



NURS-506: INTERMEDIATE MEDICAL-SURGICAL NURSING III

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

506

Course Title

Intermediate Medical-Surgical Nursing III

Short Title

Inter Med Surg Nurs III

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 synthesize and correlate nursing knowledge and skills in providing care to multiple patients who have complex, multi-system illnesses. Focus will be for the students to predict patient needs and priorities, along with evaluating outcomes on care through managing care of acute, unstable Medical Surgical patients across the lifespan. Associated psychomotor skills will be integrated and practiced.

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

NURS-504 or NURS-510 (with a grade of C or better).

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

NURS-507

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. Create culturally competent, evidence-based individualized care plans using the nursing process for patients with acute, unstable Medical Surgical conditions across all age groups.

1b. Formulate critical thinking, clinical judgment, and decision-making skills in managing care for patients with acute, unstable Medical Surgical conditions throughout the lifespan.

2. Apply effective communication techniques to collaborate with diverse patient populations and inter-professional teams, promoting shared decision-making and optimal care across all ages.
- 3a. Compare and contrast evidence-based practice and facility standards of care to deliver comprehensive care to patients with medical-surgical conditions across all age groups.
- 3b. Incorporate current research and engage in continuing education in the field of medical-surgical nursing to adapt as a lifelong learner in nursing practice.
4. Apply quality improvement interventions to optimize patient safety and outcomes for patients with Medical Surgical conditions across the lifespan.
5. Implement individualized nursing interventions ensuring safe care for patients with acute, unstable Medical Surgical conditions across all age groups.
6. Coordinate patient care using Electronic Health Record data to enhance patient outcomes in the context of Medical-Surgical nursing care.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

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

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 (Coronary Artery Disease (CAD), Heart Failure (HF)) and Deep Vein Thrombosis (DVT)
 - a. Describe the pathophysiology of acute coronary syndromes.
 - b. Describe the physiologic changes in the cardiac system related to the age process.
 - c. Know treatments and interventions for Coronary Artery Disease, Heart failure and Deep Vein Thrombosis.
 - d. Develop teaching plans that include diet, medications, DEI and activities for patients with CAD and heart failure.
 - e. Differentiate between superficial thrombophlebitis and deep vein thrombosis.
2. Altered Oxygenation-Cardiovascular (Non-Lethal Dysrhythmia, Infective Endocarditis, Pericarditis, and Myocarditis)
 - a. Explain the difference between infective endocarditis, pericarditis, and myocarditis.
 - b. Understand beginning non-lethal dysrhythmia recognition, interpretation and treatments.
3. Altered Oxygenation-Respiratory (Chest trauma, Pulmonary Embolism, Primary Pulmonary Hypertension, and Spontaneous/Traumatic Pneumothorax)
 - a. Describe the pathophysiology of Primary Pulmonary Hypertension.
 - b. Describe the physiologic changes in the respiratory system related to aging.
 - c. Outline the care of a patient with pulmonary emboli.
 - d. Differentiate between respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis.
 - e. Describe care of patient with chest trauma.
 - f. Understand the care of the patient with lung cancer.
4. Altered Neurological Functioning
 - a. Identify common etiologies, clinical manifestations, and treatments of patients with increased intracranial pressure (ICP) and head trauma.
 - b. Compare the types, clinical manifestations and management of patients with brain tumors.
 - c. Differentiate care of patients with meningitis and encephalitis.
5. Altered Senses: Pain
 - a. Differentiate between types of pain and discuss drug therapy for mild, moderate, and severe pain.
 - b. Describe 3 ways to assess pain.
 - c. Describe the uncommon side effects of opioids.
6. Altered Fluids and Electrolytes
 - a. Differentiate the use and care of short and long term catheters for immunosuppressed patients.
 - b. Describe blood component therapy.
 - c. Describe care of patient on total parenteral nutrition (TPN).
7. Altered Elimination: Gastrointestinal (G.I.), Upper & Lower
 - a. Describe the etiology, manifestations, and treatment for patients with gastric cancer.
 - b. Differentiate etiology, pathophysiology, clinical manifestations, diagnostic studies, and treatment for patients with inflammation disorders of the lower gastrointestinal tract such as appendicitis, peritonitis, and gastroenteritis.
 - c. Differentiate between patients with small bowel and large bowel obstruction.
 - d. Describe the plan care for diverse patients with colorectal cancer and ostomy surgery.
 - e. Interpret care for the patient with hepatic failure.
 - f. Develop a comprehensive teaching plan for the patient with pancreatitis.
8. Altered Elimination: Renal
 - a. Prioritize evidence-based care for patients with impaired urinary elimination from either acute kidney injury or chronic renal failure.
 - b. Describe the care for patients, while considering and incorporating DEI with chronic kidney disease (CKD) and uremia. Describe care for a patient with renal cancer.
 - c. Discuss the care of the patient with a urinary diversion.
 - d. Identify the differences between hemodialysis, and peritoneal dialysis
9. Immunity: Oncology
 - a. Identify community resources for patients with cancer.
 - b. Apply knowledge of pathophysiology to assess patients with common side effects and complications caused by cancer and cancer treatment, including oncologic emergencies.
 - c. Prioritize interprofessional collaborative care for patients who experience an oncologic emergency.
 - d. Use clinical judgment to assess laboratory data and signs and symptoms to prioritize nursing care for patients with cancer.
10. Leadership, Ethical and Legal
 - a. Define and describe diverse organizational culture and climate.

