

**COURSE SYLLABUS**

**VNSG 2410.501 (4:3:2)**

**NURSING IN HEALTH AND ILLNESS III**

**VOCATIONAL NURSING**

**HEALTH OCCUPATIONS**

**TECHNICAL EDUCATION DIVISION**

**PLAINVIEW EXTENSION CENTER**

**SOUTH PLAINS COLLEGE**

**SUMMER 2017**

**PLAINVIEW**

**COURSE SYLLABUS**

**COURSE TITLE:** VNSG 2410 – Nursing in Health and Illness III

**INSTRUCTORS:** Suzanne Griffin, AAS, ADN, RN  
Program Coordinator & Assistant Professor

**OFFICE LOCATION & PHONE/E-MAIL** Plainview Center – PC 104  
PC 104F 806-296-9611 X4405 / [sgriffin@southplainscollege.edu](mailto:sgriffin@southplainscollege.edu)

**OFFICE HOURS** M 1100 - 1200 & 1300 - 1600; T 0800 - 1200  
WTRF By Appointment

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**COURSE DESCRIPTION:**

This course is a continuation of Nursing in Health and Illness II. Further study of medical-surgical health problems of the patient including concepts of mental illness. It incorporates the knowledge necessary to make the transition from student to graduate vocational nurse.

**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 drug therapy.
10. Demonstrate workable knowledge of medications, techniques: including calculations, procedures, and safety precautions.
11. Discuss ways in which the nurse can contribute to nutritional wellness as a preventive measure 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 drugs used to treat various medical-surgical conditions.

## **ACADEMIC INTEGRITY:**

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

## **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 (2015). Understanding Medical Surgical Nursing, 5<sup>th</sup> Ed., F. A. Davis, Philadelphia

Williams, Linda S. MSN, RN & Hopper, Paula D., MSN, RN (2015). Student Workbook for Understanding Medical Surgical Nursing, 5<sup>th</sup> Ed., F. A. Davis, Philadelphia

Watkins, Cynthia J. RN, MSN (2013). Pharmacology Clear and Simple, 2<sup>nd</sup> Ed., F. A. Davis Publishers, Philadelphia

Lutz, Carroll MA, RN, Przytulski, Karen MS, RDG (2015). Nutrition and Diet Therapy, 6<sup>th</sup> Ed., F. A. Davis, 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, Deglin (2015), Davis's Drug Guide for Nurses, 15<sup>th</sup> Ed.  
F. A. Davis, Philadelphia

Leek, (2013), Pharm Phlash – Pharmacology Flash Cards, 2<sup>nd</sup> Ed., F.A. Davis, Philadelphia

ATI PN Pharmacology for Nursing Ed. 6.0

ATI PN Adult Medical Surgical Nursing Ed. 9.0

ATI PN Nutrition for Nursing Education Ed. 4.0

Leeuwen, Poelhuis-Leth, Bladh (2015) Davis's Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications, 7<sup>th</sup> Ed., F.A. Davis, Philadelphia

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2013). Nurse's Pocket Guide – Diagnoses, Prioritized Interventions, and Rationales, 13<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.
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) were administered at the end of course, VNSG 1409 and should serve as a guide for topics to review to enhance the student's knowledge base of medical-surgical and pharmacology principles. ATI Comprehensive Predictor Practice Assessments are available for review throughout the semester and the student is encouraged to utilize this resource.
8. General written assignments are to be neat and legible. They may be computer generated using black as font color and 12 as font size or hand written using black ink and must be double spaced and on one side of the paper only. Page numbers should be located at the bottom center of each page. Paper edges must be without frayed edges. Points will be deducted accordingly as per instructor discretion.
9. Computer assisted programs are assigned for corresponding units of study and will be identified. 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.
10. ATI Pharmacology Made Easy 3.0 completed in VNSG 1409 should serve as an excellent review and further modules outlined for this course will be utilized – any assignments from these will be announced.

### **OUTCOME SUMMARIES:**

Summaries will be assigned by instructor throughout each unit of study. The student will be encouraged to utilize all text resources and ATI Pharmacology Made Easy 3.0 Modules.

