South Central College

NURS 1310  Application of Nursing

Course Outcome Summary

Course Information

Description
This course introduces the student to disease processes of the body systems: integumentary, respiratory, gastrointestinal, genitourinary, endocrine, cardiovascular, hematological, lymphatic, immune, neurological, sensory, reproductive, and musculoskeletal. Students will recognize signs and symptoms, as well as identify diagnostic tests, medications, and nutrition in the study of body system diseases. The student will use the nursing process to select effective treatments and interventions specific to the altered body systems. (Prerequisites: Successfully complete all Semester 1 Courses in order to advance to Semester 2 Courses)

Total Credits 4
Total Hours 64

Types of Instruction

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Credits/Hours</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>4/64</td>
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Pre/Co-requisites
Successfully complete all Semester 1 Courses in order to advance to Semester 2 Courses

Institutional Core Competencies

Civic Engagement and Social Responsibility - Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies
1. **Determine effective treatments and nursing interventions for integumentary disorders utilizing the nursing process.**

   **Learning Objectives**
   Describe effective treatments and nursing interventions for integumentary disorders utilizing the nursing process. Compare current client clinical data including signs and symptoms to baseline information for clients with integumentary disorders. Consult with registered nurse about focused assessment findings for integumentary disorders. Compare client laboratory values to normal values and choose appropriate interventions (e.g., call health care provider, select action to be taken). Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with integumentary disorders (e.g., therapy, tests, treatments, procedures). Reinforce established nutritional plans for clients with integumentary disorders. Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with integumentary disorders.

2. **Determine effective treatments and nursing interventions for respiratory disorders utilizing the nursing process.**

   **Learning Objectives**
   Describe effective treatments and nursing interventions for respiratory disorders utilizing the nursing process. Compare current client clinical data including signs and symptoms to baseline information for clients with respiratory disorders. Consult with registered nurse about focused assessment for respiratory disorders. Compare client laboratory values to normal values and choose appropriate interventions (e.g., call health care provider, select action to be taken). Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with respiratory disorders (e.g., therapy, tests, treatments, procedures). Reinforce established nutritional plans for clients with respiratory disorders. Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with respiratory disorders.

3. **Determine effective treatments and nursing interventions for gastrointestinal disorders utilizing the nursing process.**

   **Learning Objectives**
   Describe effective treatments and nursing interventions for gastrointestinal disorders utilizing the nursing process. Compare current client clinical data including signs and symptoms to baseline information for clients with gastrointestinal disorders. Consult with registered nurse about focused assessment for gastrointestinal disorders. Compare client laboratory values to normal values and choose appropriate interventions (e.g., call health care provider, select action to be taken). Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with gastrointestinal disorders (e.g., therapy, tests, treatments, procedures). Reinforce established nutritional plans for clients with gastrointestinal disorders. Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with gastrointestinal disorders.

4. **Determine effective treatments and nursing interventions for genitourinary disorders utilizing the nursing process.**

   **Learning Objectives**
   Describe effective treatments and nursing interventions for genitourinary disorders utilizing the nursing process. Compare current client clinical data including signs and symptoms to baseline information for clients with genitourinary disorders. Consult with registered nurse about focused assessment for genitourinary disorders. Compare client laboratory values to normal values and choose appropriate interventions (e.g., call health care provider, select action to be taken). Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with genitourinary disorders (e.g., therapy, tests, treatments, procedures). Reinforce established nutritional plans for clients with genitourinary disorders. Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with genitourinary disorders.
5. **Determine effective treatments and nursing interventions for endocrine disorders utilizing the nursing process.**

   **Learning Objectives**
   - Describe effective treatments and nursing interventions for endocrine disorders utilizing the nursing process.
   - Compare current client clinical data including signs and symptoms to baseline information for clients with endocrine disorders.
   - Consult with registered nurse about focused assessment for endocrine disorders.
   - Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
   - Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with endocrine disorders (ex. therapy, tests, treatments, procedures).
   - Reinforce established nutritional plans for clients with endocrine disorders.
   - Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with endocrine disorders.

6. **Determine effective treatments and nursing interventions for cardiovascular disorders utilizing the nursing process.**

   **Learning Objectives**
   - Describe effective treatments and nursing interventions for cardiovascular disorders utilizing the nursing process.
   - Compare current client clinical data including signs and symptoms to baseline information for clients with cardiovascular disorders.
   - Consult with registered nurse about focused assessment for cardiovascular disorders.
   - Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
   - Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with cardiovascular disorders (ex. therapy, tests, treatments, procedures).
   - Reinforce established nutritional plans for clients with cardiovascular disorders.
   - Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with cardiovascular disorders.