- b. Describe quality control and quality assurance; identify quality improvement vehicles and the nurse's role.
- c. Describe the component of quality management which involves performance appraisal, creating an environment for inclusion, understanding bias and promotion of equity.
- d. Define risk management and how it fits into quality improvement.
- e. Improve the capacity of health professionals and institutions in meeting the needs of a culturally diverse patient group by recognizing and addressing issues of bias in healthcare.

Course Lab Content

1. Altered Oxygenation-Cardiovascular (Coronary Artery Disease (CAD), Heart Failure (HF)) and Deep Vein Thrombosis (DVT)
 - a. Perform a Focused Cardiac Assessment.
 - b. Develop a concept map for a patient experiencing CAD.
 - c. Apply appropriate interventions to the management of thrombophlebitis and DVT
 - d. Collect data to identify modifiable risk factors for cardiac disease.
2. Altered Oxygenation-Cardiovascular (Non-Lethal Dysrhythmia, Infective Endocarditis, Pericarditis, and Myocarditis)
 - a. Perform a Focused Cardiac Assessment.
 - b. Develop a concept map for a patient experiencing Pericarditis.
 - c. Develop and implement a comprehensive plan of care for a client with Myocarditis.
 - d. Plan and execute a nursing care plan for a patient with a DVT.
3. Altered Oxygenation-Respiratory (Chest trauma, Pulmonary Embolism, Primary Pulmonary Hypertension, and Spontaneous/Traumatic Pneumothorax)
 - a. Develop nursing diagnosis and plan of care for a client with a pulmonary embolism.
 - b. Perform a Focused Respiratory Assessment.
 - c. Interpret arterial blood gas analysis reports and Implement appropriate nursing measures for the client with Altered ABG results.
4. Altered Neurological Functioning
 - a. Create an educational presentation about meningitis that can be provided to new college students who are going to live in a dormitory setting.
 - b. Identify strategies and teaching points that would help prevent secondary brain injury.
 - c. Perform a web search for one or two local agencies or organizations that have services to support a patient and family following a TBI, stroke, or brain tumor diagnosis.
5. Altered Senses: Pain
 - a. Go to the Skills Lab and practice performing a pain assessment using a diverse population of manikins and documenting findings.
 - b. Discuss common side and adverse effects associated with cognition and sensory perception of frequently prescribed analgesics.
 - c. Have students identify one or two strategies that could be used to prevent these side or adverse effects. Using their assigned patient, ask students to address the following points: Identify the specific type of pain (by category) the patient is experiencing.
 - d. Discuss methods and findings associated with subjective and objective indicators of pain for the assigned patient while considering DEI.
 - e. Design a basic plan of care to address the assigned patient's needs.
6. Altered Fluids and Electrolytes
 - a. Review the national patient safety goals that are specific to medication administration and infusion.
 - b. Make a list of the safety goals and identify one action that the nurse can take to promote that safety goal.
 - c. Map the process for insertion of a PICC and include landmarks, safety considerations, and checking for placement.
 - d. Identify common complications of IV therapy and document sample interventions that can prevent certain concerns (e.g., impairment in tissue integrity).
7. Altered Elimination: Gastrointestinal (G.I.), Upper & Lower
 - a. Plan transition management and care coordination for the patient who has a liver problem, including health teaching.
 - b. Prioritize nursing and collaborative care for diverse patients with common liver problems to manage pain, control inflammation, and promote nutrition.
 - c. Identify community resources for families and patients recovering from liver problems while considering and incorporating DEI.
 - d. Provide a list of common assessment and diagnostic tests used for patients who present with biliary system or pancreas alterations.
 - e. Understand results to be seen for gallbladder disease and pancreatic disease.
8. Altered Elimination: Renal
 - a. Create a comparison/contrast table that demonstrate the similarities and differences within assessment findings for patients with acute kidney injury and chronic kidney disease.
 - b. Create a concept map, while incorporating DEI, that could be used for patient education that describes the drugs and other strategies used for patients with acute kidney injury or chronic kidney disease including pain control.
 - c. Demonstrate preoperative patient teaching and postoperative care for patients with each of the following urinary diversions: Cystectomy, Ileal conduit, Continent pouch, Bladder reconstruction, Ureterosigmoidostomy.
 - d. Implement nursing interventions to help the patient and family cope with the psychosocial impact caused by cancer and cancer treatment.
9. Leadership, Ethical and Legal
 - a. Develop a teaching plan for fellow students after obtaining an incident report from your current clinical rotation.
 - b. Identify a quality improvement project at your clinical rotation as a group project.