#### **OUTCOME SUMMARY FORMAT:**

- 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.
- References should be listed on a separate page and at the end of the assignment as the last page. Please use the following format in listing resources:
  - i. Author's last name, Author's first name, Text Title, (copyright date), Publisher's name, Publisher's city
  - ii. Internet resources should be reliable and up-to-date (within 5 years) and cited using retrieval date.
- Define the medical diagnoses provided.
- Define the pharmacological classification of the drug therapy for stated condition/s.
- List the expected pharmacologic action of the category of drugs given.
- Identify the most common side and adverse effects.
- Provide the top five nursing interventions with rationales necessary when administering these drugs. Interventions should include specific patient instructions related to the drug therapy.
- List interactions which should be monitored for during therapy with these drugs.
- 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.

### **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: cultural, collaborative, community/home care, diagnostic studies, geriatric/lifespan, and medication 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 at the end of the assignment as the last page. Please use the following format in listing resources:
  - i. Author's last name, Author's first name, Text Title, (copyright date), Publisher's name, Publisher's city
  - ii. 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 priority interventions with rationales 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%	..... Due Dates: TBA
Diagnoses Summaries .....	5%	.....Due Dates: TBA
Project .....	5%	
Classwork (includes ATI assignments) .....	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:**

<b>5-22-17</b>	Begin Unit I - Gastrointestinal Disorders Care and Treatment
<b>5-23-17</b>	Continue
<b>5-30-17</b>	Continue
<b>6-5-17</b>	<b>UNIT EXAM I – GASTROINTESTINAL</b>
<b>6-6-17</b>	Begin Unit II - Endocrine Disorders Care and Treatment
<b>6-12-17</b>	Research Pod I (Due at end of class period)
<b>6-13-17</b>	Lab Assignment (Due at end of class period)
<b>6-19-17</b>	Research Pod II (Due at end of class period)
<b>6-20-17</b>	Lab Assignment (Due at end of class period)
<b>6-26-17</b>	Endocrine Charades
<b>6-27-17</b>	<b>UNIT EXAM II – ENDOCRINE</b>
<b>7-3-17</b>	Begin Unit III - Musculoskeletal/Integumentary Disorders Care and Treatment
<b>7-10-17</b>	Continue
<b>7-11-17</b>	Continue

- 7-17-17**            **UNIT EXAM III – MUSCULOSKELETAL/INTEGUMENTARY**
- 7-18-17**            Begin Unit IV - Ophthalmic and Otic Disorders  
Care and Treatment  
Ophthalmic Guest Presentation  
**\*CRITICAL THINKING CONNECTIONS ASSIGNMENT (UNIT EXAM IV)**  
**\*(Due 7-24-17 0830)**
- 7-24-17**            Begin Unit V - Cancer Care/Substance Abuse/Triage Nursing  
Care and Treatment  
**CANCER PROJECT PRESENTATIONS (PROJECT & UNIT EXAM V)**  
Final Exam Study Guide
- 7-25-17**            Triage Nursing Guest Presentation (Information to be included on final exam)  
**\*Williams/Hooper: Chapter 13 Nursing Care of Patients with Emergent Conditions and  
Disaster/Bioterrorism Response**
- 8-3-17**            **FINAL EXAM**

## COURSE OUTLINE:

### *UNIT I           GASTROINTESTINAL*

(Williams/Hooper)       Chapter 32 Gastrointestinal, Hepatobiliary, and Pancreatic Systems Function, Assessment, and Therapeutic Measures  
Chapter 33 Nursing Care of Patients with Upper Gastrointestinal Disorders  
Chapter 34 Nursing Care of Patients with Lower Gastrointestinal Disorders  
Chapter 35 Nursing Care of Patients with Liver, Pancreatic, & Gallbladder Disorders