7. **Determine effective treatments and nursing interventions for hematological, lymph, and immune disorders utilizing the nursing process.**

   **Learning Objectives**
   - Describe effective treatments and nursing interventions for hematological, lymph, and immune disorders utilizing the nursing process.
   - Compare current client clinical data including signs and symptoms to baseline information for clients with hematological, lymph, and immune disorders.
   - Consult with registered nurse about focused assessment for hematological, lymph, and immune disorders.
   - Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
   - Recognize complications and interventions to either document or report findings for unexpected responses to treatments for clients with hematological, lymph, and immune disorders (ex. therapy, tests, treatments, procedures).
   - Reinforce established nutritional plans for clients with hematological, lymph, and immune disorders.
   - Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with hematological, lymph, and immune disorders.

8. **Determine effective treatments and nursing interventions for sensory disorders utilizing the nursing process.**

   **Learning Objectives**
   - Describe effective treatments and nursing interventions for sensory disorders utilizing the nursing process.
   - Compare current client clinical data including signs and symptoms to baseline information for clients with sensory disorders.
   - Consult with registered nurse about focused assessment for sensory disorders.
   - Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
   - Recognize complications and interventions to either document or report findings for unexpected responses for
9. **Determine effective treatments and nursing interventions for neurological disorders utilizing the nursing process.**

**Learning Objectives**
- Describe effective treatments and nursing interventions for neurological disorders utilizing the nursing process.
- Compare current client clinical data including signs and symptoms to baseline information for clients with neurological disorders.
- Consult with registered nurse about focused assessment for neurological disorders.
- Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
- Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with neurological disorders (ex. therapy, tests, treatments, procedures).
- Reinforce established nutritional plans for clients with neurological disorders.
- Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with neurological disorders.

10. **Determine effective treatments and nursing interventions for reproductive disorders utilizing the nursing process.**

**Learning Objectives**
- Describe effective treatments and nursing interventions for reproductive disorders utilizing the nursing process.
- Compare current client clinical data including signs and symptoms to baseline information for clients with reproductive disorders.
- Consult with registered nurse about focused assessment for reproductive disorders.
- Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
- Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with reproductive disorders (ex. therapy, tests, treatments, procedures).
- Reinforce established nutritional plans for clients with reproductive disorders.
- Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with reproductive disorders.

11. **Determine effective treatments and nursing interventions for musculoskeletal disorders utilizing the nursing process.**

**Learning Objectives**
- Describe effective treatments and nursing interventions for musculoskeletal disorders utilizing the nursing process.
- Compare current client clinical data including signs and symptoms to baseline information for clients with musculoskeletal disorders.
- Consult with registered nurse about focused assessment for musculoskeletal disorders.
- Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care provider, select action to be taken).
- Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with musculoskeletal disorders (ex. therapy, tests, treatments, procedures).
- Reinforce established nutritional plans for clients with musculoskeletal disorders.
- Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with musculoskeletal disorders.

12. **Determine effective treatments and nursing interventions for malignant disorders utilizing the nursing process.**

**Learning Objectives**
- Describe effective treatments and nursing interventions for malignant disorders utilizing the nursing process.
- Compare current client clinical data including signs and symptoms to baseline information for clients with malignant disorders.
- Consult with registered nurse about focused assessment for malignant disorders.
- Compare client laboratory values to normal values and choose appropriate interventions (ex. call health care
provider, select action to be taken). Recognize complications and interventions to either document or report findings for unexpected responses for client treatments with malignant disorders (ex. therapy, tests, treatments, procedures). Reinforce established nutritional plans for clients with malignant disorders. Use resources to recall purposes, desired, and undesired actions of pharmacological agents including education regarding medication effects for clients with malignant disorders.

13. **Use evidence-based resources when following a plan of care for selected medical-surgical conditions.**

   **Learning Objectives**
   - Describe evidence based resources for clients with medical-surgical conditions with an emphasis on safety and comfort.
   - Recognize LPN role in contributing to the plan of care supported by evidence-based information.

14. **Relate diversity to clients when teaching according to established care plans in the medical-surgical setting.**

   **Learning Objectives**
   - Identify resources for clients with diversity considerations when providing teaching.
   - Discuss medical-surgical conditions and diversity considerations for client education.
   - Provide information on methods and tools that support diversity in the medical-surgical setting.

**SCC Accessibility Statement**

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations.  North Mankato: Room B-132, (507) 389-7222;  Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: [www.southcentral.edu/disability](http://www.southcentral.edu/disability)

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.

**Academic Honesty- Nursing**

**Nursing - Academic Honesty**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

- **Plagiarism** - presenting someone else's words, ideas, or data as your own work.
- **Fabrication** - using invented information or the falsifying research or other findings.
- **Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

  1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a test for someone else or permitting someone else to take a test for you.

