



NURS-508: ADVANCED MEDICAL-SURGICAL NURSING IV

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

508

Course Title

Advanced Medical-Surgical Nursing IV

Short Title

Adv Medsurg Nurs IV

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Lab Units

3.50

Total Units

6.50

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Lab Contact Hours

168-189

Out of Class Hours Lab

0.00

Total Contact Hours

216 - 243

Total Out of Class Hours

96 - 108

Total Student Learning Hours

312 - 351

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

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. In addition, this course provides the senior nursing student the opportunity to integrate and apply previously learned skills/knowledge in the role of graduate nurse and prepare for professional responsibilities in employment. The student will participate as a pre-licensed preceptee member of the healthcare team and assume responsibility for a group of clients under the direct supervision of a qualified registered nurse and the assigned nursing instructor.

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

NURS-506 (with a grade of C or better)
and NURS-507 (with a grade of C or better).

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

NURS-509.

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)	Or
Nursing Science/	End

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate plan of care using evidenced-based knowledge, the nursing process, and cultural competence for critically ill and emergent patient's Medical Surgical status across the lifespan.
2. Implement critical thinking, clinical judgement and decision-making skills when managing care of critically ill and emergent Medical Surgical patients across the lifespan.
3. Analyze pertinent data to provide effective communication with diverse patient populations and inter-professional team members in order to provide optimal patient care and promote positive working relationships in the critical care environment and across the life span.
4. Synthesize evidence-based practice, standards of care, policies, and nursing practice guidelines to deliver care to patients with Medical Surgical conditions across the lifespan in the critical care environment.
5. Evaluate gaps between clinical practice and best practice to improve care for patients in the critical care environment.
6. Evaluate quality improvement interventions to optimize patient safety and patient outcomes in the critical care environment.
7. Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning.
8. Synthesize individualized nursing interventions to provide safe care to patients with critically ill and emergent conditions across the lifespan.
9. Integrate clinical judgment and decision making that encourages a culture of safety to prevent risk of harm to the critically ill patient and their families.
10. Organize Electronic Health Record pertinent data to create a prioritized plan of care for a patient in the critical care environment.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will develop a comprehensive understanding of common diseases and disorders affecting the critically ill.
2. Students will utilize the nursing process as it relates to the care of the adult and older-adult patient and their families from diverse racial, ethnic, and cultural populations (DEI).
3. Students will practice therapeutic communication in the critical care environment with adult and older-adult patients and their families.
4. Students will implement nursing interventions and therapeutic measures that are tailored to the critically ill.
5. Students will prepare to take and successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN)

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. Pharmacological Interventions for clients in the critical care environment
2. Environmental, cultural, spiritual and psychosocial influences that affect the patient/family in the critical care environment.
3. Health education and teaching for client/family in the critical care environment.
4. Care of the patient with altered oxygenation related to alterations in cardiovascular functioning.
 - Principles of critical care, diagnostic studies,
 - ECG interpretation, and interventional cardiology,
 - Advanced concepts of cardiac care and cardiac emergencies, cardiac monitoring, pacemaker therapy, and hemodynamic monitoring, and ACLS algorithms
5. Care of the client with altered oxygenation related to alterations in ventilation and/or perfusion.
 - Caring for the client with altered oxygenation related to respiratory function and focuses on acute respiratory failure (ARF),
 - Acute respiratory distress syndrome (ARDS),
 - Blood gas analysis,
 - Non-invasive and invasive ventilatory support, and tracheostomy care.
 - Care of clients with COVID-19 complications in the critical care environment and other respiratory transmitted, infectious disease process complications that lead to ARF.
6. Care of the neurological client with increased intracranial pressure.
 - Brain injuries,
 - Brain tumors and inflammatory conditions of the brain. The goal of this module is to provide the student with knowledge for caring for the neurological patient with brain and spinal cord injuries, brain tumors and increased intracranial pressure
 - NIH stroke scale (NIHSS) evaluation methods
7. Care of clients with alterations and electrolytes due to burns and shock.
 - Care of the patient with burn injuries,
 - various types of shock (neurogenic, hemorrhagic, anaphylactic, septic, and neurogenic), as well as the precipitating factors leading to shock
 - MODS.

8. Precipitating factors and disease processes that lead to liver failure.
 - Care for clients with end stage liver failure as well as organ transplantation.
9. Care of the client with acute and chronic renal failure.
 - Hemodialysis and other renal replacement therapy.
 - Renal transplant.
 - Developing home care, renal replacement therapy
10. Care of the client with alterations in metabolic function as it pertains to the endocrine system.
 - Principles of critical care, lab and diagnostic studies, renal replacement therapy, and kidney transplant are emphasized.
 - Acute complications of diabetes mellitus, Hyperglycemic-Hyperosmolar-Syndrome (HHS), Diabetic Ketoacidosis, and Diabetes Insipidus.

