Course Syllabus
VNSG 1409-Nursing in Health and Illness II

Catalog Description: Introduction to health problems requiring medical and surgical interventions

Lecture hours = 2, Lab hours = 6
Prerequisites: VNSG 1400, 1226, 1304.
Corequisites: VNSG 1261, 1360, 1234, 1231

Semester Credit Hours: 4
Lecture Hours per Week: 2
Lab Hours per Week: 6
Contact Hours per Semester: 128

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. This course is a continuation of Nursing in Health and Illness I. It provides a further study of common health problems of adults requiring medical and surgical interventions.

Learning Outcomes:

1. Compare and contrast normal physiology of body systems to pathologic variations in the patient with medical-surgical health problems.
2. Evaluate and treat patients with medical-surgical health problems using the nursing process including nutrition, pharmacological therapy, and principles of safety.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.** | **Function** within the nurse’s legal scope of practice and 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 i, ii) | **DECs** IA, PO-1,2 |
| **2.** | **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, C i, ii, iii, iv, D i, ii, iii, E i, ii) | **DECs-IB,D PO-1,2** |
**PROVIDER OF PATIENT-CENTERED CARE:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Identify predictable healthcare needs for medical surgical conditions using clinical reasoning, evidence- based policies, 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>IIA,B,C PO-3,4,5,6,7</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate clinical reasoning and a systematic approach to provide safe care to ethnically, spiritually, and socially diverse patients across the lifespan.  (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>II B,C,D PO-3,4,5,6,7</td>
</tr>
<tr>
<td>5</td>
<td>Identify and report data to assist in the identification of problems, set priorities, and formulation of goals/outcomes in collaboration with patients, families and the healthcare team, including the use of basic cost factors. (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>II C,F PO-3,4,5,6,7</td>
</tr>
<tr>
<td>6</td>
<td>Implement care, support, and teaching for patients and families regarding disease prevention and health promotion/restoration within legal, ethical, and regulatory parameters during life stages, including discharge planning and 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>D,E,G PO-3,4,5,6,7</td>
</tr>
</tbody>
</table>

**PATIENT SAFETY ADVOCATE**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Implement measures in medical surgical settings to promote quality and safe environment within regulatory parameters and organizational policies 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>III A,B,E PO-8,9,10</td>
</tr>
</tbody>
</table>

**MEMBER OF HEALTHCARE TEAM**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DECs</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Communicate, collaborate, and coordinate with the healthcare team to assist in the planning and delivery of patient-centered care in various 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)</td>
<td>IV A,D,E PO-11,12,13,14</td>
</tr>
<tr>
<td>9</td>
<td>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)</td>
<td>IV E PO-11,12,13,14</td>
</tr>
</tbody>
</table>
## Unit I: Respiratory

### Learning Objectives:

| 1. | Summarize nursing responsibilities for patients undergoing diagnostic tests and procedures for disorders of the respiratory system. | CO-3,4,5,6 |
| 2. | Differentiate between the types of respiratory problems associated with the upper respiratory system and lower respiratory system and the pathophysiology with each condition. | CO-3,4,5,6 |
| 3. | Compare and contrast commonalities and differences in nursing care for patients with upper and lower respiratory disorders. | CO-3,4 |

## Unit II: Gastrointestinal

### Learning Objectives:

| 1. | Describe the assessment, clinical data anticipated, and nursing interventions for patients with a gastrointestinal disorder. | CO-1,3,4,5 |
| 2. | Anticipate nursing responsibilities related to diagnostic studies of the gastrointestinal system. | CO-3,4,5,6 |
| 3. | Discuss the use of the nursing process in planning care for a patient with gastrointestinal disorders. | CO-4,5,6 |

## Unit III: Neuro/Sensory

### Learning Objectives:

| 1. | Compare and contrast the various signs and symptoms of the common problems experienced by patients with nervous system disorders and the nursing interventions for each. | CO-4,5 |
| 2. | Summarize the assessment data needed to plan care for the patient with a disorder of the nervous system focused on health promotion, restoration, and maintenance. | CO-4,5,6 |
| 3. | Describe the use of the nursing process in planning care for | CO-3,4,5, 8,9 |
Unit IV: Oncology

Learning Objectives:

1. Discuss the use of the nursing process in planning care for a patient diagnosed with cancer. CO-3,4, 6,7
2. Illustrate the major problems for a patient who is coping with side effects of radiation or chemotherapy for cancer, and state the appropriate nursing interventions. CO-5,6
3. Discuss the nurses role in advocacy for end of life issues and caring for the terminally ill cancer patient. CO-6,7

Unit V: Fluid and Electrolyte Imbalances

Learning Objectives:

1. Distinguish the signs and symptoms of various electrolyte imbalances and the nursing interventions for each. CO-3,4
2. Analyze the assessment data needed to plan and implement nursing care for patients with fluid and electrolyte imbalances. CO-3,4
3. Identify nursing measures used to prevent complications of intravenous therapy. CO-3,4

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:

1) Lecture
2) Discussion
3) Video/ Audio/ Presentation/ Games (Therapeutic Communication )
4) Computer assisted instruction
5) Classroom participation
6) Guest speakers
7) Class work/ homework
8) Student presentations
**Exam Soft** will be utilized to administer exams.

**Grading:**
The student must have an average grade of 75 or above on all graded material in order to successfully pass this course. 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.**

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

\[
\begin{align*}
A &= 90-100 \\
B &= 80-89 \\
C &= 75-79.99 \\
F &= 74.99 \text{ and below}
\end{align*}
\]

**Canvas:**
Canvas may be used to supplement the course. You will be expected to check your email and reply to messages 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.

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

**Assignments:**
- As per instructor

**Assessment(s):**
- As assigned

**Exam Soft** will be utilized to administer exams.

**Overall Course Grade:**

<table>
<thead>
<tr>
<th>Tests</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Respiratory</td>
</tr>
<tr>
<td>II.</td>
<td>Gastrointestinal</td>
</tr>
<tr>
<td>III.</td>
<td>Neuro/Sensory</td>
</tr>
<tr>
<td>IV.</td>
<td>Oncology</td>
</tr>
<tr>
<td>V.</td>
<td>Fluid and Electrolytes</td>
</tr>
<tr>
<td>VI.</td>
<td>HESI Fundamentals</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Exam</td>
<td>Respiratory</td>
</tr>
<tr>
<td>II. Exams</td>
<td>Gastrointestinal</td>
</tr>
<tr>
<td>III. Exam</td>
<td>Neuro/Sensory</td>
</tr>
<tr>
<td>IV. Exam</td>
<td>Oncology</td>
</tr>
<tr>
<td>V. Exam</td>
<td>Fluid and Electrolytes</td>
</tr>
<tr>
<td>VI. Exam</td>
<td>HESI Fundamentals</td>
</tr>
</tbody>
</table>

The test will be averaged to make up 85% of Overall Course Grade.
The HESI conversion score will be recorded as the test grade.

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

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

**NCLEX weekly assignments**
*NCLEX assignments must have a minimum of 150 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.

**Texts, Materials, and Supplies:**
- *Medical-Surgical Nursing Concepts & Practice 2nd 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/ 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/Customers**: 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.