

**COURSE SYLLABUS**

**VNSG 1409.501 (4:3:2)**

**NURSING IN HEALTH AND ILLNESS II**

**VOCATIONAL NURSING**

**HEALTH OCCUPATIONS**

**TECHNICAL EDUCATION DIVISION**

**PLAINVIEW EXTENSION CENTER**

**SOUTH PLAINS COLLEGE**

**SPRING 2020**

**PLAINVIEW  
COURSE SYLLABUS  
Spring 2020**

**COURSE TITLE:** VNSG 1409 – Nursing in Health and Illness II

**INSTRUCTORS:** Suzanne Griffin, AAS, ADN, RN

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**OFFICE HOURS** MT 0800-0900 and 1300-1600  
WTRF By Appointment

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**COURSE DESCRIPTION:**

This course is an introduction to the health problems requiring medical and surgical interventions. The course of study will include the application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. The fundamentals of medications and their diagnostic, therapeutic and curative effects will be emphasized. Modifications of diets for disease conditions will also be reviewed.

**STUDENT LEARNING OUTCOMES:**

The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions. The student will also identify properties, effects, and principles of pharmacotherapeutic agents; and list common nursing interventions associated with the various pharmacotherapeutic agents.

**COURSE COMPETENCIES:**

The student must complete this course with a grade of 77% or above based on the following objectives:

1. Compare and contrast normal body functioning with that of pathological variations.
2. Formulate a plan of care utilizing the nursing process for various medical-surgical conditions.
3. Integrate knowledge attained in diet therapy to identify appropriate modifications for each disease entity.
4. Rationale medical treatment and identify appropriate implications for nursing interventions.
5. Identify classifications of medication as related to body systems and disorders.
6. Identify commonly prescribed medications and related information in each classification.
7. Relate nursing considerations and possible drug interactions for specified drugs.
8. Describe possible side effects of specific drug classifications and evaluation of these manifestations in the patient.
9. Discuss health teaching related to disease process and drug therapy.
10. Demonstrate workable knowledge of medications, techniques, procedures, and safety precautions.
11. Discuss ways in which the nurse can contribute to nutritional wellness as a preventive against disease.
12. Define nutritional therapy and its relationship to the treatment of disease.
13. Discuss nursing responsibilities and interventions integral in nutrition.
14. Identify some common food-drug interactions that may decrease or increase the therapeutic effect of the drug.

**ACADEMIC INTEGRITY:**

Refer to the SPC Catalog and the Plainview VNP Student Handbook.

**SCANS AND FOUNDATION SKILLS:**

C – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

F – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

**VERIFICATION OF WORKPLACE COMPETENCIES:**

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

**TEXTBOOKS:**

Williams, Linda S. MSN, RN & Hopper, Paula D., MSN, RN, CNE (2019). Understanding Medical Surgical Nursing, 6<sup>th</sup> Ed., F. A. Davis, Philadelphia

Williams, Linda S. MSN, RN & Hopper, Paula D., MSN, RN, CNE (2019). Student Workbook for Understanding Medical Surgical Nursing, 6<sup>th</sup> Ed., F. A. Davis, Philadelphia

Watkins, Cynthia J. RN, MSN (2018). Pharmacology Clear and Simple 3<sup>rd</sup> Ed., F. A. Davis Publishers, Philadelphia

Alfaro-LeFevre, Rosalinda, RN, MSN, ANEF (2014)  
Applying Nursing Process: The Foundation for Clinical Reasoning, 8<sup>th</sup> Ed.  
Wolters Kluwer Health / Lippincott Williams & Wilkins Publishers, Philadelphia

Vallerand & Sanoski (2019), Davis's Drug Guide for Nurses, 16<sup>th</sup> Ed.  
F. A. Davis, Philadelphia

Leek, Valerie I., MSN, RN, CMSRN, PHIC (2018), Pharm Phlash – Pharmacology Flash Cards, 3<sup>rd</sup> Ed.,  
F.A. Davis, Philadelphia

ATI PN Pharmacology for Nursing

ATI PN Adult Medical Surgical Nursing

ATI PN Nutrition for Nursing Education

Leeuwen, Bladh (2019) Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications, 8<sup>th</sup> Ed., F.A. Davis, Philadelphia

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2019). Nurse's Pocket Guide – Diagnoses, Prioritized Interventions, and Rationales, 15<sup>th</sup> Ed., F. A. Davis, Philadelphia

## **ATTENDANCE POLICY:**

Refer to the SPC Catalog and the Plainview VNP Student Handbook. This course is a 4 semester hour course with 8 hours allowable absence. If the allowable absences are exceeded, the student will not be able to meet the course objectives and will be dropped from the course. Each 50-minute class session is considered 1 hour. A tardy will be given if the student is absent within the first 15 minutes of a class period. If the student misses more than 15 minutes of any 50 minute session, a one hour absence will be assigned for that class period. Three tardies will accumulate to count as one hour absence.