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

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**Desire to Learn or D2L - Nursing**

**Nursing - Desire to Learn or D2L**
Students are expected to know how to access and use the D2L site for this course. This includes but is not limited to the drop box, discussions, e-mail functions, and grade book. Communication will occur through this route. You are to check D2L several times each week to read announcements and requirements.

**Communication - Nursing**
Positive, direct and timely communication is expected.

Use of messaging by e-mail is encouraged.

Only southcentral.edu e-mail addresses will be used.

E-mail will be answered as timely as possible. No response should be expected until the following day if message is received after 6pm.

E-mail will not be routinely responded to over the weekend.

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**Teacher Expectations of Students in Clinical - Nursing**

**Nursing - Teacher Expectations of Students in Class**
It is expected that you attend all scheduled class hours

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**Exposure to Hazardous Materials - Nursing**

**Exposure to Hazardous Materials**
In this course you will be exposed to biohazard waste during your clinical experience. Students are required to participate in facility Blood Borne Pathogen training during orientation and to follow all facility policies and
procedures regarding handling and exposure to biohazard waste.

**Grading Scale - Nursing**

*Nursing - Grading Scale*

All grading will be based on a percentage of the total points possible (points earned by the student, divided by total points possible). Percentages will not be rounded up. The grade percentage will be translated to a letter grade on the following scale: A = 100 % - 94%, B = 93% - 87%; C = 86% - 80%; 79% or below = F.

The D2L Course Gradebook automatically calculates total earned points/percentages for midterm and final grades. In order for this course to meet the program requirements for nursing a final grade point average of 80% or greater must be achieved in order to pass this course. Students are responsible for keeping a record of their total points earned and percentages so they will be aware of their academic standing.

No late or missed assignments, exams, quizzes, or student work is accepted.

**Guidlines to Success - Nursing**

*Nursing - Guidelines to Success*

Each student is expected to perform the following:

1. Be responsible for own learning.

2. Actively participate in online activities and discussions.

3. Complete and turn in assignments/projects on time.

4. Participate in D2L expectations. This course utilizes the Desire 2 Learn (D2L) platform to deliver grades, communication within the class, assignments, and course content. It is expected all students will be familiar and able to utilize this technology and check it frequently for updates and course information. *This includes the expectation the home page is checked daily.*

5. Spend approximately two (2) hours minimum studying for each credit of class (ten hours per week).

6. Devote additional time for other projects assigned.

7. Contact instructor and share with classmates by using D2L Discussion: Talk with Teacher.

8. Contact instructor by email with personal questions or concerns.

9. Submit all written work on time, via D2L Dropbox. Make sure work is professional in appearance with accurate spelling and grammar. APA formatting will be expected (cover page, citation within body of paper, and reference page). Helpful information for APA formatting is available under course content.
10. Understand and utilize the rubrics provided for all written work assigned.

11. Act in a professional manner during class and in meetings with instructor. Refer to the Student Professional Expectation Guideline in the South Central Student Handbook.


13. Recognize fellow classmate as part of the classroom team. Please note the importance of every single person on the team in the mastery of this course.

**Withdrawing from the Course- Nursing**

**Nursing - Withdrawing from the Course**

A student may withdraw from the course until the 60th day of the term or until 75% of the course has been held and will be shown as a "W" on the student's transcript. After that point, withdrawals will not be allowed and students will be graded according to their performance.

It is the student's responsibility for completing the withdrawal form and turning it in to the Registration Office by the date specified in the student handbook. For a full refund, a student must withdraw from a course within the first 5 days of the semester. See the student handbook for specifics on the refund policy.

**SCC Email- Nursing**

**Nursing - SCC Email**

Students are responsible for checking their South Central College email. If instructors need to contact students that is how we will do it. We cannot use other e-mail addresses for privacy reasons. If there is another email that you check more often, arrange for SCC messages to be forwarded to that email account.

**SCC Handbooks- Nursing**

**Nursing - SCC Handbooks**

Refer to the information and policies in the current SCC Catalog and Nursing Handbooks. You are a member of our SCC learning community and are responsible for knowing and following these requirements. The Nursing Handbook can be found at [http://southcentral.edu/nursing/nursing-handbook.html](http://southcentral.edu/nursing/nursing-handbook.html), SCC College policies are at [http://southcentral.edu/academic-policies/academic-dishonesty.html](http://southcentral.edu/academic-policies/academic-dishonesty.html)

**Campus Closing- Nursing**

**Nursing - Campus Closings**

If it is determined by the college administration or the governor that emergency conditions have developed which
change the college's normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXLP (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at http://southcentral.edu/campus-security/star-alert.html

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if campus is closed or if classes are delayed or cancelled.