Course Syllabus
VNSG 1400- Nursing in Health and Illness I

Catalog Description: Introduction to general principles of growth and development, primary health care needs of the patient across the life span, and therapeutic nursing interventions.

Lecture hours = 4, Lab hours = 1
Prerequisites: NURA 1301 or equivalent, BIOL 2404
Co requisites: VNSG 1231, 1304, 1226

Semester Credit Hours: 4
Lecture Hours per Week: 4
Lab Hours per Week: 1
Contact Hours per Semester: 80

State Approval Code: 51.3901

Instructional Goals and Purposes: The purpose of this course is to teach the nursing process as a framework for care of adult patients who are experiencing common medical surgical conditions in the health illness continuum.

Learning Outcomes:

1. Describe the psychosocial, growth and development, and physiological needs of patients across the life span. Identify primary health care needs of the patient. Identify the basic interventions to support the patient and family during life stages including death and dying.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

MEMBER OF THE PROFESSION
At the end of the course, the student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Details</th>
<th>DEC #1: A,B,C,D PO 1&amp;2</th>
<th>DEC #1: A,B,C,D PO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Function within the nurse’s legal scope of practice to provide quality and competent nursing care for the patient with predictable medical and surgical conditions in accordance with policies and procedures of the practice setting. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Describe the responsibility and accountability of the care provided for various medical surgical problems with competency. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROVIDER OF PATIENT-CENTERED CARE:

At the end of the course, the student will be able to:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Identify predictable healthcare needs for medical surgical conditions and provide safe and basic care using clinical reasoning, evidence-based practice, and available resources. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate clinical reasoning and a systematic approach to provide safe care of ethnically, spiritually, and socially diverse patients. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5</td>
</tr>
<tr>
<td>5.</td>
<td>Identify and report alterations in patient outcomes with medical surgical conditions and set priorities for patients, families and the healthcare team. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5,6,7</td>
</tr>
<tr>
<td>6.</td>
<td>Implement care and teaching for patients and families regarding disease prevention and health promotion/restoration with medical surgical conditions during life stages, including end-of-life care. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #2:A,B,C,D,E,F,G,H PO 3,4,5,6,7</td>
</tr>
</tbody>
</table>

### PATIENT SAFETY ADVOCATE

At the end of the course, the student will be able to:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Implement measures in medical surgical settings to promote quality and safe environment utilizing evidence based practice. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #3:A,B,C,D,E,F PO 8&amp;9</td>
</tr>
<tr>
<td>8.</td>
<td>Communicate and collaborate with the healthcare team to identify practice that is in the best interest of the patient. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii)</td>
<td>DEC #3:A,B,C,D,E,F PO 8&amp;9</td>
</tr>
</tbody>
</table>
MEMBER OF HEALTHCARE TEAM
At the end of the course, the student will be able to:

| 9. | Communicate, collaborate, and coordinate with the healthcare team to assist in the planning and delivery of patient-centered care in various medical surgical settings. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii) | DEC #4:A,B,C,D,E,F,G,H PO 10,11,12,13 |
| 10. | Participate in the identification of patient needs for referral to resources that facilitate continuity of care using technology to support decisions and provide improved patient care. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii) | DEC #4:A,B,C,D,E,F,G,H PO 10,11,12,13 |
| 11. | Communicate patient data using technology to support decision making to improve patient care. (SCANS IA i, ii, iv, B i, ii, iii, iv, v, vi, C i, iv, v, 2A i, ii, iii, iv, B i, v, vi, C i, ii, iii, iv, D i, ii, iii, E ii) | DEC #4:A,B,C,D,E,F,G,H PO 10,11,12,13 |

Course Content: A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery: Text

| Audio-visual | Role Playing |
| Lecture and Lecture Notes | Library / Internet Research |
| Computer Assisted Instruction | Group Discussion |
| Class Participation | Study Guide |
| Independent Study | Case Studies |
| Student-Teacher Conference | Written Assignments |
| Quizzes | Exams |
| Guest Speakers | Group Project |

Course Requirements:
1. The student must have an average grade of 75 or above in order to successfully complete this course.
2. Preparation and active participation in class.
3. Outside individualized research in texts, videos, CAIs and journals.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.

Canvas:
Canvas may be used to supplement the course. You will be expected to check your email, reply to messages, and complete assignments on Canvas as instructed. As you know, there is not enough time to review all the content in the book. Therefore, you will be responsible for reviewing and studying selected chapters independently.
**Unit I: Musculoskeletal:**

**Learning Objectives:**

1. Describe the pathophysiology for the disorders involving the musculoskeletal system to include:
   - Trauma
   - Connective Tissue Disorders
   - Inflammatory Disorders
   - CO: 1, 5, 6

2. Discuss the significance and nursing implications of diagnostic tests used for patients with the above disorders of the musculoskeletal system.
   - CO: 3, 4, 5, 6, 7

3. Discuss the use of the nursing process in planning care for a patient with musculoskeletal disorders.
   - CO: 3, 4, 6, 7