c. DEI & Implicit Bias in Nursing Discussion Board: Discuss how a nurse can be mindful of their own implicit biases and help to address diverse patient populations while promoting equity and inclusion.

Methods of Instruction

Method

Activity

Integration

Group activities will be employed to understand and evaluate the nursing process in the care of complex medical-surgical patients.

Method

Discussion

Integration

Class discussion will be used to analyze prioritizing of nursing interventions in patient care.

Method

Lecture

Integration

Lecture will be employed to describe and evaluate the correlation between concepts and clinical practice.

Method

Visiting Lecturers

Integration

Guest speakers will be utilized to enhance student understanding of their role as a patient advocate in ethical/legal dilemmas.

Methods of Evaluation

Method

Class Performance

Integration

Final performance will include learners demonstrating satisfactory competency in clinical performance as per the Lasater Clinical Judgment model.

Method

Final Performance

Integration

Final performance will include Modular unit and final examination which demonstrates students' synthesis of theoretical concepts and clinical practice in the complex medical-surgical adult patient as identified by the QSEN Core competencies (qsen.org).

Method

Projects



Integration

Final performance will assess how care plans or clinical maps apply the concepts of critical thinking when applying the nursing process to patient assessment and planning while prioritizing the care of a medical surgical patient. The Nursing Process is a mechanism that assesses the competencies and outcomes of the actions that are carried forth by each nursing student and nurse.

Method

Simulation

Integration

Simulation allows students to practice real-life scenarios and nursing interventions in a safe setting to maximize learning. Prior to your assigned simulation day, you will be given pre-sim exercises, which consist of reading assignments and no more than ten questions, to help guide your preparation for the simulation scenario. After your simulation day, you will write a reflection discussing group dynamics, what went well, what was learned, and what can be improved upon in the future.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Perform and record a neurological assessment incorporating the Glasgow Coma Scale and document your findings in a narrative nursing note. Develop a teaching plan for patients managing self-care after laparoscopic cholecystectomy while considering and applying DEI. Write a paper discussing contemporary nursing roles as care provider, advocate, communicator, team member, teacher, and leader.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Daily Clinical Reflection & Report: To help connect your clinical experiences with course objectives and reflect on your learning throughout the day, you will be required to complete a clinical reflection tool each day that you are in clinical. Additionally, you should fill out a report sheet for one of your assigned patients and prepare to give report during post-conference each clinical day.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class



Formative or Summative

Summative

Assignment

Patient Teaching: Patient teaching is a crucial component of the nurse's role; in the adult population, teaching is often focused on health promotion. This project consists of a presentation designed for teaching of the target age group and a paper to provide further scientific backing.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

DEI & Implicit Bias in Nursing Discussion Board: This discussion post explores how a nurse can be mindful of their own implicit biases and help to address diverse patient populations while promoting equity and inclusion. After posting your discussion, please respond to two other peers. Please see Canvas for detailed rubric assignment information.

Course Materials**Textbooks**

Ignatavicius, D. D., & Workman, M.L. (2021). Medical surgical nursing: patient centered collaborative care (10th Ed.). Saunders Elsevier

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) & RN Institutional Live Online

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

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 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.

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.

Students work together on a group teaching project, engage with peers on the DEI discussion board, and receive nursing reports from each other during clinical days.

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

Instructor provides regular feedback in the clinical setting and on simulation days to help guide learning. Lecture involves class discussion to solicit student thoughts and feedback.

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

Lecture is conducted using student-centered learning methods (i.e. "flipped classroom") that allow the student's learning to be the focus of the course.

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

Student's complete daily clinical reflections to reflect on their own learning and experiences and set goals for themselves.

Key: 2384