



NURS-504: BEGINNING MEDICAL-SURGICAL NURSING II

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

504

Course Title

Beginning Medical-Surgical Nursing II

Short Title

Beg Med/Surg Nurs II

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Lab Units

3.00

Total Units

6.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Lab Contact Hours

144-162

Out of Class Hours Lab

0.00

Total Contact Hours

192 - 216

Total Out of Class Hours

96 - 108

Total Student Learning Hours

288 - 324

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

This course will develop nursing knowledge and skills in providing care to chronic, stable Medical Surgical patients. The focus will be for the students to manage needs and priorities and evaluate outcomes on care. Associated psychomotor skills will be integrated and practiced.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

NURS-503 (with a grade of C or better)

and NURS-571 (with a Pass).

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-505.

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 Science/	Or
Nursing (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1a. Develop culturally competent, evidence-based, individualized care plans using the nursing process for patients with acute, chronic, stable medical-surgical conditions across all ages.

1b. Demonstrate critical thinking, clinical judgment, and decision-making skills in managing care for patients with acute, chronic, and stable medical-surgical conditions across their lifespan.

- 2a. Develop effective communication skills with diverse patient populations and inter-professional teams, promoting shared decision-making and optimal care across all age groups.
- 2b. foster communication and collaboration among inter-professional teams, patients, and the community to enhance healthcare outcomes.
- 3a. Apply evidence-based practice, standards of care, policies, and nursing guidelines in delivering care to patients with Medical Surgical conditions across all age groups.
- 3b. Incorporate current research and engage in ongoing education to adapt to the role of a lifelong learner in nursing practice.
4. Implement quality improvement initiatives to enhance patient safety and optimize outcomes for patients with medical-surgical conditions.
5. Organize and implement individualized nursing interventions to ensure safe care for patients with acute, chronic, and stable medical-surgical conditions across all ages.
6. Interpret patient data accurately and efficiently using available Electronic Health Records to improve patient outcomes in medical-surgical care.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will develop a comprehensive understanding of common diseases and disorders affecting acute on chronic, stable medical-surgical patients.
2. Students will utilize the nursing process as it relates to the care of acute on chronic, stable Medical Surgical patients and their families.
3. Students will implement nursing interventions and therapeutic measures that are adaptable to the acute on chronic, stable Medical Surgical patient reflecting inclusion and equitable practices.
4. Students will practice therapeutic communication in the medical-surgical setting.

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

1. Altered Oxygenation: Cardiovascular-Review the basic structure and function of the heart and peripheral vascular system.
 - a. Describe the health history and physical examination focusing on the cardiovascular assessment.
 - b. Explain the cardiac conduction system and its relationship to the cardiac cycle. Identify factors that affect cardiac output.
 - c. Describe the physiologic changes in the cardiac system related to aging. Utilizing the nursing process, develop a plan of care for a patient experiencing an uncomplicated myocardial infarction (MI).
 - d. Explain the diagnostic tests and procedures for altered oxygenation: cardiac and associated nursing care for patients experiencing altered oxygenation: cardiac.
 - e. Identify the symptomology associated with MI as it relates to the pathophysiology taking place in the heart.
 - f. Develop a teaching plan related to medication commonly prescribed to patients with coronary artery disease.
 - g. Explain the collaborative management and nursing role in the management of stable angina and the uncomplicated MI.
 - h. Compare and contrast the nursing care for patients undergoing cardiac catheterization and percutaneous coronary interventions.
2. Altered Oxygenation: Respiratory-
 - a. Review the primary function of the respiratory system: gas exchange.
 - b. Describe the physiological age related to aging that impact the respiratory system and gas exchange.
 - c. Discuss the health history and physical examination data necessary to obtain a complete oxygenation assessment.
 - d. Describe the incidence, preventative measures, and current issues in the treatment and diagnosis of Tuberculosis.
 - e. Develop a teaching plan for the medication regime commonly prescribed for the treatment of exposures and actual cases of Tuberculosis.
 - f. Explain the pathophysiology and management (collaborative and nursing) for chronic obstructive pulmonary disorders.
 - g. Describe the manifestations of pulmonary embolism.
 - h. Describe the pulmonary rehabilitation/home care management of patients experiencing altered oxygenation: respiratory.
 - i. Outline the nursing management of a patient with tracheostomy.
3. Altered Metabolic Function-
 - a. Identify the characteristics and functions of hormones.
 - b. Identify assessment data significant to the endocrine to determine endocrine function.
 - c. Describe the purpose and significance of results in diagnostic studies commonly used for assessing endocrine function.
 - d. Compare and contrast Type I and Type II Diabetes in terms of pathophysiology, diagnosis, diet, exercise, and medications.
 - e. Applying the nursing process, develop a comprehensive plan of care for the patient with altered metabolic function.
4. Altered Fluids and Electrolytes-
 - a. Identify the purpose for intravenous (IV) therapy and the rationales for the maintenance, replacement, and restoration of fluid and electrolytes.
 - b. Define the fundamentals of fluid balance, distribution, and transport.
 - c. Compare and contrast the differences in osmolarity of parenteral solutions.
 - d. Describe the types of parenteral solutions. Explain the purpose of the different IV equipment.
 - e. Discuss the potential complications of IV therapy.
 - f. Identify the special considerations of geriatric patients receiving IV therapy. Describe and apply the methods/calculations of administration of IV fluids and IV medications including heparin.
 - g. Develop a nursing plan of care for a patient with a fluid and/or electrolyte imbalance that is receiving parenteral therapy.
 - h. Explain the pathophysiology of fluid volume imbalances (fluid volume overload and deficit).
 - i. Apply the nursing process and describe the plan of care for a patient experiencing fluid volume deficit or overload.
 - j. Explain the pathophysiology of sodium, potassium and calcium imbalances.