Course Lab Content

1. Nursing Role/Leadership- Uses the nursing roles of communicator, actively participates in implementing change in the critical care environment.

- Behavior is ethical & honest as judged by ANA ethical principles and Adheres to all school and facility policy and procedures (Per Student Handbook)
- Consistently demonstrates professional behavior by role modeling and being part of the inter-professional team (See Handbook)
- Exemplifies professional behavior at all times, takes responsibility and accountability for actions

2. Nursing Process- Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care in the critical care environment.

- Demonstrate appropriate assessments (Head to toe, body system, vital signs, lab and diagnostic data, medication side effects)
- Formulates and prioritizes 3 nursing diagnoses (including long term and short term goals for each diagnosis) and 3 interventions per diagnosis based on patient assessment
- Evaluates and revises nursing goals and interventions (Specific to patient diagnosis)
- Revises plan of care based on patient outcomes/responses to care/nursing process in a timely, coordinated, and accurate manner

3. Patient-Centered Care- Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs in the critical care environment

- Advocates for patient as appropriate in multidisciplinary team discussions, and organizes care and sets priorities (Vital signs, bed making, ADL's etc.)
- Anticipates and meets patient's needs (Feeding, ambulation, ADL's, positioning, safety etc.)
- Maintains patient safety at all times (Bed rails up as needed, bed in low position, call light within reach, phone within reach, patient identification bands, allergy band, code status band)
- Establishes rapport when educating patient, family, and significant other(s) prior to performing any procedures/actions/interventions etc.

4. Communication- Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care

- Accurately and consistently communicate patient values, preferences and expressed needs to other members of health care team using SBAR
- Elicit expectations of patient & family for relief of pain, discomfort, or suffering
- Communicate care provided and needed at each transition in care
- Properly document legible relevant information in medical record (ex: vital signs, I & O, ADL's, procedures)

5. Evidence-Based Practice- Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

- Actively involved in appropriate data collection and other research activities
- Develop, modifies, and implements individualized care plan on patient values, clinical expertise and evidence on two patients
- Consults with members of the intra-professional team before deciding to deviate from evidence-based protocols
- Examine and discusses original EBP clinical research article and relate to area of practice

6. Quality Improvement/Fiscal Responsibility- Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems

- Organizes and delivers care based on Standard Precautions (hand washing, PPE, infection control standards)
- Practices aligning the aims, measures and changes involved in improving care
- Complies with agency policy and procedures
- Uses hospital resources effectively and in a cost-effective manner

7. Safety- Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

- Demonstrates safe practices related to medication administration including rights, verification of allergies, two patient identifiers, read- back process, independent double checks for high alert medications
- Recognizes unsafe situations and intervenes appropriately
- Performs three checks and ten rights for medication administration process
- Calculates medication doses accurately and in a timely, organized and accurate manner and educates patient on safety practices when administering medications, drawing blood, starting and IV, using PCAs.
- Examines patients to determine responses to medications effectiveness/side effects

Methods of Instruction**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

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 dialoge among students and an engagement with the content to enrich students' abilities toward inquiry.

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

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

Activity



Integration

Unfolding patient case studies

Methods of Evaluation**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.

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.

Assignments**Assignment**

1. You will review an unfolding case study of a critically ill patient with multiple comorbidities. Research the primary disease process as well as review the lab, diagnostic, and physical presentation findings to be able to respond to the questions in the case study. Narrative explanations, concept mapping or diagrams may be utilized for the question responses.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment**2. DIVERSITY, EQUITY & INCLUSION DISCUSSION POST**

You will read the contemporary nursing medical journal articles, Survey shows substantial racism in nursing (ANA, 2022) and Racism's impact on nursing (n.d., 2022), to research the effects of racism in the field of nursing. You will then participate in a discussion post which will allow you to elaborate on how racism continuous to impede certain cultural and ethnic groups in the US from gaining access to quality healthcare or may explore how nurses of color have been historically underrepresented in the field or who have been treated differently in the nursing work environment. Personal reflection and insight is also welcome and expected. The discussion allows the student an opportunity to research the common trends and impact racism has on the field of nursing, allow the student to reflect on a time they have experienced racism themselves, and discuss how they can practice and incorporate cultural humility as a new grad RN.

Articles:

National Commission to Address Racism in Nursing (2022). Racism's impact in nursing. https://www.nursingworld.org/~48f9c5/globalassets/practiceandpolicy/workforce/commission-to-address-racism/infographic--national-nursing-survey_understanding-racism-in-nursing.pdfLinks to an external site.