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

1. Identify three major causative factors and preventive measures in the development of disorders of the digestive system.
2. List nursing responsibilities in the pre- and posttest care of patients undergoing diagnostic tests for disorders of the intestinal tract.
3. Perform a focused assessment of gastrointestinal status.
4. Describe the pathophysiology, means of medical diagnosis, and treatment for stomatitis, gastritis, ulcerative colitis, appendicitis, and peritonitis.
5. Make additions to the plan of care for the patient with a peptic ulcer.
6. Identify nursing care plan concerns for the patient with cancer of the colon and intestinal obstruction.
7. List nursing interventions for the patient with ulcerative colitis or irritable bowel syndrome.
8. Make additions to a nursing care plan for the patient having surgery of the lower intestine and rectum.
9. Identify and formulate nursing care interventions for each type of intestinal ostomy, considering the type of stoma and the effluent it produces.
10. List four interventions for helping the patient psychologically adjust to his or her ostomy.
11. Discuss ways the nurse can be instrumental in preventing disorders of the gallbladder, liver, and pancreas.
12. Describe the assessment factors and care of the patient with cholecystitis and cholelithiasis.
13. Discuss the education concerns necessary for the patient undergoing cholecystectomy.
14. Specify the assessment factors to be considered for the patient with possible liver disease.
15. Identify nursing care measures, including psychosocial concerns, for the patient who has hepatitis and is jaundice.
16. List the ways in which the various types of hepatitis can be transmitted.
17. Devise appropriate nursing interventions for the patient with cirrhosis.
18. Identify discharge teaching plan concerns necessary for the patient who has been in the hospital with a flare-up of chronic pancreatitis.

Outline:

- I.       Introduction to Gastrointestinal Disorders
- II.     A & P Review of Gastrointestinal System
- III.    Causes of Gastrointestinal Disorders
- IV.     Prevention of Gastrointestinal Problems
- V.      Diagnostic Tests and Procedures and Nursing Implications
- VI.     Nursing Management of Gastrointestinal Disorders
- VII.    Common Problems Related to Gastrointestinal Tract
- VIII.   Problems Related to Ingestion
- IX.     Inflammatory Disorders and Treatment of the Gastrointestinal Tract
- X.      Peptic Ulcer and Treatment



Gastrointestinal System Medications

Follow Objectives from Watkins Chapter 19 Gastrointestinal System Medications

**UNIT II            ENDOCRINE**

(Williams/Hooper)            Chapter 38 Endocrine System Function and Assessment  
   Chapter 39 Nursing Care of Patients with Endocrine Disorders  
   Chapter 40 Nursing Care of Patients with Disorders of the Endocrine Pancreas  
   ATI: Skills Module – Diabetes Management

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

1. List four major problems associated with hyposecretion of pituitary hormones and give at least three nursing interventions appropriate for each of them.
2. Explain the variety of diagnostic tests performed for symptoms of endocrine disorder problems.
3. Identify specific areas of assessment needed for patients with possible endocrine disorders.
4. From an appropriate list of nursing diagnoses, assist in planning nursing care for patients with endocrine problems such as hypothyroidism, hyperthyroidism, Addison's disease, and Cushing's syndrome.
5. Plan pre- and postoperative assessment and nursing care for a patient who has had a hypophysectomy.
6. Describe pre- and postoperative assessment and nursing care for a patient who has had a thyroidectomy.
7. List six signs and symptoms of adrenocortical insufficiency (Addison's disease).
8. List four major possible causes for Cushing's syndrome.
9. Identify nursing diagnoses and appropriate interventions for patients with diabetes insipidus.
10. Prepare a teaching plan for the patient taking corticosteroids.
11. State significant differences in the two major types of diabetes mellitus.
12. Identify each of the four kinds of factors that influence the development of diabetes mellitus.
13. Describe laboratory tests used in the diagnosis of diabetes mellitus.
14. Describe nursing assessment and intervention for the management of type I and type II diabetes mellitus.
15. Prepare to assist with the teaching of a newly diagnosed diabetic patient about the disease, treatment, and self-care.
16. Describe the early signs and symptoms that might indicate that the diabetic patient is in early ketoacidosis.
17. List the signs and symptoms of an insulin reaction (hypoglycemia) and describe the appropriate nursing interventions.
18. Identify sources of support and information for diabetic patients and their families.
19. Describe the acute and long-term complications and sequelae of poorly controlled diabetes mellitus.
20. Identify signs and symptoms of hypoglycemia and its treatment in nondiabetic patients.

