NURS-503: INTRODUCTION TO MEDICAL-SURGICAL NURSING I

Effective Term
Fall 2024

BOT Approval Date
01/11/2024

Discipline
NURS - Nursing
Course Number
503

Course Title
Introduction to Medical-Surgical Nursing I

Short Title
Med Surg Nursing I

Credit Status (CB 04)
D - Credit - Degree applicable

Units

Lecture Units
1.50

Lab Units
2.00

Total Units
3.50

Hours

Lecture Contact Hours
24-27
Out of Class Hours Lecture
48-54

Lab Contact Hours
96-108
Out of Class Hours Lab
0.00

Total Contact Hours
120 - 135

Total Out of Class Hours
48 - 54

Total Student Learning Hours
168 - 189

Is this an existing Extensive Lab?
Yes

Distance Education

No

Catalog Description

This course introduces concepts/practices relating the non-critical young adult through geriatric adult in the medical/surgical environment. Utilizing the nursing process, the student will begin to recognize alterations in functioning or illness and formulate age-appropriate nursing interventions. Selected psychomotor skills associated with the basic needs and medication administration will be studied/practiced. This course introduces the first-year nursing student to concepts and practices relating to the adult and geriatric patient in the Medical/Surgical environment.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)
NURS-502 (with a grade of C or better).

Codes

TOP Code (CB 03)

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing (Masters Required)	End

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective
1. Demonstrate a basic understanding of stable medical-surgical patients with gastrointestinal, cardiovascular, neurological, respiratory, and endocrine conditions.
2. Perform advanced nursing skills such as medication administration, nasogastric tube and tracheostomy assessment, and administration of oxygen.
3. Application of the nursing process using critical thinking and clinical reasoning in providing patient-centered care, tailored to the diverse needs of patients, encompassing different gender, races, cultures, and disabilities.
4. Demonstrates qualities of a leader and uses the nursing role as communicator, actively participating in implementing change.

5. Demonstrate ability to use systemic approach to assess, diagnose, plan, intervene, and evaluate patient care on patients with respiratory, neuro, cardiovascular, genitourinary, gastrointestinal, and integumentary diseases.
6. Recognizes that patient is the source of control to deliver a patient-centered care that respects patient's preferences and values.
7. Implements therapeutic communication skills that foster open communication with diverse patients with different gender, races, cultures, and disabilities; valuing mutual respect and shared decision-making to achieve quality patient care.
8. Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
9. Recognizes that quality improvement and cost effectiveness is essential to the success of health care organizations.
10. Minimizes harm to patients by delivering accountable and competent, high-quality care, within the nursing scope of practice.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Patient-Centered Care: The student will use the nursing process to#provide#compassionate and coordinated care based on respect for#individual preferences.
2. Communication, Teamwork, and Collaboration: The student will effectively#facilitate#inter-professional#relationships#by#promoting#open communication, mutual respect, and shared decision-making.
3. Evidence-Based Practice: The student will integrate#current research findings#when planning#for#delivery of#care#to achieve the best outcomes.
4. Quality Improvement: The student will utilize#data to monitor#and evaluate all aspects#of care to improve the quality and safety of healthcare.
5. Safety: The student will minimize risk of harm to patients and#healthcare team#through both system effectiveness and individual performance.
6. Informatics: The student will apply information and technology to communicate,#organize data, mitigate error, and#institute change#while protecting patient privacy.

Program Learning Outcomes

Learning Outcome
1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.
Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.
Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.
Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

Medication Administration

- Pharmacokinetics
- Routes of Medication Administration
- Demonstrate Ability to Prepare and Administer Medications
- The Ten Rights of Medication Administration and Delivering Patient-Centered Care
- Therapeutic Communication in Medication Administration, giving patient education, with cultural considerations
- Administration of Controlled Substances
- Utilizing the Nursing Process in Medication Administration

Altered Oxygenation: Cardiovascular

- Basic Function and Structure of the Heart
- Demonstrate basic understanding of Pathophysiology, Diagnosis, Treatments, and Nursing Care of Patients with Peripheral Vascular Disease, Deep Vein Thrombosis, Congestive Heart Failure, Anemia, Raynaud's Phenomenon and Buerger's Disease
- Increase risk on different patient population of certain diseases (e.g. Hypertension on African-American Population)

