

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Peter Zografos Date: 11/14/2019

Department	Subject	Course Number	Title
Nursing	Nursing NURS	244	Advanced Medical-Surgical Nursing IV

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Lab Units	Total Units
2.00	2.00	4.00
Lecture Contact Hours	Lab Contact Hours	Total Contact Hours
32.00 - 36.00	96.00 - 108.00	128.00 - 144.00
Lecture Homework Hours	Lab Homework Hours	
64.00 - 72.00	0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:
Maximum Enrollment
Justification:

12

Course requires significant individualized instruction or assessment – check all that apply:

- * Course relies on small group dynamics as a means of instruction or assessment.
- * Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Course has safety or compliance factors which influence the enrollment cap – check all that apply:

- * Course has safety or health reasons that the class should have a non-standard enrollment cap.
- * Course has specific standards outside of the college calling for a specific or capped class size.
- * Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

Justification: Board of Nursing mandates a safe student-faculty which is no more than twelve students per clinical faculty. However, the local Inland Empire Health Education Consortium has asked that not more than eight students be assigned to each clinical group.

Grading Method:

Letter Grade or P/NP

TOP code:

1230.10*

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course focuses on advanced application of the nursing process in the care of critically ill adult and geriatric patients. The student will organize and discriminate data to establish priorities of care. Correlated clinical experiences emphasize refinement of clinical decision making, psychomotor skills and management of patient care in professional nursing practice.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course focuses on advanced application of the nursing process in the care of critically ill adult and geriatric patients.

Need for the course:

A required course for the MSJC Registered Nursing program.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- NURS 234 with a Grade of C or better.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Adapt the nursing process to meet the patient’s biological and psychosocial system needs, which are influenced by the interaction to the physical, social, cultural, and spiritual environments, in order to maximize health and wellness.
2. Synthesize theories related to natural, behavioral, and social sciences that influence a patient’s biological and psychosocial system needs in order to provide individualized nursing care.
3. Formulate the individualized plan of care to assist the patient and family to recover optimal fulfillment of systems needs.
4. Plan effective, accurate, and congruent transfer of information using therapeutic verbal and nonverbal communication with the patient, family and health care team.
5. Propose appropriate delegation of care to members of the health care team in various health care settings.
6. Evaluate one’s own accountability and responsibility for nursing practice within legal/ethical boundaries.
7. Evaluate one’s own development of professional awareness, commitment, education and growth.
8. Practice advocacy in the care of patients with biological and psychosocial system needs.
9. Develop problem solving and critical thinking skills to enhance clinical reasoning and decision making that result in positive patient outcomes.

Course Content:

(please number the outline of main topics and subtopics)

- General Theory Objectives
- For all content listed, the student will:
1. Identify pharmacological agents and nursing implications.
2. Discuss the environmental, cultural, spiritual and psychosocial influences that affect the patient/family.
3. Specific health teaching of the patient/family.
- Altered Oxygenation: Cardiovascular
1. Differentiate the advanced preparation of the critical care nurse and describe the role and functions of the critical care nurse
2. Describe teh advanced cardiac patient assessment including hemodynamic monitoring
3. Interpret EKG rhythms and differentiate among the lethal cardiac rhythms and nursing implementations related to each, including code blue procedures
4. Explain the pathophysiology and apply the nursing process to patients with complicated myocardial infarction (MI) , cardiac valve stenosis/regurgitation, cardiogenic shock, cardiac tamponade, disseminated intravascular coagulopathy (DIC)
5. Identify and describe cardiac medications used in the critical care environment
- Altered Oxygenation: Respiratory
1. Differentiate between early and late clinical manifestations of acute respiratory failure
2. Select collaborative care options fo rtreating acute respiratory distress syndrome (ARDS)
3. Describe the nursing and collaborative managment of actue respiratory distress syndrome (ARDS)
- Altered Neurological Function
1. Differentiate between varying types of head injury by mechanism of injury and clinical manifestations
2. Compare and contrast collaborative care and nursing management of the patient with increased intraacranial pressure (ICP)
3. Discuss nursing mangemnt of a patient with a brain tumor and inflammatory conditions of the brain
4. Discuss the nursing care of the patient with a spinal cord injury

Altered Senses:Pain

1. Analyze critical nursing interventions for sedation and pain control for neuromuscular blockade and continuous intravenous infusions for sedation
2. Compare and contrast medically induced coma and therapeutic paralysis
3. Discuss pain management of the burn patient

Altered Metabolic Function

1. Describe the care of the patient with diabetic ketoacidosis (DKA)
2. Differentiate between hyperglycemic-hyperosmolar syndrome and hypoglycemia
3. Compare and contrast chronic and acute complications of diabetes mellitus
4. Describe the related changes for a gerontological patient with diabetes mellitus

Altered Fluids and Electrolytes: Burns

1. Discuss the types, causative agents and burn classifications by depth and extent of injury
2. Discuss the systemic pathophysiologic effects of a major burn
3. Discuss the nursing and collaborative management of the burn patient during the emergent phase
4. Discuss the nursing and collaborative management of the burn patient during the acute phase
5. Discuss the nursing and collaborative management of the burn patient during the rehabilitative phase