## **COURSE REQUIREMENTS:**

1. Student is expected to read assigned textbook material and be prepared for class discussion. Audio-visual information is used to assist the student in integration of key components and application of content.
2. Participation in group work and completion of all assigned worksheets focusing on application using nursing process approach with theory to allow the student to use the problem solving approach to total patient care of medical and surgical patients.
3. Attention and participation in guest lectures utilizing community resources of medical-surgical expertise.
4. Demonstration of appropriate knowledge-based medical/surgical principles in simulated clinical situations utilizing the problem-solving nursing-process approach.
5. Demonstrate continued growth in ability to apply principles of medical-surgical nursing to the clinical situation with adaptation to the individual client needs and understanding of scientific rationales for nursing interventions. This will also be demonstrated in the presentation required with the semester project. Project rubric will be provided by and reviewed with the class by the instructor.
6. Development and demonstration of increased skill in integrating database of client assessment with appropriate outcome based goals and interventions.
7. Intermittent review quizzes (announced and unannounced), unit exams (follow class schedule), and a comprehensive final exam will be given. ATI Proctored Assessment Benchmarks (Adult Medical-Surgical Nursing and Pharmacology) will be administered at the end of the course before the final exam. The benchmarks will serve as a guide for topics to review to enhance the student's knowledge base of medical-surgical and pharmacology principles. Each Proctored Exam will be recorded as a unit exam score. See Plainview VNP Student Handbook.
8. General assignments are to be neat and legible and be computer generated using black as font color and 12 as font size, double spaced and on one side of the paper only. Paper edges must be without frayed edges. Points will be deducted accordingly as per instructor discretion. Reference page should always be included following appropriate citation guidelines.
9. Computer assisted instruction (CAI) programs may be assigned for corresponding units of study and will be identified by the instructor. Due dates will be announced in class and these completed programs will be recorded as classwork. ATI Skill Modules utilized in VNSG 1402 and VNSG 1260 may also be assigned and/or the student is encouraged to utilize this valuable resource. ATI PN Adult Medical Surgical Review Module is another resource for student use and assignments may be made and are expected to be completed. As with CAI programs, completed ATI assignments will be recorded as classwork.

**OUTCOME SUMMARIES:**

Chapter Learning Outcomes with Key terms will be submitted in writing at the beginning of every class for Pharmacology content. **(Begin 1-21-2020 thru 4-28-2020)**

**OUTCOME SUMMARY FORMAT:** (Black Pen only) – **Must be hand-written. Please use complete sentences with page numbers listed at the end of each outcome. Complete definitions of key terms using your textbook and your Taber’s Dictionary.**

**DIAGNOSES SUMMARIES:**

Summaries will be assigned by instructor throughout each unit of study. The student will be encouraged to utilize all text resources especially Nurse’s Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales. “*Aspects of care knowledge*” will include the following areas: Acute care, Collaborative, Community/Home Care, Cultural, Diagnostic Studies, Medications, and Pediatric/Geriatric/Lifespan connections.

**DIAGNOSES SUMMARY FORMAT:**

1. Follow general written assignment guidelines as outlined in course syllabus. The front page of the assignment should have your full signature located at the top right hand margin, while subsequent pages should have your initials at the same location.
2. References should be listed on a separate page and included in the assignment as the last page. Please use the following format in listing resources:
  - a. Author’s last name, Author’s first name, Text Title, (copyright date), Publisher’s name, Publisher’s city
  - b. Internet resources should be reliable and up-to-date (within 5 years) and cited using retrieval date.
3. Initiate the diagnoses summary by providing:
  - \* the textbook definition of the medical diagnosis **and** nursing diagnosis assigned by instructor
  - \* provide the textbook related factors that are expected to be assessed in the patient with this nursing diagnosis
  - \* list three defining characteristics **and** three nursing priorities associated with this patient situation
  - \* finally, select **and** identify **one** “*aspect of care knowledge*” area with this nursing diagnosis **and** explain its importance.
4. Please follow program guidelines utilizing the “Date/Time Stamp” on the top of the front page of your assignment before placing it in the appropriate instructor’s box.