Altered Oxygenation: Respiratory

- Safety: Airway maintenance; airway patency
- Assessment of the Respiratory System
- Demonstrate basic understanding of Pathophysiology, Diagnosis, Treatments, and Nursing Care of Patients with Influenza, Rhinosinusitis, and Asthma

Altered Neurological Functions

- Assessment of the Neurological System
- The Glasgow Coma Scale
- Demonstrate basic understanding of Pathophysiology, Diagnosis, Treatments, and Nursing Care of Patients with Stroke
- Difference between Stroke and TIA (Transient Ischemic Attack).

Altered Senses: Pain.

- Definition of Pain and Types of Pain
- Pain: Assessment Consideration on Different culture, gender, and people with disabilities (e.g. using a Wong-baker pain scale on confused elderly, using FLACC scale on infants)
- Pain Treatments (Pharmacological and Nonpharmacological); different treatment options in different cultures (e.g. Yin-yang method of Chinese culture)

Altered Senses: Eye and Ear

- Anatomical Structures of Eye and Ear
- Open Angle and Acute Angle Closure Glaucoma
- Cataracts and Retinal Detachment
- Demonstrate basic understanding of Pathophysiology, Signs and Symptoms, Nursing interventions, and Treatment of Patient with Meniere's Disease and Sinusitis
- Presbycusis

Altered Fluid and Electrolyte Balance

- Concept of Homeostasis
- Regulation of Water Balance, The Renin-Angiotensin II pathway, Aldosterone, Antidiuretic hormone, and Natriuretic peptide
- Normal Electrolyte Values
- Signs and Symptoms, Etiology and Treatment Modalities for Specific Fluid and Electrolyte Imbalances
- Fluid volume Overload and Fluid Volume Deficit, Signs and Symptoms, and Treatments

Altered Elimination: Gastrointestinal/Biliary/Renal/Genitourinary

- Demonstrate basic understanding of Pathophysiology, Risk factors, Signs and Symptoms, Diagnostic Tests, Interventions, and Treatments of Diarrhea, Constipation, Gastric Esophageal Reflux Disease (GERD), Appendicitis, Gastroenteritis, and Gastritis/ ulcer.
- Types of Ulcers
- Esophagogastroduodenoscopy (EGD) and Colonoscopy
- Types of Urinary Incontinence
- Pathophysiology, Signs and Symptoms, and Treatment for cystitis, Urethritis, and Pyelonephritis
- Pathophysiology, Diagnostic tests, Signs and Symptoms, and Treatment for Gastrointestinal (GI) Bleed and Dumping Syndrome

Altered Activity, Rest, and Sleep.

- Complications of Immobility
- Nursing Care for Patients with Altered Mobility
- Stages of Sleep and Care for Sleep-deprived Client
- Common Sleep Disorders

Altered Nutrition-Gastrointestinal.

- Behaviors, Stimuli, Nursing Diagnoses and Interventions for Patients with Dysphagia
- Nursing Interventions for Management of Gastrointestinal Tubes
- Gastritis Treatments
- Enteral and Parenteral Nutrition

Integumentary Disorders

- Structures and Functions of Each Layer of Skin: Epidermis and Dermis
- Skin Infections and Treatments
- Pathophysiology and Treatment of Pressure Ulcers
- Nutrition and Wound

Course Lab Content

Medication Administration

Demonstrate Ability to Do a Safe Medication Administration

Examining own bias and providing equity healthcare to all patients in the clinical setting (for example, giving same high-quality care to patients with or without health insurances).

Examining how different culture may have different beliefs when it comes to medication, used as treatments (for example; Chinese culture of Yin-Yang, giving popsicle to a child with fever, instead of giving antipyretic, Tylenol).

