Course Syllabus
VNSG 2410-Nursing in Health and Illness III

Catalog Description: Continuation of Nursing in Health and Illness II. Further study of medical-surgical health problems of the patient including concepts of mental illness. Incorporates knowledge necessary to make the transition from student to graduate vocational nurse.

Lecture hours = 4, Lab hours = 1

Prerequisites: NURA 1301 or equivalent, BIOL 2404, VNSG 1231, 1304, 1400, 1261, 1409, 1234, 1360, 1226
Corequisites: VNSG 1219, 1230, 2260, 2360

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 compare and contrast normal physiology of body systems to pathologic variations in the patient with medical-surgical health problems; compare and contrast diagnostic evaluation and treatment; and apply the nursing process in caring for the patient with common medical-surgical health problems including nutrition and drug therapy. Discuss concepts of mental illness; and utilize learned skills and knowledge for transition from student to graduate vocational nurse.

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.
3. Discuss concepts of mental illness.
4. Utilize learned skills and knowledge for transition from student to graduate vocational nurse.

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

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<tr>
<td>1</td>
<td>#1:A,B,C,D</td>
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<td></td>
<td>PO</td>
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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) | 1&2
---|---

2. Describe the responsibility and accountability of the care provided for various medical surgical problems and mental health conditions 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 ii) | DEC #1:A,B,C,D
PO 1&2

### PROVIDER OF PATIENT-CENTERED CARE:
At the end of the course, the student will be able to:

| 3. 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) | DEC #2:A,B,C,D,E,F,G,H
PO 3,4,5
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| 4. 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) | DEC #2:A,B,C,D,E,F,G,H
PO 3,4,5
---|---

| 5. 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) | DEC #2:A,B,C,D,E,F,G,H
PO 3,4,5,6,7
---|---

| 6. 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) | DEC #2:A,B,C,D,E,F,G,H
PO 3,4,5,6,7
---|---

### PATIENT SAFETY ADVOCATE
At the end of the course, the student will be able to:

| 7. Implement measures in medical surgical settings to promote quality and safe environment utilizing evidence based practice. | DEC #3:A,B,C,D,E,F
Communicate and collaborate with the healthcare team to identify practice that is in the best interest of the patient.

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.

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.

11. Communicate patient data using technology to support decision making to improve patient care.

Unit I: Surgery/ Shock/Bioterrorism

Learning Objectives:

a. Describe, anticipate and prioritize the nursing process and nursing responsibilities when caring for preoperative, intraoperative, and postoperative patients across the life span.

b. Differentiate among different categories of surgical procedures and identify appropriate nursing implications.

c. Discuss the nursing implications associated with various routine medications taken preoperatively.

d. Discuss preoperative teaching and postoperative patient outcomes and the impact on the role of the vocational nurse.

e. Identify the role of the nurse in the care of the disaster victim.
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<tr>
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<th>Learning Objectives:</th>
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<tr>
<td>f.</td>
<td>Identify the various types of disasters, focused nursing assessment, and nursing interventions related to each.</td>
<td>CO: 3,5,7,8,9</td>
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<td>g.</td>
<td>Identify the signs and symptoms for each stage of shock and general medical and nursing interventions for each stage.</td>
<td>CO: 3,4,5,6,7,8,9</td>
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<td>h.</td>
<td>Identify focused assessment with interventions for rapidly changing parameters in shock patients.</td>
<td>CO: 2,3,5,7,8,10</td>
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### Unit II: Immune System

#### Learning Objectives:

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<tbody>
<tr>
<td>a.</td>
<td>Identify common immune disorders and related data collection.</td>
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<tr>
<td>b.</td>
<td>Identify nursing process for various treatment modalities for identified immune disorders.</td>
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<tr>
<td>c.</td>
<td>Identify common pharmacologic agents utilized in the care of patients with immune system disorders.</td>
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<tr>
<td>d.</td>
<td>Identify the modes of transmission and risks for HIV and HBV</td>
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<tr>
<td>e.</td>
<td>Identify the common complications of AIDS.</td>
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<tr>
<td>f.</td>
<td>Discuss complications of AIDS and nursing implications.</td>
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<td>g.</td>
<td>Discuss the ethical implications for nurses working with persons infected with HIV or HBV</td>
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<tr>
<td>h.</td>
<td>Anticipate patient needs and nursing interventions for patients with immune system disorders</td>
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### Unit III: Cardiovascular/Hematology

#### Learning Objectives:

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<tbody>
<tr>
<td>a.</td>
<td>Identify common cardiac disorders and related data collection.</td>
</tr>
<tr>
<td>b.</td>
<td>Identify causes, treatment modalities, and nursing interventions for identified cardiac disorders and rapidly changing cardiac conditions.</td>
</tr>
<tr>
<td>c.</td>
<td>Identify commonly used pharmacological agents utilized in the treatment of specific cardiac disorders along with nursing implications for each.</td>
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<tr>
<td>d.</td>
<td>Discuss safety related measures the nurse would</td>
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implement in caring for patients with specific hematological disorders.

e. Identify commonly utilized diagnostic tests implemented in caring for patients with specific cardiac and hematological disorders.  
   CO: 3,4,5,10

f. Discuss the nutritional needs of patients with specific cardiac and hematological disorders.  
   CO: 1,2,4,5,6,7,8,9,10

g. Discuss how culture and religion may affect the treatment of a patient who has a hematological disorder.  
   CO: 1,2,4,6,8,9,10

h. Discuss ethical issues related to patient treatment options and advocacy.  
   CO: 1,2,4,8,9,10,11