Outline:

- I. Introduction to Endocrine System
- II. Overview of Anatomy and Physiology of Endocrine System
- III. Causes and Prevention of Endocrine Problems
- IV. Diagnostic Tests and Procedures
- V. Medical and Nursing Management of Endocrine Problems
- VI. Pituitary Gland and Disorders
- VII. Thyroid Gland and Disorders

- VIII. Parathyroid Glands and Disorders
- IX. Adrenal Glands and Disorders
- X. Pancreas and Diabetes Mellitus
- XI. Nursing Management of Diabetes Mellitus
- XII. Complications of Diabetes Mellitus
- XIII. Community Care
- XIV. Care of the Elderly

Endocrine System Medications

Follow Objectives from Watkins Chapter 15 Endocrine System Medications

**UNIT III MUSCULOSKELETAL & INTEGUMENTARY**

- (Williams/Hooper) Chapter 45 Musculoskeletal System Function and Assessment  
 Chapter 46 Nursing Care of Patients with Musculoskeletal & Connective Tissue Disorders  
 Chapter 53 Integumentary System Function, Assessment, & Therapeutic Measures  
 Chapter 54 Nursing Care of Patients with Skin Disorders  
 Chapter 55 Nursing Care of Patients with Burns

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

1. Teach a patient about the following diagnostic tests: bone scan, arthroscopy, and electromyography.
2. Describe the steps included in a nursing assessment of the musculoskeletal system.
3. State the factors to be assessed for the patient who has an immobilizer.
4. Identify the “do’s” and “don’ts” of cast care.
5. Describe the nursing assessment and intervention for the patient in traction.
6. Compare the preoperative and postoperative care of the patient with a total knee replacement to that of a patient with a total hip replacement.
7. Identify the special problems of patients with arthritis and specific nursing interventions that can be helpful.
8. Explain the process by which osteoporosis occurs, ways to slow the process, and how the disorder is treated.
9. Identify important postoperative observations and nursing interventions in the care of the patient who has undergone an amputation.
10. List ways in which the elderly can increase musculoskeletal strength and protect bones.
11. Identify important factors in the prevention of skin disorders.
12. State nursing responsibilities in the diagnosis of skin disorders, including teaching self-examination of the skin.
13. Describe the assessment process for patients with a skin disorder, including the gathering of both subjective and objective data.
14. List the main points of nursing care for patients with herpes virus infections, psoriasis, fungal infections, pediculosis, and scabies.
15. Compare characteristics of the various types of skin cancer.
16. Describe assessment concerns, nursing interventions, and medical treatment regimens utilized for the client with systemic lupus erythematosus.
17. List important points of assessment for the patient who has sustained a burn.
18. Discuss the “do’s” and “don’ts” of emergency burn care.
19. Identify the measures used for burn treatment during the acute and emergent phase.
20. Assist with the planning of care, after the acute stage of a major burn, with attention to both physical and psychosocial needs.
21. Describe the process of rehabilitation for the patient with a major burn.

Outline:

- I. Introduction to Musculoskeletal System
- II. Overview of A & P of the Musculoskeletal System
- III. Causes and Prevention of Musculoskeletal Disorders
- IV. Diagnostic Tests and Procedures and Nursing Implications
- V. Nursing Management of Musculoskeletal Disorders
- VI. Disorders of Musculoskeletal System
- VII. Introduction of Integumentary System
- VIII. Overview of A & P of Integumentary System
- IX. Causes and Prevention of Integumentary Disorders
- X. Diagnostics for Skin Disorders
- XI. Nursing Management of Various Integumentary Disorders
- XII. Disorders of the Integumentary System

Musculoskeletal and Integumentary System Medications

Follow objectives from Watkins Chapter 11 Integumentary System Medications and Chapter 12 Musculoskeletal System Medications

**UNIT IV      SENSORY**

(Williams/Hooper)      Chapter 51 Sensory System Function, Assessment, & Therapeutic Measures: Vision & Hearing  
Chapter 52 Nursing Care of Patients with Sensory Disorders: Vision & Hearing  
Presentation Information and Handout Materials

