



INSTRUCTIONAL PACKAGE

PNR 140

Medical/Surgical Nursing III

Effective term

Spring/2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

EFFECTIVE TERM: Spring 2024

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, 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/COREQUISITES:

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)

***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), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC 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 integrity related to sensory needs and the neurological system

Resources:

Stromberg: Chapters 21 – 24

Claytons Basic Pharm: Chapter 14

KAPLAN: Sensation and perception function, The Neurological System

Assessments:

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:

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

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 assessment 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. Discuss 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.

9. Distinguish the mechanism of action, side effects, therapeutic response, and nursing management of medications for neurological disorders.

Module 2:

Physiological integrity related to mobility needs.

Resources:

Stromberg: Chapters 31 & 32

Claytons Basic Pharm: Chapter 44

KAPLAN: The Musculoskeletal System

Assessments:

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:

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

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. Discuss causes of disorders of the musculoskeletal system and ways to prevent them.
4. 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.
5. Discuss etiology and incidence of musculoskeletal inflammatory disorders, treatment options, and apply the nursing process to patients with musculoskeletal inflammatory disorders.
6. Discuss the etiology, incidence and treatment options for common cancers to the musculoskeletal system.
7. Distinguish the mechanism of action, side effects, therapeutic response, and nursing management of medications for musculoskeletal disorders.

Module 3:

Psychological and spiritual integrity related to the need for positive self-concept.

Resources:

Stromberg: Chapters 46 - 49

Claytons Basic Pharm: Chapter 15, 16, 17, 47

KAPLAN: Mental Status Assessment, Psychosocial Integrity

Assessments:

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:

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

1. Define mental health and explore etiology and incidence of mental health disorders.
2. Explain common anxiety, mood, and eating disorders and nursing interventions for each.
3. Review therapeutic communication and apply to psychotherapeutic situations.
4. Identify common factors that challenge the nurse when caring for the mentally ill.
5. Discuss the impact of mental illness on the individual, family, and society; explore the need for early intervention.
6. Discuss common thought and personality disorders and apply the nursing process.
7. Review the basis for therapeutic communication and give examples.
8. 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.
9. Discuss safety issues in relation to the violent patient; explore interventions that promote the safety of the individual and the medical staff caring for the patient.
10. Distinguish the mechanism of action, side effects, therapeutic response, and nursing management of medications for mental health disorders.

Module 4:

Physiological integrity related to safety needs.

Resources:

Stromberg: Chapters 44 & 45

KAPLAN: Safety

Assessments:

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:

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

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.
6. Compare and contrast the parameters used in the triage system for victims after a disaster versus the routine triage that occurs in hospital emergency departments.
7. Discuss the how personal attitudes, experiences, beliefs, and values can affect the nurse's ability to care for victims of abuse.
8. Describe the nurse's role in the care of victims of accidental poisoning, insect stings, tick bites, and snake bites.

Module 5:

Physiologic and psychosocial aspects concerning patients with cancer.

Resources:

Stromberg: Chapter 8

Claytons Basic Pharm: Chapter 19, 33, 34, 43

KAPLAN: Oncology

Assessments:

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:

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

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. Understand the genetic, chemical, physical, and infectious processes associated with cancer development.
5. Discuss the TMN system for staging metastasis.
6. Review the four methods for cancer treatment.
7. Explore common side effects of cancer treatment and the effects on a client.
8. Discuss the impact on spiritual well-being cancer can cause.
9. Review the LPN role in assisting with medical treatment pertaining to cancer clients.
10. Develop a support resources guide for clients and families experiencing cancer.
11. Review practices to protect the nurse and society from clients receiving radiation treatments.
12. Discuss medications commonly used in cancer treatment:
 - a. Narcotics
 - b. Antiemetics
 - c. Antibiotics
 - d. Alkylating
 - e. Antimetabolic
 - f. Hormones

****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	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.

GRADING SYSTEM:

The student must achieve a weighted exam average of 77 or greater on the theory components of the course in order 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 Adult Health (KIT). A benchmark of 61.4% is required for progression. In order to pass this KIT you must obtain a benchmark score of 61.4% 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 4 Kaplan Focused Review (KFR) that are required for progression in this course. The KFRs for this course are PN Sensory A, NGN, PN Mental Health A, NGN, PN Oncology, A and PN Neurological 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 140. 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 I's 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 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 #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

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