Altered Elimination: GI/Biliary/Hepatic

1. Analyze specific principles of nursing care for the patient with end stage liver disease
2. Discuss liver transplantation and the collaborative management necessary for care
3. Apply techniques of therapeutic communication to patients and families in crisis
4. Discuss ethical issues related to organ donation and end-of-life issues

Altered Elimination: Renal

1. Differentiate between acute and chronic renal failure/end stage renal disease (ESRD)
2. Relate the general principles and types of dialysis
3. Discuss renal transplantation and the collaborative management necessary for care

Altered Immunity

1. Analyze the relationship between respiratory syncytial virus (RSV), severe acute respiratory syndrome (SARS) and multi-system organ dysfunction (MODS)
2. Review types of shock

Altered Conditions:Trauma-Overdose-Withdrawal/Abuse/Terrorism/Disaster

1. Describe advanced patient assessment and triage
2. Explain the pathophysiology and apply the nursing process to patients with traumatic injury, chemical overdose, withdrawal and abuse
3. Analyze disaster planning and response to include bioterrorism

Leadership

1. Describe the role of the nurse leader in conflict management
2. Identify the purposes and needs for nurse licensure, the significance of nurse practice acts and implications of regulatory agencies
3. Describe the decision-making process
4. Discuss employment issues that affect the new graduate nurse

Lab Content:

(please number the outline of main topics and subtopics)

For all content listed, the student will:

1. Identify pharmacological agents and nursing implications.
2. Discuss the environmental, cultural, spiritual and psychosocial influences that affect the patient/family.
3. Practice health teaching of the patient/family.

Altered Oxygenation: Cardiovascular

1. Demonstrate advanced cardiac patient assessment including hemodynamic monitoring.
2. Apply the nursing process to patients with:
 1. Complicated acute myocardial infarction
 2. Cardiac valve stenosis/regurgitation
 3. Cardiogenic shock

4. Pulmonary edema
 5. Cardiac tamponade
3. Interpret lethal cardiac rhythms
 1. Heart blocks
 2. Premature ventricular contractions
 3. Ventricular tachycardia
 4. Ventricular fibrillation
 5. Asystole
 6. Pulseless electrical activity
4. Perform nursing care for patients undergoing interventional cardiology procedures including pre- as well as post-procedure care:
 1. Percutaneous transluminal coronary angioplasty
 2. Coronary artery bypass graft surgery
 3. Valvular replacement
 4. Pacemaker implantation

Altered Oxygenation: Respiratory Care

1. Perform advanced respiratory patient assessment.
2. Explain the pathophysiology and apply the nursing process to patients with:
 1. Acute respiratory failure
 2. Adult Respiratory Distress Syndrome
 3. Pneumothorax/hemothorax
 4. Pulmonary embolus
3. Differentiate among the types of mechanical ventilation and nursing implementations related to initiation, maintenance and weaning from mechanical ventilation

Altered Neurological Function

1. Perform advanced neurological patient assessment
2. Explain the pathophysiology and apply the nursing process to patients with:
 1. Increased intracranial pressure
 2. Space occupying lesions: brain tumors, intracerebral hemorrhage, head trauma
 3. Spinal cord injury
 4. Brain death, organ donation and procurement
 5. Complicated cerebral vascular accident
3. Plan and implement nursing care for a patient with impaired neurological function.
4. Interpret intracranial pressure significance, signs of brain death, and spinal sensory/motor deficits.

Altered Senses/Pain

1. Analyze critical pharmacological interventions for sedation and pain control and describe appropriate nursing care for each:
 1. Neuromuscular blockage
 2. Continuous intravenous infusions for sedation
2. Compare and contrast medically induced coma and therapeutic paralysis
3. Discuss pain management of acute burns

Altered Metabolic Function

1. Perform advanced patient assessment for altered endocrine function.
2. Discuss appropriate diagnostic tests and nursing implementations.
3. Explain the pathophysiology and apply the nursing process to patients with:
 1. Ketoacidosis
 2. Hyperglycemic—hyperosmolar nonketotic syndrome
 3. Critical hypoglycemia
 4. SIADH
 5. Diabetes insipidus

Altered Fluids and Electrolytes

1. Discuss nursing management of the:
 1. trauma patient
 2. patient in hypovolemic, septic, & distributive shock

- 2. Explain the pathophysiology and apply the nursing process to:
 - 1. Thermal, chemical and electrical burns
 - 2. Partial thickness burns
 - 3. Full thickness burns
- 3. Analyze care of the acute burn wound:
 - 1. Infection prevention
 - 2. Debridement
 - 3. Skin grafting
- 4. Describe, plan and implement a teaching plan for a burns or trauma patient

Altered Elimination: GI/Biliary & Hepatic

- 1. Perform advanced GI patient assessment
- 2. Explain the pathophysiology and apply the nursing process to:
 - 1. End stage liver failure (ESLF)
 - 2. Liver transplantation
- 3. Develop and implement a teaching plan for the patient with a live transplant

