



INSTRUCTIONAL PACKAGE

PNR 140

Medical Surgical Nursing III

201930

Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201930

COURSE PREFIX: PNR 140

COURSE TITLE: Medical/Surgical Nursing III

CONTACT HOURS: 9.0

CREDIT HOURS: 5.0

RATIONALE FOR THE COURSE:

This course is an introduction to care of the adult patient. Basic nursing principles previously taught will be incorporated. The focus of study will be to examine factors affecting and/or producing disease and illness and common problems of ill adults. The course integrates the nursing process to meet physiologic, psychosocial, and safety needs of the patient. Major content areas are: reproductive, neurologic, musculoskeletal, vision, auditory, psychiatric, immune systems, along with emergent care.

COURSE DESCRIPTION:

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

PREREQUISITES/CO-REQUISITES:

PNR 154, ENG 101, PSY 201, PNR 183

(Please note: meeting graduation requirements is contingent upon previous successful completion within the specified time specified by the current HGTC college catalog, or current enrollment in these courses)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

HGTC Nursing Uniform (see Nursing Department Handbook for specifications)
Current CPR for the Health Care Provider Certification (must remain current for the duration of enrollment in the nursing program)
Professional liability insurance (included in tuition)
Current South Carolina State Law Enforcement Division background check
Complete compliance with the current Student Health Requirement including all required documentation, 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

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 successful completion of this course, the student will be able to:

1. Safety
 - a. Plan nursing care to promote a safe health care environment for diverse patient populations.
2. Clinical decision making
 - a. Revise nursing care based on previous experiences of clinical decision making while incorporating current standards of practice.
3. Teamwork and collaboration
 - a. Combine input from the health care team into nursing care and collaborating effectively with the health care team to optimize patient outcomes.
4. Professional behaviors

- a. Generate a professional skill set applicable to the patient care environment.
5. Patient centered care
 - a. Plan nursing care for diverse individuals with individual rights in various health care settings.

Module 1: Organizing framework for the care of the adult client experiencing selected common health problems

MATERIALS COVERED:

PN Student Handbook

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Discuss the importance of critical thinking
2. Identify basic communication skills with medical/surgical adult clients
3. List professional behavior expectations
4. Identify management skills when caring for the medical/surgical client
5. Describe the importance of teaching/learning principles
6. Understand the importance of evidence-based, clinically competent/culturally sensitive care

Module 2: Physiological integrity related to sensory needs and the neurologic system

MATERIALS COVERED:

TREAS: Chapters 31

WILLIAMS: Chapters 47, 48, 49, 50

KAPLAN: Sensation and perception function, The Neurological System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, 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 nervous system.
2. Describe diagnostic testing and medical or surgical treatment of various neurological disorders and summarizes major nursing implications in relation to the evaluation of the neurological system.
3. Discuss the neurological evaluation of patients experiencing a variety of neurological disorders using common evaluation tools to direct appropriate nursing interventions.
4. Describe the pathophysiology of inflammatory and infectious neurological disorders, signs and symptoms, medical and surgical treatment, and apply the nursing process to a patient suffering from an inflammatory and infectious disorder of the neurological system.
5. Describe the etiology, incidence, and prevention techniques of head injuries, review complications from head injury, medical and surgical interventions, and apply the nursing process to a patient suffering from a head injury.
6. Describe neurological disorders that result from temporary or permanent blood flow disruptions to the brain, review signs and symptoms, medical and surgical treatment,

rehabilitation needs and apply the nursing process to patients with ischemic injury to the brain.

7. Explore types of chronic, progressive neurological diseases including the pathophysiology, signs and symptoms, medical and surgical treatment, and apply the nursing process to a patient diagnosed with a chronic, progressive neurological disease.
8. Review disorders resulting from electrical disturbances in the brain including signs and symptoms, medical and surgical treatment, common complications, and apply the nursing process emphasizing emergency management, patient safety and education.

Module 3: Physiological integrity related to mobility needs

MATERIALS COVERED:

TREAS: Chapter 33

WILLIAMS: Chapters 45, 46

KAPLAN: The Musculoskeletal System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES

1. Briefly review the anatomy and physiology of the musculoskeletal system.
2. Discuss the evaluation of diagnostic testing in relation to the musculoskeletal system and apply the nursing process.
3. Review trauma, common injuries, and complications from damage to the musculoskeletal system, medical and surgical management, and nursing interventions appropriate to patients with musculoskeletal injury.
4. Discuss etiology and incidence of musculoskeletal inflammatory disorders, treatment options, and apply the nursing process to patients with musculoskeletal inflammatory disorders.
5. Discuss the etiology, incidence and treatment options for common cancers to the musculoskeletal system.