- k. Apply the nursing process and describe the plan of care for a patient experiencing a sodium, potassium, and/or calcium imbalance.
- 5. Altered Neurological Function-
 - a. Differentiate between normal and abnormal neurological assessment findings related to LOC., pupils, movement, communication, and temperature.
 - b. Describe the pathophysiology, etiology, clinical manifestations, diagnosis, medical treatment and nursing implications for patients with cerebrovascular accidents.
 - c. Apply the nursing process and create/evaluate a plan of care to meet the needs of the individual with Alzheimer's, Parkinson's dementia, and delirium, especially the need for safety.
- 6. Altered Immunity-
 - a. Explain the pathophysiology of local and systemic signs and symptoms of immune deficits.
 - b. Describe the clinical assessment of a patient with immune deficits including laboratory data and other diagnostic tests.
 - c. Define the pathophysiology, etiology, and incidence of Systemic Lupus Erythematosus (SLE).
 - d. Develop a plan of care for the patient with systemic lupus erythematosus (SLE).
 - e. Apply standard precautions in the care of patients with immune deficits.
- 7. Altered Senses/Pain-
 - a. Describe pharmacologic interventions for pain management.
 - b. Describe nonpharmacologic pain control interventions such as distraction, imagery, and relaxation.
 - c. Describe PCA and epidural as a pain management and intervention.
 - d. List the opioid medications used in PCA/epidural.
 - e. Differentiate between IV and epidural routes for PCA administration. Compare and contrast the differences between PCA and other routes of pain medication administration.
 - f. Discuss the concept of conscious sedation in its use with PCA for pain management. Individualize a teaching plan to improve patient knowledge of PCA.
- 8. Altered Nutrition: GI-
 - a. Discuss the anatomical factors and other factors that contribute to (IBD), diverticulitis, ulcerative colitis (UC), hemorrhoids, appendicitis, cholelithiasis/cholecystitis, bowel obstruction (small and large), and dumping syndrome.
 - b. Bilirubin I & 2 will be discussed.
 - c. Identify common diagnostics tests.
 - d. Provide a plan of care for the patient.
 - e. Describe pharmacologic and surgical interventions.
- 9. Altered Elimination: Renal-
 - a. Review the structure and function of the kidneys.
 - b. Describe the common laboratory data and diagnostic tests prescribed to assess renal functioning.
 - c. Relate the symptomology to the pathophysiology associated with altered renal function.
 - d. Explain the pathology and management of polycystic kidney disease. Describe the clinical manifestations of prostate disorders (enlargement and cancer).
 - e. Discuss the gerontologic considerations with BPH.
 - f. Outline the nursing care and collaborative management of BPH.
 - g. Relate the postoperative care and expected patient outcomes following a transurethral resection of the prostate.
- 10. Altered musculoskeletal function focuses on managing care for patients with altered musculoskeletal function: soft tissue injuries, fractures, amputations, arthritis, degenerative joint disease (DJD), and rheumatoid arthritis (RA).
 - a. Preoperative and postoperative procedures focuses on managing care for patients in the preoperative and postoperative environments.

Course Lab Content

For all content listed above: students will utilize the nursing process, develop a plan of care for chronic, stable medical surgical patients and develop:

1. a teaching plan related to medication commonly prescribed to patients.
2. Identify pharmacological agents and nursing implications.
3. Discuss the environmental, cultural, spiritual and psychosocial influences that affect the patient/family.
4. Practice health teaching of the patient/family.
5. The students will be expected to apply knowledge and skills learned in the classroom and skills lab setting, directly to the clinical environment.

Methods of Instruction

Method

Discussion

Integration

Class discussion will be used to analyze critical thinking to predict patient care needs related to safety and nursing interventions and develop a comprehensive understanding of common diseases and disorders affecting acute on chronic, stable Medical Surgical patients. The knowledge learned in the course will build and advance as the student progresses in the program

Method

Lecture

Integration

Lecture will be employed to inform students about past and current nursing theories applicable to medical-surgical patients while applying and implementing nursing interventions and therapeutic measures that are adaptable to the acute on chronic, stable Medical Surgical patient reflecting inclusion and equitable practices

Method

Role Playing/Simulation

Integration

Simulation allows students to practice real-life scenarios and nursing knowledge and interventions in a safe setting to maximize learning. Reflection consisting of discussing group dynamics, what went well, what was learned, and what can be improved upon in the future.