**GRADING:**

Unit Exams .....	60%
Outcome Summaries .....	5%
Diagnoses Summaries .....	5%
Project .....	5%
Classwork .....	5%
Final Exam .....	20%

- A 93 – 100
- B 84 – 92
- C 77\* – 83                      \* passing for all nursing courses
- D 70 – 76
- F 69 or below

## SCHEDULE OF CLASSES:

- 1-13-20** Course Introduction with Motivation Exercise  
Syllabus and Reference Review
- 1-14-20** Nursing Process and Critical Thinking Review  
(“Jeopardy” Team Play, & Clinical Connections along with Clinical Orientation)
- Pharmacology Connections: Chapter 1 History of Pharmacology  
Chapter 2 Basics of Pharmacology
- ATI Nutrition: Chapter 2 Ingestion, Digestion, Absorption, & Metabolism
- ATI Pharmacology: Chapter 1 Pharmacokinetics & Routes of Administration  
Chapter 5 Adverse Effects, Interactions, & Contraindications
- 1-21-20** Lecture Neurologic Nursing Assessment  
Neurologic Diagnostics  
Common Care Problems & Nursing Interventions  
Pharmacology Connections: Chapter 4 and Appendix C
- 1-27-20** Lecture Neurologic Disorders
- 1-28-20** **Pharmacology Connections: UNIT EXAM # 1 Basics of Pharmacology & Regulations**  
(Ch. 2 & 4)
- 2-3-20** Lecture Neurologic Disorders
- 2-4-20** Pharmacology Connections: Chapter 13 Nervous System Medications  
ATI Pharmacology: Chapter 12 Chronic Neurologic Disorders
- 2-10-20** Movie Presentation “Regarding Henry”
- 2-11-20** Pharmacology Connections: Chapter 13 continued
- 2-17-20** **UNIT EXAM 1 NEUROLOGIC WITH KNOWLEDGE SUMMARY**
- 2-18-20** **UNIT EXAM 1 NERVOUS SYSTEM MEDICATIONS**
- 2-24-20** Lecture Cardiovascular Vocabulary and the Nursing Process Outline  
Cardiovascular History and Assessment  
Cardiovascular General Nursing Interventions  
Happy Homework
- 2-25-20** Pharmacology Connections: Chapter 16 Cardiovascular System Medications  
ATI Nutrition: Unit 2: Chapter 8 Modified Diets  
Unit 3: Chapter 12 CV & Hematologic Disorders  
ATI Pharmacology: Begin Review of Unit 4: Chapters 18 - 21
- 3-2-20** Lecture Cardiovascular Structure/Function Review  
EKG Monitoring and Nursing Responsibilities  
Disorders of the Heart [Arrhythmias, Angina Pectoris, Heart Failure]  
Heart Tolerance Activity
- 3-3-20** Pharmacology Connections: Chapter 16 continued

- 3-9-20 Lecture Cardiovascular Inflammatory Disorders  
Arterial Disorders [Hypertension]  
Blood and Lymphatics
- 3-10-20 Pharmacology Connections: Chapter 16 continued  
Chapter 17 Immunological System Medications (Anti-  
Inflammatory)  
ATI Pharmacology: Begin Review of Unit 12: Chapters 37 – 39
- 3-16-20 through 3-20-20 \*\*\*\*\* SPRING BREAK \*\*\*\*\*
- 3-23-20 **UNIT EXAM 2 CARDIOVASCULAR WITH KNOWLEDGE SUMMARY**
- 3-24-20 **UNIT EXAM 2 CARDIOVASCULAR WITH ANTIINFLAMMATORY  
MEDICATIONS**
- 3-30-20 Lecture Respiratory Assessment  
Normal/Abnormal Breath Sounds (Video) (ATI)  
Respiratory General Nursing Interventions  
Respiratory Diagnostics (Handout)
- 3-31-20 Pharmacology Connections: Chapter 18 Pulmonary System Medications  
ATI Pharmacology: Begin Review of Unit 3: Chapters 16 and 17
- 4-6-20 Lecture Non-Infectious & Infectious Respiratory Disorders
- 4-7-20 Pharmacology Connections: Pulmonary Review  
ATI Pharmacology: Pulmonary Review
- 4-13-30 \*\*\*\*\*EASTER HOLIDAY\*\*\*\*\*
- 4-14-20 **UNIT EXAM 3 RESPIRATORY WITH KNOWLEDGE SUMMARY**
- 4-20-20 **UNIT EXAM 3 MEDICATIONS AFFECTING THE RESPIRATORY SYSTEM**
- 4-21-20 Project Sexuality Presentations  
**\*\*Project Grade and UNIT EXAM 4 REPRODUCTIVE Grade\*\***
- 4-27-20 Pharmacology Connections: Chapter 20 Reproductive & Urinary Systems Medications  
ATI Pharmacology: Begin Review of Unit 7: Chapter 27 and Unit 12: Chapter 40
- 4-28-20 Urology Game Play  
**\*\*UNIT EXAM 5 UROLOGIC**  
**\*\*UNIT EXAM 4 REPRODUCTIVE AND URINARY MEDICATIONS**  
**(Take Home – Due Friday, 5-1-20 by 1400)**
- 5-6-20 **FINAL EXAM**