- Oral Medications (tablet, capsule, liquid)
- Sublingual Medications
- Buccal Medications
- Topical & Transdermal Medications
- Opthalmic Drop/Ointment
- Metered-dose Inhaler (MDI)
- Rectal/vaginal Medications
- Subcutaneous Injections
- Intramuscular Injections/ Z-track Injections
- Intradermal Injection
- Insulin preparation and administration
- Discontinuation of Peripheral IV
- Assessment of infiltration and phlebitis

Administration of Oxygen

- Use of pulse oximeter
- Use of nasal cannula

- Use of face mask/venturi mask
- Monitoring patient receiving oxygen

Nasogastric (NG) Tube

- Assessment
- Checking residual
- Medication administration

Suctioning

- Oropharyngeal suctioning
- Tracheostomy assessment

Methods of Instruction

Method

Activity

Integration

Group activities will be employed to involve students in assessing situations most likely to occur in a medical-surgical clinical setting. Examples are case studies in class where students work together in thinking care plan and nursing interventions in a given case study. Videos, written case studies, and experiences shared by the nurse expert (the professor) will support different types of learner, (visual, auditory, and kinetic).

Method

Discussion

Integration

Class discussion will be used to analyze the nursing process in the delivery of safe patient care to the medical-surgical patient (e.g. examining student's biases on pain, sharing own experience in having pain and explaining how appropriate treatment of pain can improve patient's outcome). Discussion in-class and outside of class will encourage students to participate in their own time and respond to their classmates when they chose to. This will promote diversity, equity, and inclusion.

Method

Lecture

Integration

Lecture will be used to describe the concepts of nursing care related to the medical-surgical adult patient. In class lectures and presentations will be used to introduce topics, present information about the topics, and to stimulate discussion. Lecture presentation uses photos and videos (e.g. photos of heart and lungs, and videos showing how the blood moves from the heart to the lungs and back to the heart to be recirculated into the different parts of the body); this will promote equity in trying to support different learning styles (auditory, visual, and kinetic).

Method

Role Playing/Simulation

Integration

Simulations: Simulation participation is required for all students. Simulations may involve high fidelity manikins or standardized patients (which require faculty supervision) or virtual simulation assignments. Standardized Simulation begins with student self-study of the patient case described in the simulation scenario. The Simulation experience itself involves pre-briefing, a simulation run, and debriefing. In this course, students will role play: students will act as a nurse in taking care of a patient with Congestive Heart Failure (CHF) and demonstrate critical thinking by making decisions on nursing interventions appropriate for the given scenario. Each student will be provided the same length of time in simulation and encouraged to use the videos, reading materials, and hands-on activities in the simulation lab to support diverse learners.

Method

Activity

Integration

Passport for Theory Class and Flipping Classroom Environment: Students will be assigned reading and activities to complete prior the theory/lecture session and will continue into the lecture day. In the Classroom Theory Student Engagement Sessions (CTSSE), Students will be actively engaged in learning using the QSEN expectations of Knowledge, Skills, and Attitude. See Postings and more information in the course Canvas shell.
Classroom Theory Student Engagement Sessions (CTSSE), On campus Skills Labs/Simulation (OCC/CS), and Clinical Site Experiences (CSE) have been designed to facilitate student's achievement of course and/or program student learning outcomes. Instruction is centered around the program's seven Major Curriculum Concepts which include 1) Quality, Safe, Patient-Centered Care using Evidence-Based Practice; 2) Professionalism; 3) Leadership; 4) Caring; 5) Collaboration/Communication; 6) Critical Thinking; and 7) Informatics.
MSJC Nursing facilities a flipped classroom environment that promotes active student engagement in learning which aligns with Benner's novice-to-expert, adult learning, deliberate practice, cultural, and social cognitive theories. An example of activity is the Nutritional Assessment. The student will assess a patient (either a friend or family member) and ask questions from the Nutritional Assessment questionnaire. They can do the assessment in-person or via phone call. This activity is equitable and will support students who do not have time to meet their patient in person or more comfortable in doing a phone call interview.