**UNIT II: Integumentary**

**Learning Objectives:**

a. Identify pertinent data to be collected related to integumentary alterations.
   - CO: 3, 4, 5, 10, 11

b. Describe nursing implications of diagnostic tests used for patients with integumentary system problems.
   - CO: 1, 2, 4, 7, 10

c. Discuss the types of integumentary system diseases; including pathophysiology associated with each disorder.
   - CO: 3, 5, 6

d. Anticipate a plan of care for adult patients with different stages of pressure ulcers.
   - CO: 2, 3, 4, 5, 6, 7, 10

e. Discuss nursing interventions related to care for patients with the above conditions, to include pharmacology and nutrition.
   - CO: 3, 6, 7, 8, 11

f. Describe the variety of clinical data for the patients across the life span with integumentary system disorders as a basis for decision making in nursing practice.
   - CO: 2, 4, 7, 9, 10, 11

**Unit III: Pain**

**Learning Objectives:**

a. Discuss the types and nature of pain.
   - CO: 2, 3, 5

b. Discuss assessment of the patient in pain including the use of pain scales in assessment.
   - CO: 1, 2, 4, 5, 7, 10

c. Discuss the nurse’s role in administering pain medications and appropriate non-pharmacological interventions for pain management of mild, moderate, and severe pain.
   - CO: 1, 2, 3, 4, 5, 7, 9, 11

d. Discuss cultural implications of pain and assessment
   - CO: 4, 6, 8, 9, 11
of pain across the lifespan.

e. Discuss and advocate for interventions used in the management of pain including alternative therapies.  

<table>
<thead>
<tr>
<th>Unit IV: Diabetes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td>a. Describe clinical manifestations of Diabetes.</td>
</tr>
<tr>
<td>b. Explain the rationale, procedure, findings, and nursing implications in the diagnostic determinants for diabetes.</td>
</tr>
<tr>
<td>c. Explain the difference between type 1 and type 2 diabetes mellitus.</td>
</tr>
<tr>
<td>d. Identify and differentiate between acute hypoglycemia and diabetic ketoacidosis and describe appropriate interventions for each.</td>
</tr>
<tr>
<td>e. Describe the complications of diabetes mellitus</td>
</tr>
<tr>
<td>f. Identify pharmacological agents used in the treatment of diabetes and nutritional needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit V: Urinary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td>a. Identify data to be collected when assessing a patient with a urologic disorder</td>
</tr>
<tr>
<td>b. Describe diagnostic tests and procedures for a patient with urologic disorders</td>
</tr>
<tr>
<td>c. Describe the nursing responsibilities for common therapeutic measures used to treat urologic disorders.</td>
</tr>
<tr>
<td>d. Explain the pathophysiology, signs, and symptoms, complications and treatment of disorders of the kidneys, ureters, bladder, and urethra.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VI: Death and Dying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td>a. Discuss society’s attitude toward death</td>
</tr>
<tr>
<td>b. Identify the five stages and assessment data of death and dying.</td>
</tr>
<tr>
<td>c. Apply the Nursing Process to a dying patient</td>
</tr>
<tr>
<td>d. Identify the physical, emotional, spiritual, social, economic, and cultural needs of the dying patient, family members of the dying patient, and/or significant others.</td>
</tr>
</tbody>
</table>
Exam Soft will be utilized to administer exams.

Course Grade:
The grading scale for this course is as follows:

The VN Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

\[
\begin{align*}
A & = 90-100 \\
B & = 80-89.99 \\
C & = 75-79.99 \\
F & = 74.99 \text{ and below}
\end{align*}
\]

NO Rounding

Overall Course Grade:
1. Musculoskeletal 1 Exam
2. Skin 1 Exam
3. Pain 1 Exam
4. Diabetes 1 Exam
5. Urinary 1 Exam
6. Death and Dying 1 Exam

ALL EXAMS WILL COUNT AS 85% of the OVERALL COURSE AVERAGE

Test average must be equal to or greater than 75 in order to pass this course.

Quizzes/Discussions/CAI’s/Study Guides/*NCLEX /Funeral Plan 15%

NCLEX weekly assignments
*NCLEX assignments must have a minimum of 50 questions. All assignments (including but not limited to NCLEX and study guide assignments) must be turned in on time and in their entirety to receive credit. Missing/Incomplete or late assignments will result in a zero for the assignment. The average of the NCLEX question assignments for the week will be recorded for the NCLEX grade for that week. This work is intended as individual assignments (not shared answers or group work). Sharing answers will be considered cheating and is grounds for dismissal.

Test Review
1. Pre-Test Review will be conducted at the discretion of the instructor.
2. Students who achieve less than 75% on an exam must schedule an appointment with the instructor to review the exam within one week of distribution of scores. **This is a student responsibility.**
3. A student may make an appointment with the instructor to review the test within one week of the distribution of the test scores.
4. If you challenge a test question, you must submit (Form 5.12) in writing a rationale and reference regarding the question at the time of the test review.
5. Test questions with multiple answers will be graded on an all or none basis. No credit will be given for partial correct answers.

**Major Assignments / Assessments:** The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments**
1. As per instructor

**Assessment(s):**
1. As assigned

**Texts, Materials, and Supplies:**
- *Medical-Surgical Nursing Concepts and Practices 2nd Edition*
- *Fundamental Concepts and Skills for Nursing 4th Edition*
- other materials

**Required Readings:**
- As assigned

**Recommended Readings:**
- As assigned

**Other:**
- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

   a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one’s own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

   a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
         Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) Interpersonal Skills: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customer: work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.