## COURSE OUTLINE:

### *UNIT 1 NEUROLOGICAL*

Williams/Hopper:

- Chapter 47 Neurologic System Function, Assessment, & Therapeutic Measures
- Chapter 48 Nursing Care of Patients with Central Nervous System Disorders
- Chapter 49 Nursing Care of Patients with Cerebrovascular Disorders
- Chapter 50 Nursing Care of Patients with Peripheral Nervous System Disorders

Objectives: Upon completion, the student should be able to:

1. Identify four specific ways in which the nurse can contribute to preventing neurologic disorders.
2. Demonstrate a “neurologic check” and describe the basic neurologic nursing assessment.
3. State the appropriate preparation and post-procedural care for patients undergoing lumbar puncture, electroencephalogram, and radiologic studies of the brain and cerebral vessels.
4. Develop a nursing care plan for the patient who is experiencing an increase in intracranial pressure.
5. Identify appropriate interactions to meet all basic needs of the patient who has suffered a head injury and is unconscious.
6. Develop and implement a comprehensive nursing care plan for a patient who has suffered a cerebrovascular accident.
7. Describe the appropriate nursing actions and observations to be carried out for a patient experiencing a seizure.
8. Discuss areas of teaching needed by the patient newly diagnosed with epilepsy.
9. List appropriate nursing interventions necessary to provide comprehensive care for a patient who has suffered a C-5 spinal cord injury.
10. Compare the pathophysiology, diagnosis, and treatment of Parkinson’s disease, multiple sclerosis, Guillain-Barre syndrome, trigeminal neuralgia, and myasthenia gravis.

Outline:

- I. Overview of Anatomy and Physiology
- II. Assessment of the Neurological System
- III. Laboratory and Diagnostic Examinations
- IV. Common Disorders
- V. Conduction Abnormalities
- VI. Degenerative Diseases
- VII. Vascular Problems
- VIII. Cranial and Peripheral Nerve Disorders
- IX. Trauma
- X. Nursing Process for the Patient with a Neurologic Disorder

Pharmacology Connections:

### **UNIT I Basics of Pharmacology and Regulations, Nervous System Medications**

Objectives:

1. Understand terminology referring to pharmacokinetics with the emphasis on the drug cycle
2. Discuss the effects of medications cycles and effects on the human body.
3. Compare and contrast the usefulness of different drug resources.
4. Differentiate between a side effect and an adverse reaction.

5. Describe roles of different regulatory agencies such as, OSHA, FDA, DEA and how they refer to patient safety.
6. Discuss how drugs are developed.
7. Distinguish among brand, generic, and trade names, with teaching patients concerning use of the information.
8. Discuss why some medications are controlled more strictly than others.
9. Discuss the controlled substance schedule and classification.
10. Discuss the role of allied health professionals in recognizing and reporting impaired patients and professionals,
11. Identify the central nervous system and the peripheral nervous system.
12. Identify four categories of medications used to treat pain and fever.
13. Recall at least one category of medication used to treat anxiety, insomnia, sedation and seizures.
14. Identify at least one category of medication used to treat behavioral, emotional, or mood disorders.
15. Identify at least one medication used to stabilize mood in bipolar disorder.
16. Discuss medications used to treat psychosis, and identify other disorders for which these medications are prescribed.
17. Recall at least one category of drugs used to treat the dementia and two categories of drugs used to treat Parkinson's disease.
18. Compare and contrast the actions of local and general anesthetics.
19. Discuss how alcohol can influence medication use and its effect on the body.