Methods of Evaluation

Method

Class Performance

Integration

Class performance will be used to evaluate clinical behaviors and skill performance in communication, professionalism, advocacy, and caring among other skills along with satisfactory competency in clinical performance. In the clinical/hospital setting, skills are evaluated whether they maintain safety, incorporate nursing process, maintain professionalism, and perform safe medication administration. In the simulation, students are evaluated whether they met the objectives for the specific scenario or not.

Method

Exams/Tests

Integration

Modular unit and final examination will be used to evaluate the students' abilities to synthesize theoretical concepts and the application to nursing practice, utilizing biopsychosocial concepts and theories while applying principles of critical thinking in the nursing process. Student's quizzes or exams are evaluated using percentage. The students will be evaluated on safety, nursing process, pathophysiology, safe medication administration (including dosage), delegation of tasks, and nursing interventions.

Method

Papers

Integration

Care plans or concepts maps will be used to correlate theoretical concepts of nursing as a profession related to the clinical practice. The care plan will include the head-to-toe assessment of a patient, psychosocial assessment, medications, laboratory values, diagnostics tests, and pathophysiology of the disease. Care plans will be evaluated in the following areas: medication table, diagnostics tests and laboratory values, head-to-toe assessments, and psychosocial assessment. The students write an Evidence-based Practice Paper; this paper allows students to research and examine Evidenced-based Practices that they see in the hospital and develop an understanding why certain protocol are implemented. This EBP paper is graded using a percentage, following the rubric, and will be evaluated on content, organization, quality research, APA 7th edition style of writing, and grammar and punctuation.

Method

Self-Evaluation

Integration

Self-evaluation will assist the student to reflect upon each hospital clinical experience and their ability to meet the clinical objectives associated with their clinical experience. Each week, students write a journal and discuss how they performed in the hospital and share their experiences that help them self-reflect on whether they met the seven core values (e.g safety, EBP, communication, leadership, nursing process, patient-centered care, and safety). This journal is graded on accuracy and completion.

Method

Simulation

Integration

Simulation will be used to evaluate students' ability to integrate course content to the clinical setting. The Lasater Clinical Evaluation Tool will be used to evaluate student performance during the simulation experience/assignment. The outcomes of the Lasater Clinical Evaluation tool will assess critical thinking and clinical reasoning as it applies to the nursing process. Students are graded in simulation using objectives (such as maintaining safety, application of the nursing process, safe medication administration, and proper assessment. Simulations are safe learning environment where students can identify their strengths and weaknesses and avoid mistakes done in the simulation into the clinical settings on real patients.

Method

Class Participation

Integration

Class performance will be evaluated by having student engagement in active discussion on discussion board and self-reflection, which includes verbally sharing narratives of patient care experiences. Students are also encouraged to ask questions during class and answer classmates' questions (if student knows the answer); this will develop the student's confidence and practice collaborative team approach in formulating nursing interventions.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Complete a care plan every week about the patient in clinical setting. Complete and document a physical assessment of a medical-surgical patient. Submit a medication table with medication pharmacodynamics, dose, patient's reason, and nursing interventions. Develop a care plan utilizing the nursing process: assessment, diagnosis, planning, interventions, and evaluation. Create three nursing diagnosis and three nursing interventions for each nursing diagnosis.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment
Write an Evidence-based Practice paper on a chosen topic. The instructor will give list of topics in class. Show how the topic has relevance in the healthcare setting. Explain the topic, including statistics, if any. Enumerate strategies to prevent or resolve certain hospital issue/problem. Demonstrate how topic impacts nursing practice and outcomes. Choosing own topic will give students freedom to expand their knowledge on topic of their interest.

Assignment Type
Reading

In-class and/or outside of class
In-class

Formative or Summative
Formative

Assignment
Read scholarly journals in class and case studies that reflect each medical surgical chronic, stable disease process to enhance their knowledge from the textbook and keep current with nursing practice.

Assignment Type
Writing

In-class and/or outside of class
In-class
Outside of class

Formative or Summative
Formative

Assignment
Post a writing on discussion boards and submit APA papers that reflect current nursing practice while integrating the closure of gaps addressing diversity, equity, inclusion, and implicit bias when managing care of the stable Medical Surgical patient.