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<th>Unit IV: Endocrine</th>
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<tr>
<td><strong>Learning Objectives:</strong></td>
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</table>
| a. Identify data collection of the disease process resulting from a hyper or hypo secretion of an endocrine gland.  
   CO: 2,3,4,5,7,10 |
| b. Discuss the different medical-surgical management modalities as they relate to specific endocrine disorders.  
   CO: 1,3,4,5,6,7,9,10,11 |
| c. Identify common diagnostic tests utilized in specific endocrine disorders.  
   CO: 2,3,5,6,7,9 |
| d. Apply the nursing process to patients with specific endocrine disorders.  
   CO: 1,2,3,4,5,7,9,11 |
| e. Discuss the pharmacological and nutritional needs of a patient with specific endocrine disorders and nursing implications for each.  
   CO: 2,3,4,5,6,7,10 |

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<th>Unit V: Reproductive</th>
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<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
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<tr>
<td><strong>PART A: FEMALE LOWER</strong></td>
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| a. Identify commonly used pharmacological agents along with nursing implications utilized in the care of patients with specific reproductive disorders  
   CO: 2,3,4,5,6,7,9,10 |
| b. Discuss specific reproductive disorders and apply the nursing  
   CO: 1,2,3,4,5,7,10 |
process to possible causes and treatment modalities.

c. Identify commonly utilized diagnostic test involved in specific reproductive disorders including nursing interventions.  
   CO: 2,3,4,5,6,7,9,10,11

d. Apply the nursing process to a patient who has undergone a hysterectomy.  
   CO: 1,2,4,5,6,7,9,11

## PART B: FEMALE UPPER

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<tr>
<td><strong>a.</strong> Discuss possible disorders of the upper female reproductive system and apply nursing process to disorders and prevention of complications.</td>
<td>CO: 1,2,3,4,5,6,7,10,11</td>
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<tr>
<td><strong>b.</strong> Identify community resources available to the patient with upper female reproductive disorders.</td>
<td>CO: 2,4,5,6,7,8,9,10,11</td>
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## PART C: MALE

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<tr>
<td><strong>a.</strong> Identify various male reproductive disorders.</td>
<td>CO: 1,2,3,5,10,11</td>
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<tr>
<td><strong>b.</strong> Apply the nursing process to a patient with male reproductive disorders including treatment modalities.</td>
<td>CO: 1,2,3,4,5,6,7,9,10,11</td>
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## PART D: SEXUALLY TRANSMITTED DISEASES

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<tbody>
<tr>
<td><strong>a.</strong> Identify patients at risk for STD’s</td>
<td>CO: 2,3,4,6,7,8,10</td>
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<td><strong>b.</strong> Describe the relationship between STD’s and infertility</td>
<td>CO: 3,4,6,8,9,11</td>
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<tr>
<td><strong>c.</strong> Apply the nursing process to a patient with a STD</td>
<td>CO: 1,2,3,4,5,6,7,9,11</td>
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<tr>
<td><strong>d.</strong> Identify causes, signs and symptoms, treatment modalities, and nursing interventions to a patient with an STD</td>
<td>CO: 1,2,3,4,5,6,7,8,9,10</td>
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<td><strong>e.</strong> Identify commonly used pharmacological agents utilized in treatment of STD’s</td>
<td>CO: 3,4,5,6,7,10</td>
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## Unit VI: Mental Illness

**Learning Objectives:**

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<tbody>
<tr>
<td><strong>a.</strong> Identify commonly used pharmacological agents and nursing implications utilized in the treatment of mental illness and substance abuse</td>
<td>CO: 1,2,3,4,5,6,7,10</td>
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<tr>
<td><strong>b.</strong> Identify signs and symptoms, treatment modalities, and nursing interventions in patients with specific mental illnesses and changes in condition.</td>
<td>CO: 1,2,3,4,5,7,9,10</td>
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<tr>
<td><strong>c.</strong> Identify causes, signs and symptoms, treatment modalities,</td>
<td>CO:</td>
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</table>
and nursing interventions in patients with a substance abuse

d. Identify causes, signs and symptoms, treatment modalities, and nursing interventions in the patient with alcoholism

e. Discuss roots and cultural aspects of alcoholism in society

f. Discuss the nursing care of an abused patient.

g. Identify community resources and support systems available to the abused patient and advocate on their behalf.

h. Discuss ethical issues related to substance abuse and domestic violence.

Methods of Instruction/Course Format/Delivery:

- Audio-visual
- Lecture and Lecture Notes
- Computer Assisted Instruction
- Class Participation
- Independent Study
- Student-Teacher Conference
- Quizzes
- Guest Speakers

- Role Playing
- Library / Internet Research
- Group Discussion
- Study Guide
- Case Studies
- Written Assignments
- Exams
- 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.

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.
Grading:

A = 90-100
B = 80-89.99
C = 75-79.99
F = 74.99 and below
NO ROUNDING

Overall course grade:

<table>
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<tr>
<th>Course</th>
<th>Exams</th>
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<tbody>
<tr>
<td>Surgery/ Shock/Bioterrorism</td>
<td>1</td>
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<tr>
<td>Immune System</td>
<td>1</td>
</tr>
<tr>
<td>Cardiovascular/Blood</td>
<td>2</td>
</tr>
<tr>
<td>Endocrine System</td>
<td>1</td>
</tr>
<tr>
<td>Reproductive System</td>
<td>1</td>
</tr>
<tr>
<td>Mental Illness</td>
<td>2</td>
</tr>
<tr>
<td>HESI Medical Surgical Specialty</td>
<td>1</td>
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(The HESI conversion score will be recorded as a test grade.)

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 15%

NCLEX weekly assignments

*NCLEX assignments must have a minimum of 200 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 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 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.
1. **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/](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**s: 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.