Content outline:

- A. The Medication Cycle
  - I. Absorption
  - II. Distribution
  - III. Metabolism
  - IV. Excretion
- B. Issues Affecting the Medication Cycle
  - I. Therapeutic levels
  - II. Potency
  - III. Interactions
  - IV. Agonist
  - V. Synergism
- C. The Importance of Side Effects
  - I. Side Effects
  - II. Adverse Reactions
  - III. Idiosyncratic reactions
- D. Drug resource information
  - I. Comprehensive resources
  - II. Clinically based resources
- E. History of Drug Regulations
  - I. FDA Act of 1906
  - II. Food, Drug and Cosmetic Act of 1938
  - III. Amendments to Food, Drug and Cosmetic Act of 1938
  - IV. FDA
  - V. OSHA
  - VI. DEA
- F. Controlled Substance Schedules
  - I. Drug Control
  - II. Controlled Substance management
  - III. Substance Abuse
  - IV. Signs of substance abuse
  - V. Substance abuse with legal issues
- G. Nervous System
- H. Peripheral Nervous System

- I. Autonomic Nervous System
- J. Cholinergic
- K. Adrenergic
- L. Medications to Control Pain and Fever
- M. Medications to Treat Anxiety, Insomnia, Sedation and Seizures
- N. Medications to Treat Behavioral Disorders
- O. Medications to Treat Mood Disorders
- P. Medications to Treat Psychoses
- Q. Medications to Treat Degenerative Disorders
- R. Local and General Anesthesia

## ***UNIT 2 CARDIOVASCULAR***

Williams/Hopper:

Chapter 21 Cardiovascular System Function, Assessment, & Therapeutic Measures

Chapter 22 Nursing Care of Patients with Hypertension

Chapter 23 Nursing Care of Patients with Valvular, Inflammatory, & Infectious Cardiac or Venous Disorders

Chapter 24 Nursing Care of Patients with Occlusive Cardiovascular Disorders

Chapter 25 Nursing Care of Patients with Cardiac Arrhythmias

Chapter 26 Nursing Care of Patients with Heart Failure

Chapter 27 Hematologic & Lymphatic System Function, Assessment, & Therapeutic Measures

Chapter 28 Nursing Care of Patients with Hematologic & Lymphatic Disorders

Objectives: Upon completion, the student should be able to:

1. Compare the functions of the lymphatic system with those of the blood.
2. Identify ways in which the nurse might assist in the prevention of blood and lymphatic disorders, incidence of vascular disease, and development of heart disease.
3. List at least five different kinds of information that can be obtained from a complete blood cell count (CBC).
4. Describe the diagnostic tests, specific techniques, and procedures for assessment of the vascular system.
5. Teach patients about the more common diagnostic tests and procedures used by doctors to diagnose and evaluate heart disease.
6. Outline the factors considered when performing nursing assessment of hematological and lymphatic status, vascular status, and to evaluate heart patients.
7. Identify three nursing diagnoses and appropriate nursing interventions for a patient with a blood or lymphatic disorder, patients who have common problems of vascular disease, and patients with angina, myocardial infarction, cardiac dysrhythmias, and congestive heart failure.
8. Considering the goals of care, write expected outcomes for each of the above chosen nursing diagnoses.
9. Describe the pathology and clinical signs and symptoms of anemias, sickle cell disease, leukemia, hemophilia, and Hodgkin's disease.
10. Describe how hypovolemic shock occurs, ways to prevent it, and measures taken when it occurs.
11. Describe the nursing interventions used to prevent infections in patients with leukemia.
12. Describe the complications that can occur as a consequence of hypertension.
13. Briefly describe the treatment program for mild, moderate, and severe hypertension.
14. Develop and implement a teaching plan for a patient who has hypertension.
15. List four factors that contribute to peripheral vascular disease.
16. Describe the points to be included in the teaching plan for the patient who has experienced thrombophlebitis and has vascular insufficiency.
17. List four nursing interventions for the patient undergoing anticoagulant therapy.

18. List types of surgery performed for problems of the peripheral vascular system.
19. Describe the various ways in which inflammatory disorders contribute to heart problems.
20. Compare the signs and symptoms and treatment of mitral stenosis, mitral insufficiency, aortic stenosis, and aortic insufficiency.
21. State six nursing responsibilities in the administration of cardiac drugs, dietary control, and oxygen therapy for patients with cardiac disorders.
22. Describe pre- and postoperative problems and nursing care for patients undergoing heart surgery.
23. Discuss the nurse's role in caring for elderly patients with heart disorders in the long-term care facility or the home.