Course Materials

Textbooks
Ignatavicius, D., Rebar, C. & Workman, L. (2021). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care (10th Ed). Elsevier. ISBN 9780323612418
Berman, A., & Snyder, S. (2016). Kozier & Erb's Fundamentals of Nursing, Concepts, Process, and Practice. 10th edition Pearson, Prentice, Hall. ISBN: 9780133974362

Other Resources
American Psychological Association (2020). Publication manual of the American Psychological Association. 7th ed. APA
Taylor's Clinical Nursing Skills: A Nursing Process Approach (2018). Fifth Edition, Pamela Lynn.,
ISBN: 978-1-975134-88-4. Lippincott
Kaplan NCLEX Deluxe Integrated Testing (online software)
Linda Skidmore-Roth. (2023) Mosby's 2024 Nursing Drug Reference, 37th Edition
Nursing Diagnosis Handbook, Revised Reprint with 2021-2023 NANDA-I® Updates 12th Edition

Class Size Information

Class Size
30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the goal of this class is to practice culturally sensitive care. The students learn different cultures in class by sharing their own cultures and examining the different cultural beliefs (such as: Yin-Yang belief of the Chinese, no blood transfusion in Jehovah's witness, the male-dominated family culture of Hispanic, and close-family ties in Filipino culture). In knowing different cultures and sharing their own cultures in class, students learn to be culturally sensitive in providing care in a diverse patient population in the hospital setting.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments are designed to promote learning through the use of face-to-face interactions, technology, audio, word documents, recorded lectures, discussion boards and hands on activities. The Evidence-based Practice assignment allows students to pick their own topics that interest them; so that students can connect to the topic and take ownership of class material to a greater degree. This enhances students' participation because they can research a topic that interests them and expand their knowledge.
While lecture present information through narrative, student projects such as concept maps, hands-on activities (e.g. learning how to administer intramuscular medication), oral presentations, and artistic projects allow students to demonstrate their knowledge in creative and more visual ways. Discussion about pain further examine students' biases of pain and allow them to share their own experiences of pain. This allows students to understand that diversity makes certain people more susceptible to pain and reacts to pain medication differently than others.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student engages with peers in DEI discussion board. They share their thoughts, knowledge, and experiences regarding different topics. They also interact with each other during post-conference in the clinical setting. Students will engage in student-to-student interaction through the use of small group discussion (in person) regarding case studies (e.g. Congestive Heart Failure). Additionally the use of the Discussion Boards will also facilitate student-to-student interaction. Student-to-student interaction can also be achieved through in-class group activities (for an instance, doing a mini-nutritional assessment on each other).

Explain how the course will incorporate instructor-to-student interaction.

The instructor provides regular feedback in theory, simulation, and clinical setting. Lecture involves discussion to help student engage and solicit student's thoughts, knowledge, and feedback. The discussion board also incorporates instructor-to-student interaction; allowing instructor to response to students' posts and give feedback. Feedback on assignments (concept maps) and exams will also incorporate instructor-to-student interaction. Moreover, in the nursing program, if a student fails an exam or miss a class, he or she is given a Strategic Plan for Success (SPS). SPS determines how students can improve in their academic performance. Instructor requires the student to meet with the instructor "one-on-one" to discuss the result of the failed exam and the reasons of student's failure to help the student achieve success in class.

Explain how the course will incorporate student-to-content interaction.

Assignments are designed to promote learning through the use of face-to-face interactions, technology, audio, word documents, recorded lectures, discussion boards and hands on activities. Lecture is conducted using student-centered learning method (i.e. flipping the classroom) that allow the student learning to be focused on the course material. Students interacts with the content by choosing their own topic on their Evidence-based Practice assignment. In class activities and ticket to class assignments (written assignments due before lecture) will also allow the student to interact with the content even before the lecture starts. This helps students prepare for the lecture and understand the content beforehand.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students complete a weekly journal of their experience in the clinical setting and provide reflection of their own performances, self-expectations, and goals, which help students with their metacognition. Actively taking notes (such as taking notes on a notebook, tablet, or on their printed materials) will also facilitate student-to-self interaction.

Key: 2373