Module 4: Physiological integrity related to safety needs

MATERIALS COVERED:

TREAS: Chapter 23

WILLIAMS: Chapters 9, 13

KAPLAN: Safety

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES

1. Review leading causes of accidental injury and death in the United States and explore nursing interventions specific to injury and trauma.
2. Compare first aid and cardiopulmonary resuscitation in the clinical setting vs. a public setting.
3. Review causes of shock and nursing management of patients experiencing shock.
4. Discuss prevention of injury and the role of the nurse.
5. Describe nursing responsibilities in response to natural disaster or bioterrorism event.

Module 5: Physiological and sociological integrity related to the patient with alterations of the immune system

MATERIALS COVERED

WILLIAMS: Chapters 18, 19, 20

KAPLAN: The Immune System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Review normal anatomy and physiology and function of the immune system
2. Discuss antigens and antibodies
3. Discuss the two types of immunity
4. Review a normal immune response
5. Review hypersensitivity and allergic reactions
6. Discuss the role of the LPN in managing anaphylaxis
7. Differentiate between HIV and AIDS
8. Review the etiology of HIV and AIDS
9. Explore the social stigmas associated with HIV and AIDS
10. Review changes made society in response to HIV and AIDS
11. Discuss prevention of HIV and AIDS and the impact of education
12. Review HAART therapy

Module 6: Physiologic and psychosocial aspects concerning patients with cancer

MATERIALS COVERED:

WILLIAMS: Chapter 11

KAPLAN: Oncology

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Discuss the physiological differences between benign and malignant cells
2. Review leading types of cancer diagnosed in society
3. Explore the emotional responses of clients diagnosed with cancer
4. Discuss the TMN system for staging metastasis
5. Review the four methods for cancer treatment
6. Explore common side effects of cancer treatment and the effects on a client
7. Discuss the impact on spiritual well-being cancer can cause
8. Review the LPN role in assisting with medical treatment pertaining to cancer clients
9. Develop a support resources guide for clients and families experiencing cancer
10. Review practices to protect the nurse and society from clients receiving radiation treatments
11. Discuss medications commonly used in cancer treatment:
 - a. Narcotics
 - b. Antiemetics
 - c. Antibiotics

- d. Alkylating
- e. Antimetabolic
- f. Hormones

Module 7: Physiological integrity related to sensory needs: Vision

MATERIALS COVERED:

TREAS: Chapter 21, 24

WILLIAMS: Chapters Chapters 51, 52 (vision)

KAPLAN: Alterations in vision

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, 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.
1. Discuss nursing implications in relation to diagnostic testing of the eye using the nursing process.
2. Describe common disorders of the lens of the eye including medical and surgical management and intervention, nursing intervention and patient education.
3. 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.
4. Explore various emergent conditions common to the eye, review treatment and nursing interventions.
5. Discuss etiology and incidence of infections of the eye, including prevention, transmission routes, and treatment.
6. Explore specific nursing care in relation to the patient undergoing differing surgical procedures of the eye.
7. Apply the nursing process to patients with visual impairment, and discuss necessary adjustments to nursing care.

Module 8: Physiological integrity related to sensory needs: Hearing

MATERIALS COVERED:

TREAS: Chapter 21, 24

WILLIAMS: Chapters 51, 52 (hearing)

KAPLAN: Alterations in hearing

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Recall the basic anatomy and physiology of the ear.
2. Describe diagnostic testing and evaluation of the ear and hearing, and apply the nursing process.
3. Explore the pathophysiology, signs and symptoms, medical and surgical treatment and nursing care for patients with common disorders of the ear.

4. Discuss the impact of hearing loss, the etiology, signs and symptoms, and interventions available for patients with hearing loss.