Outline:

- I. Introduction
- II. A & P Review of Hematological and Lymphatic and Cardiovascular Systems
- III. Causes of Hematological and Lymphatic Disorders
- IV. Prevention of Blood Disorders
- V. Causative Factors and Prevention of Vascular Disorders
- VI. Causes of Heart Disorders
- VII. Prevention of Heart Disease
- VIII. Diagnostic Tests and Procedures
- IX. Nursing Assessment of the Hematological, Lymphatic, and Cardiovascular Systems
- X. Disorders of the Hematologic System
- XI. Disorders of the Lymphatic System
- XII. Disorders of the Vascular System
- XIII. Coronary Heart Disease (CHD) or Coronary Artery Disease (CAD)
- XIV. Congestive Heart Failure (CHF)
- XV. Disorders of Heart's Conduction System
- XVI. Inflammatory Diseases of the Heart
- XVII. Cardiac Valve Disorders
- XVIII. Common Therapies for Blood and Lymph Disorders
- XIX. Common Therapies for Vascular Disorders
- XX. Common Therapies for Heart Disorders
- XXI. Community Care
- XXII. Elderly Care and Concerns

Pharmacology and Nutrition Connections:

**UNIT II – DRUGS AFFECTING THE CARDIOVASCULAR SYSTEM, NUTRITION FOR CARDIOVASCULAR DISORDERS**

Objectives:

1. Identify baseline data for comparison and evaluation of drug therapy
2. Describe primary treatment modalities for hyperlipidemia
3. Discuss lifestyle changes that can reduce the risks of hypertensive disease
4. Identify the basic chambers of the heart.
5. Discuss myocardial infarctions, strokes and clotting with hypoxia, ischemia and cyanosis involvement.
6. Discuss actions of cardiovascular medications and the action involved.
7. and use of anticoagulant drug therapy
8. Describe nursing assessment and patient teaching associated with anticoagulant agents
9. Discuss nursing assessment / interventions in the use of thrombolytic agents
10. Compare the 2000 calorie menu with the DASH- sodium eating plan.
11. Give examples of foods that are limited in heart healthy diets.
12. Give examples of foods that are encouraged in a heart healthy diet.

Content Outline:

- I. Cardiac circulation
- II. Antianginal medications
- III. Anticoagulants
- IV. Antiplatelet
- V. Thrombolytic
- VI. Antifibrinolytics
- VII. Hematopoietic stimulant
- VIII. Ace inhibitors
- IX. Angiotensin receptor blockers
- X. Potassium sparing diuretics
- XI. Loop diuretics
- XII. Thiazide diuretics
- XIII. Calcium channel blockers
- XIV. Vasodilators
- XV. Cardiac glycosides
- XVI. Dysrhythmias
- XVII. Medications for shock
- XVIII. Medications for Lipid disorders

**UNIT 3 RESPIRATORY**

Williams/Hopper:

Chapter 29 Respiratory System Function, Assessment, & Therapeutic Measures

Chapter 30 Nursing Care of Patients with Upper Respiratory Tract Disorders

Chapter 31 Nursing Care of Patients with Lower Respiratory Tract Disorders

Objectives: Upon completion, the student should be able to:

1. Assess patients with disorders of the sinuses, pharynx, and larynx.
2. Describe the pre- and postoperative care for the patient undergoing a tonsillectomy.
3. Identify three measures people can take to prevent respiratory disorders.
4. Describe the pre- and post-test care for the patient undergoing the following: chest radiograph, bronchoscopy, and pulmonary function testing.
5. Describe the procedure for nursing assessment of the respiratory system.
6. Compare and contrast commonalities and differences in nursing care for patients with bronchitis, influenza, pneumonia, pleurisy, and empyema.
7. List at least three nursing interventions appropriate for care of patients experiencing the following: persistent cough, increased secretions in the respiratory tract, dyspnea, alteration in nutrition and hydration related to respiratory disorders, and fatigue related to hypoxia.
8. Complete a nursing care plan, including home care, for a patient with chronic airflow limitation (CAL).
9. List four ways a nurse can contribute to prevention and prompt treatment of tuberculosis.
10. Describe the specifics of nursing care for the patient who has had thoracic surgery and has chest tubes in place.
11. Devise a nursing care plan for the tracheostomy patient on oxygen therapy and on a mechanical ventilator.