Altered Elimination: Renal

- 1. Perform advanced renal patient assessment
- 2. Explain the pathophysiology and apply the nursing process to patients with:
 - 1. Renal transplantation
 - 2. Acute renal failure
 - 3. End-stage renal disease
 - 4. Emergency and chronic access sites for hemodialysis
 - 5. Continuous veno-venous hemodialysis
- 3. Create and implement a patient teaching plan

Altered Immunity

- 1. Explain advanced immune patient assessment
- 2. Explain the pathophysiology and apply the nursing process to patients with :
 - 1. Sepsis (review)
 - 2. Septic shock (review)
 - 3. Multiple Organ Dysfunction Syndrome (MODS)
- 3. Analyze the relationship between SIRS and MODS

Altered Conditions: Trauma/Abuse

- 1. Describe advanced patient assessment and triage.
- 2. Explain the pathophysiology and apply the nursing process to patients with :
 - 1. Chemical overdose
 - 2. Traumatic injury
 - 3. Alcohol withdrawal
- 3. Analyze disaster planning and response to include bioterrorism.
- 4. Discuss appropriate referrals for abuse.

Therapeutic Communication/Ethical Dilemmas

- 1. Use therapeutic communication with patients and families in crisis.
- 2. Explain ethical issues related to:
 - 1. Organ donation
 - 2. End-of-life issues
 - 3. Bioethics committee

Leadership/Ethics/Legal

- 1. Role model the behaviors of the nurse leader used in conflict management
- 2. Discuss the impact of regulatory agencies, professional organizations and licensure to the nursing profession
- 3. Create a plan for life long learning
- 4. Describe the decision making process.

[illegible]

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture presentation and classroom discussion directed toward the care of the adult medical surgical patient with multiple organ system complexities will help students apply theory to clinical practice
- **Method:** Activity
Integration: Group activities to enhance students' ability to collaborate with their peers about care of adult medical surgical patients with multiple organ complexities. Group activities will assist students to engage in dialogue to promote critical thinking
- **Method:** Online Activity/Discussion
Integration: Online activity and discussion will promote students' ability to reflect on the topic, use evidence-based standards and support their stance on the topic.
- **Method:** Role Playing/Simulation
Integration: Role-playing/simulation will promote teamwork and collaboration among students; enhance their ability to think critically and make decisions and enhance their ability to use therapeutic communication with their patients, families, and members of the healthcare team. This method of instruction will provide students with an opportunity for repetition and remediation of specific nursing skills
- **Method:** Film/video Viewing and Discussion
Integration: Short video viewing and discussion both in class and out of class on a variety of topics related to the implementation of nursing care for the adult medical surgical patient with multiple organ system complexities integrated with both student and faculty discussion and analysis will promote dialogue among students and an engagement with the content to enrich students' abilities toward inquiry.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Papers
Integration: Written analysis of the plan of care for an adult medical surgical patient with complex diagnoses. The paper is based on the student's ability to connect concepts of the patient that includes a holistic perspective. The paper will be evaluated using a rubric and based on rubric scoring, student will be assigned a grade.
- **Method:** Simulation
Integration: Direct observation of student performance-individual and in a group- caring for the adult medical surgical patient with complex diagnoses. Simulation will be evaluated by a peer-reviewed, evidence-based assessment rubric of each student's performance.
- **Method:** Exams/Tests
Integration: Multiple choice and alternative type test items written in the NCLEX format and at the higher order level of Bloom's taxonomy. Every test item is tied to course learning outcome and unit objective. PAR score is used to perform item analysis of exams/tests and based on the data assessment of each test item is made.
- **Method:** Homework
Integration: Written responses to prompts from a variety of unfolding case studies that are based on complex patient situations are posted for students to review before class. The content from the case studies is reviewed in class and students are given feedback on their case studies. Homework will be evaluated by student's ability to connect a variety of concepts presented in the case study. Students are assigned points based on their ability to discuss the connections they make for the patient in the case study.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Review the unfolding case study and respond to the questions in the case study. You may use narrative explanations, concept mapping or diagrams for your responses.
2. Review the power point posted and the conflict management scenario posted on Blackboard. Post one response to the question and one response to another student for a total of at least two responses to each question to the discussion board on Blackboard. Each of the student's responses should be substantive (e.g., at least 100 words with source cited).
3. Write a 8-10 page paper detailing the nursing care of a patient you cared for in clinical. Please include the patient's current diagnosis, history and physical, current medications, and results of diagnostic tests. A detailed plan of care should also be included in this paper. Paper is to be written in APA format per the 6th edition of the APA manual.

Textbooks:

- Wagner, K. D., Hardin-Pierce, M., & Welsh, D. (2018). *High Acuity Nursing, 7th edition* Pearson. ISBN: 9780134459295
- Pagana, K.D., & Pagana, T.J. (2018). *Manual of Diagnostic and Laboratory Tests, 6th edition* Mosby Elsevier. ISBN: 9780323446631

Other Resources:

- American Psychological Association. Publication Manual of the American Psychological Association, 6th edition. American Psychological Association, 07-20-2009.

Minimum Qualification

- Nursing (Masters Required) **and/or**
- Nursing Science/