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

1. Identify purpose of and procedures for common diagnostic tests involving the eye and ear.
2. Identify observations that would indicate hearing impairment; discuss hearing aids and guidelines for talking with the hearing impaired person.
3. Explain the importance of detecting and removing contact lenses from injured or unconscious patients.
4. Identify signs and symptoms of common ophthalmic disorders.
5. Discuss the relationship between injury to the cornea and corneal ulcers.
6. Describe nursing intervention for the patient with a corneal transplant.
7. Discuss the assessment of, prevention of, and the intervention for glaucoma; identify its role in causing blindness.
8. Describe the symptoms of cataracts and the nursing interventions following cataract extraction.
9. Identify the signs and symptoms of retinal detachment; discuss pre- and postoperative nursing interventions for the patient with retinal detachment.
10. Discuss emergency care of the patient with an eye injury.
11. Describe methods used by physicians to remove a foreign body from the ear canal.
12. Describe signs and symptoms of otitis media.
13. Define otosclerosis and stapedectomy, which is used to correct the condition.
14. Identify nursing interventions for the patient with surgery of the ear.
15. Identify symptoms of Meniere's syndrome.

Outline:

- I. Introduction to Sensory Organs
- II. Review of Structure and Function of Sensory Organs
- III. Diagnostic Tests and Procedures for Sensory Organ Function
- IV. Nursing Assessment of Sensory Organ Function
- V. Medical and Nursing Intervention and Care Planning - Eye
- VI. Medical and Nursing Intervention and Care Planning - Ear

Eye and Ear Medications

Follow Objectives from Watkins Chapter 14 Eye and Ear Medications

**UNIT V      CANCER CARE, SUBSTANCE ABUSE, & TRIAGE NURSING**

(Williams/Hooper)      Chapter 11 Nursing Care of Patients with Cancer  
Chapter 13 Nursing Care of Patients with Emergent Conditions & Disaster/Bioterrorism Response

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

1. Identify characteristics of neoplastic growth.
2. Identify at least five factors that may contribute to the development of a malignancy.
3. State at least four practices that can contribute to prevention and early detection of cancers.
4. Describe ways to include the recommendations of the American Cancer Society for routine checkups and detection of cancer in patient teaching.
5. Discuss the pros and cons of the various treatments available for cancer.
6. State the major problems and appropriate nursing interventions for a patient coping with expected side effects of radiation.
7. Assist in devising a general plan of nursing care for the patient receiving chemotherapy.
8. Discuss and reinforce the teaching necessary for the patient who has bone marrow suppression from cancer treatment.
9. Identify nursing interventions to help the patient cope with the common problems of cancer and its treatment.
10. Describe appropriate nursing interventions to help patients and families deal with the psychosocial effects of cancer and its treatment.
11. List five basic principles of first aid.
12. Explore feelings related to the triage system used to treat clients in the emergency room and disaster victims.
13. State the assessment concerns in gathering information in emergent and disaster/bioterrorism responses.
14. Discuss the pathophysiology of various emergent and disaster/bioterrorism conditions.
15. Identify immediate and continuous nursing interventions to assist patients with emergent and disaster/bioterrorism conditions.

Outline:

- I. Oncology
- II. Development, Prevention, and Detection of Cancer
- III. Hereditary Cancers
- IV. Cancer Prevention and Early Detection
- V. Pathophysiology of Cancer
- VI. Diagnosis of Cancer
- VII. Cancer Therapies
- VIII. Advanced Cancer

- IX. Emergent and Disaster/Bioterrorism Responses
- X. Medical and Nursing Interventions for Emergent and Disaster/Bioterrorism Responses

*Immunological System Medications*

*Follow Objectives from Watkins Chapter 17 Immunological System Medications*

*Medications used in the Treatment of Substance Abuse*

*Refer to and Review VNSG 1130 Mental Health-Mental Illness Content*

## 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:****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.

**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 S. College Avenue, Box 5, Levelland, TX 79336  
806-894-9611



**Plagiarism Declaration**  
**Department of Nursing**  
**South Plains College**  
**(VNSG 2410)**

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

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Printed Name

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Signature

\_\_\_\_\_  
Date

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