Outline:

- I. Overview of Anatomy and Physiology
- II. Assessment of the Respiratory System
- III. Laboratory and Diagnostic Examinations
- IV. Disorders of the Upper Airway

- V. Respiratory Infections
- VI. Disorders of the Lower Airway
- VII. Chronic Obstructive Pulmonary Disease
- VIII. Nursing Process for the Patient with a Respiratory Disorder

Pharmacology Connections:

### **UNIT III – Pulmonary System Medications**

Objectives:

1. Describe how the respiratory system functions to exchange oxygen and carbon dioxide.
2. Discuss the actions of mast cell stabilizers, bronchodilators, anticholinergics, xanthines, and beta adrenergic agonists used in the treatment of asthma and other respiratory disorders.
3. Describe two medications that may be used to treat viral respiratory illness.
4. Compare and contrast antitussive and expectorant medications and when each is appropriate to use.
5. Discuss tuberculosis, how it is treated and why its occurrence has increased.

Content Outline:

- I. The Pulmonary System
  - A. Respiration
  - B. Expiration
  - C. Inspiration
- II. Pulmonary Medications
  - A. Mast Cell Stabilizers
  - B. Expectorants
  - C. Antitussive agents
  - D. Mucolytic agents
  - E. Bronchodilators
  - F. Anti-inflammatory agents / corticosteroids
  - G. Xanthine's
  - H. Anticholinergics
  - I. Anti-influenza
  - J. Beta-adrenergic
  - K. Smoking Cessation Aids
  - L. Oxygen
  - M. Respiratory Stimulants

### ***UNIT 4 REPRODUCTIVE***

Williams/Hopper:

Chapter 41 Genitourinary & Reproductive System Function & Assessment

Chapter 42 Nursing Care of Women with Reproductive System Disorders

Chapter 43 Nursing Care of Male Patients with Genitourinary Disorders

Chapter 44 Nursing Care of Patients with Sexually Transmitted Infections

\*Project Sexuality\*: Guidelines provided by instructor

Objectives: Upon completion, the student should be able to:

1. Discuss physiology of menstruation and premenstrual tension.
2. Discuss theories relating prostaglandins and progesterone to dysmenorrhea.
3. Identify those symptoms of menopause that are relieved by treatment with supplementary estrogen therapy.

4. Identify purpose and nursing responsibilities for diagnostic tests related to the reproductive system.
5. Discuss treatment of vaginitis.
6. Discuss nursing intervention for the patient with an abdominal or vaginal hysterectomy.
7. Discuss possible effects of a hysterectomy on the patient's sexual identity and activity.
8. Describe the physiologic and psychological care of the mastectomy patient.
9. Define surgical prostatectomy; discuss pre- and postoperative nursing care for specific surgical procedures.
10. Identify those procedures for prostatectomy that may result in incontinence, impotence, or sterility.
11. Discuss the impact of pelvic exenteration on the patient's feeling of self-worth.
12. Discuss various sexually transmitted diseases, the symptoms presented by the patient, and the treatment involved in patient care.

Outline:

- I. Introduction of the Reproductive System
- II. Review of Structure and Function of the Reproductive System
- III. Nursing Responsibilities for Diagnostic Tests and Procedures
- IV. Medical and Nursing Assessment and Management of Reproductive Disorders
- V. Reproductive Diseases and Disorders

Pharmacology Connections:

#### **UNIT IV– Reproductive and Urinary System Medications**

Objectives:

1. List actions of the reproductive hormones, FSH, LH, and ICSH.
2. Describe how contraceptives work.
3. Discuss the relation of diuretics to electrolyte imbalances.
4. Describe the effects of estrogens, progestin's, agents for cervical ripening, oxytocin, tocolytics, ovulation stimulants, androgens, diuretics, and BPH medications.