Method

Field Experience

Integration

All students will be provided clinical rotations to apply the knowledge and skills in the patient care setting while utilizing the nursing process and implementing nursing interventions and therapeutic measures that are adaptable to the acute on chronic, stable Medical Surgical patient reflecting inclusion and equitable practices.

Method

Lab Activities

Integration

Students are provided skills labs to practice nursing skills as they implement safe and evidenced based practices in a learning/ simulated environment.

Methods of Evaluation

Method

Class Participation

Integration

Students will be evaluated on engaging in active discussion and self reflection by verbally sharing narratives of patient care experiences in the hospital and classroom setting as related to the core competencies/outcomes derived from QSEN competencies.



Method

Class Performance

Integration

Students will be evaluated on their clinical behaviors and skill performance in communication, professionalism, advocacy, and caring among other skills. Satisfactory competency in clinical performance (as per the Lasater Clinical Judgment model) in clinical skills such as medication administration.

Method

Exams/Tests

Integration

Exams will allow the students to demonstrate the synthesis of theoretical concepts and the application to nursing practice based on QSEN Competencies (qsen.org). Utilize biopsychosocial concepts and theories while applying principles of critical thinking in the nursing process.

Method

Group Projects

Integration

This project consists of a presentation designed for communicating clear, concise, and pertinent information for the continuity of care.

Method

Other

Integration

Discussion post explores, reflects, and provides teaching moments on each week's nursing modules.

Method

Papers

Integration

This paper explores how a nurse can be mindful of their own implicit biases and help to address diverse patient populations while promoting equity and inclusion. #

Method

Other

Integration

Care plans/concept maps throughout this clinical rotation to facilitate making connections between your patient's medical problems, their admitting diagnosis, assessment findings, and the treatment being provided. The care plan is formatted as an SBAR. We start by explaining the Situation (why is your patient here?), then discuss the Background (medical history, developmental level, and other relevant information), followed by the Assessment (physical assessment, diagnostics, and lab results), and lastly your Recommendations (nursing diagnoses and interventions, and treatment plan).

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Assignment

You will review an unfolding case study of a medical-surgical patient and research the disease process. You will review labs, diagnostics, and physical presentation findings to be able to respond to the questions in the case study utilizing narrative explanations, concept mapping, or diagrams for questions to the responses.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

You will read nursing medical journal articles on current nursing practice while identifying the closure of gaps addressing diversity, equity, inclusion, and implicit bias when managing care of the chronic, stable Medical Surgical patient. You will participate in a discussion board post which will allow you to elaborate on how inequity, lack of diversity, cultural incompetence, racism impact access or quality of care in the nursing environment. The discussion will allow the student an opportunity to research gaps and reflect how they can incorporate their findings to improve patient care to address these issues.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

You will read scholarly journals that reflect each medical surgical chronic, stable disease process to enhance their knowledge from the textbook and keep current with nursing practice.

Course Materials

Textbooks

Ignatavicius, D. Workman, L. (2019). Medical Surgical Nursing: Concepts for Interprofessional Collaborative Care. Elsevier. (10th edition). ISBN-10, 0323612423

Other Resources

American Psychological Association. (2019). Publication Manual of the American Psychological Association, 7th edition. American Psychological Association. ISBN-10, 1433832178

Kaplan NCLEX Deluxe Integrated Testing (online) & RN Institutional Live Online

Nursing Drug Book of choice (within past five years 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.

There are objectives included in each learning module/KSA to incorporate how DEI relates to medical surgical nursing. Students will complete a research paper on DEI and implicit bias that includes finding a relevant journal articles and how to update implement/improve these practices .

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

The course grade consists of a variety of assessment methods- exams, quizzes, a teaching project (presentation + paper), journal reflections, case studies, discussion board, and simulation. Students learn the course content through lecture and clinical, which helps account for diverse learning styles since this allows for application of theoretical concepts on actual patients.

Interactions

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

Prior to each class, students will have to complete discussion boards and responses for each learning module. Students also have assigned group work. Flipping/scrambling classroom methods will be implemented. Group case study, virtual and low-fidelity simulation will be utilized.

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

Lecture, discussion, and Q & A are methods of instructor to student interaction. Instructor will I also be responding to discussion boards, simulations and virtual reality medical scenarios are integrated and instructor led.

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

Exams, presentations, and KSA's will be utilized to demonstrate the implementation of the nursing process and interventions of each body system and disease process.

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

Reflection and discussion is utilized as writing assignments that allows students to provide learning moments that contains information about theory or clinical experiences.

Key: 2377