchmark of 61.8% is required for progression. In order to pass this KIT you must obtain a benchmark score of 61.8% and complete remediation. Remediation is defined as one (1) minute per question (right and wrong) on Kaplan website and one (1) Kaplan remediation card for each Incorrect answer. Benchmark must be met within 3 attempts. If this test is not completed within this course time frame, the student will receive an Incomplete (I) in this course.

There are 5 Kaplan Focused Review (KFR) that are required for progression in this course. The KFRs for this course are PN Gerontology A, PN Renal A, PN Fluid and Electrolytes A, NGN, PN Hematology-Immune A, NGN, PN Endocrine A, NGN. To pass this KFRs you must obtain a benchmark score of at least 80% and complete remediation. You may attempt these as many times as needed to obtain the benchmark. Remediation for KFR's is for the 1st attempt only and is defined as one (1) minute per question (right and wrong) on Kaplan website and a complete Kaplan Focused Review Remediation Sheet with explanation of each Incorrect answer. This KFR is not proctored but has a due date.

### **Laboratory/Clinical Evaluation:**

Satisfactory/Unsatisfactory (must achieve a satisfactory evaluation of all skills in order to progress in the Practical Nursing program). Clinical skill 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 130. 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 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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, individual instructors may require a more rigid attendance policy. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **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](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto: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.



## HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability 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, Title VII, 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, Section 504, and Title II 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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*  
Building 200, Room 205B, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5212  
[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)