Content Outline:

- I. Reproductive System
  1. FSH
  2. LH
  3. ICSH
  4. Testosterone
  5. Estrogen
  6. Progesterone
  7. Progestin.
- II. Medications for Disorders related to Hormones and Urinary
  1. Androgens
  2. Antispasmodics
  3. BPH Medications
  4. Cervical ripening
  5. ED
  6. Estrogens
  7. Loop Diuretics
  8. Osmotic Diuretics
  9. Ovulation Stimulants
  10. Oxytocin
  11. Potassium sparing Diuretics

- 12. Progestin's
- 13. Thiazide Diuretics
- III. The Urinary System
  - 1. Effects of medications on the color of urine

**UNIT 5 UROLOGIC**

Williams/Hopper:  
 Chapter 36 Urinary System Function, Assessment, & Therapeutic Measures  
 Chapter 37 Nursing Care of Patients with Disorders of the Urinary System  
 \*Urology Games\*: Guidelines provided by instructor

Objectives: Upon completion, the student should be able to:

1. Discuss ways in which the nurse can help prevent or remedy urologic disorders.
2. Identify nursing responsibilities in the pre- and post-test care of patients having urologic diagnostic studies.
3. Describe initial and ongoing nursing assessment of a patient's urologic status.
4. List four nursing responsibilities in maintaining urinary flow via an indwelling catheter.
5. Describe nursing assessment and interventions for patients with selected urologic inflammatory disorders (e.g., cystitis, urethritis, nephritis, and pyelonephritis.)
6. Devise a nursing care plan for the home care patient with renal failure.
7. Describe the special needs of patients on long-term hemodialysis.
8. List specific nursing responsibilities in the care of patients receiving peritoneal dialysis.
9. Discuss the benefits and special problems associated with kidney transplantation.
10. Describe the pre- and postoperative nursing care of patients having surgery of the kidney or bladder.

Outline:

- I. Introduction to Urinary System
- II. Anatomy and Physiology Review of the Urinary System
- III. Causes and Prevention of Urologic Disorders
- IV. Diagnostic Tests and Procedures and Nursing Implications
- V. Nursing Assessment and Management of Renal Function and Urinary Drainage System
- VI. Nursing Diagnosis
- VII. Inflammatory Disorders of Urinary Tract
- VIII. Obstructions of Urinary Tract
- IX. Cancer of the Bladder
- X. Cancer of the Kidney
- XI. Common Problems of Urologic Disorders
- XII. Trauma to Kidneys and Ureters
- XIII. Trauma to Bladder
- XIV. Common Therapies for Urologic Problems
- XV. Community Care
- XVI. Care for the Elderly

Pharmacology Connections:

**UNIT V – DRUGS AFFECTING OTHER BODY SYSTEMS**  
**(URINARY SYSTEM)**

Objectives:

1. Describe a nursing assessment used to evaluate renal functioning
2. Discuss the action of urinary antimicrobials and associated nursing assessment
3. Develop a health teaching plan for the client with chronic UTI

Content Outline:

- I. Urinary tract infection
- II. Urinary antimicrobial agents
- III. Bladder-active drugs

## SCANS COMPETENCIES

- C-1 **TIME** – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.  
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.  
C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.  
C-4 **HUMAN RESOURCES** – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION – Acquires and Uses Information**

- C-5 Acquires and evaluates information.  
C-6 Organizes and maintains information.  
C-7 Interprets and communicates information.  
C-8 Uses computers to process information.

### **INTERPERSONAL – Works With Others**

- C-9 Participates as members of a team and contributes to group effort.  
C-10 Teaches others new skills.  
C-11 Serves Clients/Customers – works to satisfy customer’s expectations.  
C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others  
responsibility challenges existing procedures and policies.  
C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.  
C-14 Works with Diversity – Works well with men and women from diverse backgrounds.

### **SYSTEMS – Understands Complex Interrelationships**

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.  
C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.  
C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY – Works With a Variety of Technologies**

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.  
C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.  
C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

## FOUNDATION SKILLS

### **BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.  
F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.  
F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.  
F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.  
F-6 Speaking – Organizes ideas and communicates orally.

### **THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

- F-7 Creative Thinking – Generates new ideas.

- F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

- F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accuracy, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity / Honesty – Chooses ethical courses of action.

**SCANS FOUNDATION AND COMPETENCY SKILLS (by course)**

	<b><u>Foundations: (F)</u></b>	<b><u>Competencies: (C)</u></b>
ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
ENGL 1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT 2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH 1314	3, 4, 9, 10, 11, 12	–
PSYC 2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ 1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
SPCH 1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC 1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS 1315	1, 2, 4, 10, 11, 12	–

**Example for PSYC: Scans:** Foundation Skills: 1, 2, 10, 11  
Competencies: 4, 13

## **Syllabus Statements:**

### 4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### 4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### 4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### 4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

### 4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Plagiarism Declaration  
Department of Nursing  
South Plains College  
(VNSG 1409)**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

**Examples of student plagiarism<sup>1</sup>**

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.