Module 9: Physiological integrity related to reproduction needs; psychological and spiritual integrity related to the need for positive self-concept

MATERIALS COVERED:

TREAS: Chapters 9, 34

WILLIAMS: Chapter 41, 42, 43, 44

KAPLAN: The Reproductive System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Discuss the incidence and reporting requirements for STD's.
2. Describe signs and symptoms, causative organisms, diagnostic aids, medical treatment, and nursing responsibilities for various STD's and apply the nursing process.
3. Discuss self-care and infection prevention measures for the patient with a STD.

Module 10: Physiological integrity related to reproduction needs; psychological and spiritual integrity related to the need for positive self-concept

MATERIALS COVERED:

TREAS: Chapters 21, 34

WILLIAMS: Chapters 41, 42, 43, 44

KAPLAN: The Reproductive System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

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:
 1. Discuss the physiologic processes of the female reproductive cycle, identify and review menstrual dysfunctions using the nursing process.
 2. Describe pelvic inflammatory disease, signs, and symptoms, medical treatment, and apply the nursing process to the patient with pelvic inflammatory disease.
 3. 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.
 4. Discuss breast and gynecological surgeries and common indications for both. Explore nursing interventions specific for patients undergoing surgical intervention of the female reproductive system.

5. Review infertility and the causes and impacts on the female patient. Discuss options and interventions available for the infertile woman and explore the emotional component of infertility

Module 11: Physiological integrity related to reproduction needs; psychological and spiritual integrity related to the need for positive self-concept

MATERIALS COVERED:

TREAS: Chapter 34

WILLIAMS: Chapter 41, 42, 43, 44

KAPLAN: The Reproductive System

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

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.
 - a. Explore treatment options and the emotional impact on the male patient with sexual dysfunction or infertility.
7. Briefly review methods of male contraception and sterilization.

Module 12: Psychological and spiritual integrity related to the need for positive self-concept

MATERIALS COVERED:

TREAS: Chapters 13, 25, 27

WILLIAMS: Chapter 56, 57

KAPLAN: Mental Status Assessment, Psychosocial Integrity

ASSESSMENTS: Student portfolio*, unit examinations*, in class assignments including case studies, content based worksheets, hands on activities, group discussions, reflective journal entries*, standardized examinations*, simulation activities and clinical performance*.

LEARNING OUTCOMES:

1. Define mental health and explore etiology and incidence of mental health disorders.
2. Review therapeutic communication and apply to psychotherapeutic situations.
3. Identify common factors that challenge the nurse when caring for the mentally ill.

4. Discuss the impact of mental illness on the individual, family and society; explore the need for early intervention.
5. Review the basis for therapeutic communication and give examples.
6. Explore etiology and incidence of drug and alcohol abuse, signs and symptoms of
 - a. Drug ingestion and abuse, treatment options, and challenges to nurses caring for patients with issues related to drug and alcohol abuse.
7. Discuss safety issues in relation to the violent patient; explore interventions that
8. Promote the safety of the individual and the medical staff caring for the patient.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

General Education Outcomes

This course fulfills the following General Education Outcomes through the Clinical Performance Evaluation (CPE). Upon completion of this course, students will be able to:

Communicate effectively:

1. Infer correct or reasonable conclusions through critical reading
2. Use effective listening skills to respond appropriately

Think critically:

1. Apply technology proficiently
2. Utilize inductive and/or deductive reasoning skills
3. Devise a reasonable plan for resolving a problem/issue

Self and professional development:

1. Build professional relationships and networks
2. Respond appropriately to challenging situations

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*

Test	70%
Quizzes/Assignments	7.5%
Portfolio	2.5%
Final Exam	20%
	<hr/> 100%

Achieve a weighted exam average of 77 or greater on the unit exams and the final exam.

***Other assignments will be added to the grade once the 77 average is achieved on the unit and final exams to calculate the overall theory grade**

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

Clinical Performance Evaluation:

Students will be evaluated weekly by the assigned clinical instructor. Students will be graded as: Satisfactory (S), Unsatisfactory (U), or Needs Improvement (NI). Please see PNR 140 Clinical Evaluation Tool for specific grading requirements. In order to meet the requirements of PNR 140, a satisfactory clinical evaluation is required.

GRADING SYSTEM:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

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 \(ORC\)](#) for COMPASS support, technology education, and online tools.
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.

Visit the TECH Central website: [TECH Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: TECH Central Conway, 349-5182; TECH Central Grand Strand, 477-2076; and TECH Central Georgetown, 520-1473.

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

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

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).

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