American Nurses Association. (2022). Survey shows substantial racism in nursing. <https://www.nursingworld.org/practice-policy/workforce/clinical-practice-material/national-commission-to-address-racism-in-nursing/survey-shows-substantial-racism-in-nursing/>Links to an external site.

Assignment Type

Other

Formative or Summative

Formative

Assignment**4. The leadership- Role Conflict Presentation**

Reflect on a time during the program where you witnessed a confrontation between a superior and subordinate or even a peer-to-peer confrontation in the hospital or clinical environment. The situation could have occurred between a doctor and a nurse, a charge nurse or nursing supervisor with a floor nurse, between a nurse and a patient, or even between the nurse and other members of the healthcare team. You will then explore the traditional types of leaders and leaderships styles, as well as contemporary styles of leadership in the healthcare environment. You will cite ways that the confrontation stated could have been better resolved and how you will incorporate these practices into your new-grad experience.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment**4. The leadership- Role Conflict Presentation**

Reflect on a time during the program where you witnessed a confrontation between a superior and subordinate or even a peer-to-peer confrontation in the hospital or clinical environment. The situation could have occurred between a doctor and a nurse, a charge nurse or nursing supervisor with a floor nurse, between a nurse and a patient, or even between the nurse and other members of the healthcare team. You will then explore the traditional types of leaders and leaderships styles, as well as contemporary styles of leadership in the healthcare environment. You will cite ways that the confrontation stated could have been better resolved and how you will incorporate these practices into your new-grad experience.



Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment**5. LEGAL AND ETHICAL PAPER**

The nursing profession is a complex and challenging field especially for a new graduate nurse.

The volatile nature of the nursing environment is sure to create challenges for the new grad which will place them in situations where they will have to make command decisions about ethical situations and legal considerations. These situations can lead to dire outcomes if not managed properly. You will review two legal and ethical situations presented as case studies. These case studies will require you to research best practices, guidelines, and standards of practice that will allow you to answer theoretical knowledge and critical thinking questions regarding torts, malpractice, and other than optimal care, leading to legal consequences.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment**6. DELEGATION AND SUPERVISION PAPER**

Unfortunately, nursing students do not have many opportunities to delegate to assistive personnel during their nursing school clinical experiences. This puts the new grad nurse at a distinct disadvantage as they are expected to delegate to a variety of assistive personnel in different nursing environments. As a senior nursing student, you will research common challenges of communication between nurses and assistive personnel, best practices as it pertains to delegation, as well as scope of practice parameters for the assistive personnel. Interview an assistive personnel member of the healthcare team in the clinical environment regarding delegation and include their responses in the paper.#

Course Materials**Textbooks**

Ignatavicius, W., Workman, M.L., Rebar, C., & Heimgartner, N.M. (2021). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. 10th ed. (most current/e). Elsevier Health Sciences. ISBN: 9780323612418

Ignatavicius et al., (2021) Study Guide for Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care (10th ed)

American Psychological Association APA Publication Manual (7th ed.)

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**

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.

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. In addition, this course provides the senior nursing student the opportunity to integrate and apply previously learned skills/knowledge in the role of graduate nurse and prepare for professional responsibilities in employment. The student will participate as a pre-licensed preceptee member of the healthcare team and assume responsibility for a group of diverse clients and backgrounds. therefore, all lecture material and assignments allow the student to reflect on own biases through discussion posts, written papers, and presentations which allow the student to formulate patient-centered care plans that are culturally sensitive to the patient's cultural, ethnic, and racial background, as well as account for socioeconomic status as it pertains to access to healthcare.

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

Discussion posts allow students to discuss racism and its effects on the healthcare field, the students must create nursing care plans that are culturally sensitive and account for age accommodation as necessary,

Interactions

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

Student-to-student interaction will be achieved in multiple ways.

- Peer student groups to work on case studies
- Group projects that will require student-to-student collaboration
- in-class test and NCLEX preparation where students will work in groups to compete in question and answer game format
- Students will be placed in peer leadership roles in the clinical environment and be required to communicate with each other effectively to foster support of one another

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

Instructor-to-student interaction will take place in a multitude of ways:

- Traditional instructor to student lecture formatting
- Flipped classroom environment implementation where instructor guides student-driven learning with prompts, questions, and feedback
- Discussion boards where instructor participates in discussion board with students
- feedback on all assignments in written and/or audio form through Canvas

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

The student will gain student-to-content interaction through the comprehensive learning environment which offers a variety of formative learning opportunities for theory knowledge acquisition. the student will then have the opportunity to apply the knowledge gained in the skills lab and clinical environment. Summative student to content interaction will be evaluated through Exams, quizzes, presentations, Knowledge, Skill, and Attitude (KSA) activities, clinical evaluations.

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

The student will have student to self interaction reflection opportunities through discussion boards, reflective journaling, and end of course surveys.

Key: 2388