

3. Analyze information, reason critically, and formulate ideas based on selected case studies and simulated scenarios.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

I. OPERATIONALIZES THE NURSING PROCESS TO PROMOTE HOMEOSTASIS BY:

- A. Discusses the concepts of anatomy and physiology with emphasis on mechanisms to attain and maintain homeostasis.
 1. for the surgical patient
 2. for persons with problems of ingestion, digestion and elimination
 3. for persons with problems of liver, biliary system and pancreas
 4. for persons experiencing neoplasms
 5. for persons experiencing diabetes mellitus
 6. for persons experiencing trauma to the musculoskeletal system and various orthopedic problems
 7. for persons experiencing connective tissue disorders
 8. for persons experiencing renal disorders
- B. States how the aging process affects one's ability to maintain homeostasis.
- C. Identifies five physiological responses and five psychological responses to stress and illness.
- D. Identifies risk factors for illness: six related to life styles, and four related to the environment.
- E. Utilizes critical thinking skills, implements the nursing process for adults experiencing health problems by:
 1. Describing assessment techniques.
 2. Comparing normal/abnormal findings:
 3. Planning nursing care by priority need and nursing interventions.
 - a. By priority need.
- F. Discusses the pathophysiology of the disease process by
 1. Identification of clinical signs and symptoms.
 2. States appropriate nursing interventions.
- G. Lists how the experience of an acute/chronic illness may affect sexuality.
- H. Discusses how social, cultural, spiritual, and developmental factors influence response to illnesses.
 - I. Identifies psychological implications(s) for the patient and family experiencing terminal illness.
- J. Describes the responses of the patient undergoing anesthesia.

II. ASSUMES ROLE AS A COMMUNICATOR

- A. Discusses how physiological/psychological responses to various illnesses affect communication with the adult patient of all age groups.

III. ASSUMES ROLE AS A TEACHER

- A. Identifies the learning needs of patients of all age groups.
- B. Discusses factors to be included in a teaching plan for a patient with a health problem.
- C. Discusses a pre and post procedural teaching for a patient who is to undergo a common diagnostic test.

IV. ASSUMES ROLE AS A LEADER/MANAGER

- A. Identifies hospital and community resources available to assist the patient with acute and chronic illnesses and his family.

CLINICAL OBJECTIVES

Upon completion of Nursing 232 the student will be able to apply learning and skills from previous courses as well as achieve the following:

I. OPERATIONALIZES THE NURSING PROCESS TO PROMOTE HOMEOSTASIS

- A. 1. Utilizes the nursing process, with minimal guidance, to effectively provide safe nursing care for patients of all age groups with serious and complicated pathophysiological and pathopsychological disorders.
- 2. Collects and organizes data from a variety of sources. Determines psychosocial and physical status of patients of various ages.
 - a. Collects and organizes data to identify needs of patients with pathophysiological disorders.
 - b. Collects and organizes data to identify needs of the surgical patient.
 - c. Identifies deviations from normal.
- 3. Assesses
 - a. Uses CSM nursing care worksheet.
 - b. Describes at least three alterations in homeostasis that occur in assigned patient(s) of various age groups.
 - c. Considers the specific needs of the surgical patient.
 - d. Identifies at least three nursing diagnoses and states related outcome criteria.
 - e. Completes perioperative project according to criteria.
- B. 1. Plans and performs, with minimal guidance, prioritized individualized nursing interventions designed to assist patients in need of rehabilitation and/or alterations in their life styles.
 - a. Develops a written plan of care for each assigned patient including an older adult.
 - b. Involves patient/family in plan of care.
 - c. Identifies a minimum of two nursing actions that will assist in meeting stated outcome criteria.
 - d. Identifies at least two nursing actions specific to surgical patients.
 - e. Validates plans with instructor/resource person.
- 2. Adapts and carries out previously performed technical procedures safely and accurately; performs new procedures with guidance.
 - a. Applies previously learned skills and skills learned in this course to the medical-surgical setting.
 - b. Adapts and implements nursing care based on nursing diagnosis to safely meet the needs of assigned patients of all age groups.
 - c. Obtains instructor's assistance with new procedures.
 - d. Demonstrates knowledge of medications.
 - e. Administers medications and treatments safely and accurately, including medications given via the IV piggyback route.
 - f. Recognizes implications of medication administration to the aged patient.
 - g. Compares the procedure of medication administration to patients of all age groups.
 - h. Correctly utilizes principles of medical and surgical asepsis.
 - i. Adapts nursing care to meet the specific needs of the surgical patient.
 - j. Demonstrates competence in skills designated for this course.
 - k. Completes pharmacology project.
- C. Identifies with minimal guidance, effectiveness of nursing interventions used to meet patient needs and design/ modify nursing care plans.
 - 1. Evaluates effectiveness of nursing interventions verbally and/or in writing.
 - a. Writes an alternative(s) to nursing intervention when appropriate.
 - b. Revises the nursing care plan of assigned patient.
 - c. Communicates effectiveness of nursing intervention to appropriate person.

II. ASSUMES ROLE AS A COMMUNICATOR

- A. 1. Utilizes with guidance, goal-directed therapeutic communications in interactions to assist patients experiencing serious pathophysiological and pathopsychological stresses.
 - a. Uses therapeutic communication techniques to elicit pertinent information from patients of

- various age groups, families and significant others.
 - b. Focuses communication on patient's needs and feelings.
 - c. Selects most appropriate mode of communication in given situation.
 - 2. Establishes and maintains effective working relationships with peers and other health team members.
 - a. Communicates with health team members concerning patient assessments, interventions and their effectiveness, and other significant occurrences.
 - B. 1. Reports and records accurately, objectively, and comprehensively patient assessments, interventions and their effectiveness and other significant occurrences.
 - a. Documents weekly on nursing care plans of assigned patients.
 - b. Reports and records physiological and behavior changes pertinent to the patients' nursing diagnoses.
- III. ASSUMES ROLE AS A TEACHER
- A. 1. Teaches basic health care to patients/families with guidance based on individualized needs of patients.
 - a. Validates patient's understanding of health problems and identifies need for health teaching.
 - b. Assists in developing teaching plans.
 - c. Teaches at the level appropriate for patient/family.
 - d. Identifies 2 variations in teaching needs of gerontological patients.
 - e. Discusses teaching plan in post-conference.
 - f. Evaluates and documents patient teaching.
 - g. Completes graded teaching presentation.
- IV. ASSUMES ROLE AS A LEADER/MANAGER
- A. Identifies and reports the patient's/family's need for the services of other health team members.
 - 1. Assesses the patient's/family's need for assistance by other health team members.
 - 2. Identifies specific health team members in the hospital and/or agencies outside the hospital which assist patients/families to achieve goals.
 - B. Confers with other health team members to discuss continuity and comprehensiveness of patient care.
 - C. Provides total care for two or three patients within the assigned clinical time.
 - 1. Sets priorities for implementing care for two to three patients within the assigned clinical time.
 - 2. Uses critical thinking skills to set priorities and deal with stressful and unexpected situations.
 - 3. Cooperates with nursing team and plans in advance for assistance.
 - 4. Uses critical thinking skills to set priorities and deal with stressful and unexpected situations.
 - 5. Takes corrective action when having difficulty in completing assignments.
 - 6. Utilizes support staff and resource nurse in appropriate situations.
- V. ASSUMES ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING
- A. 1. Practices within the ethical standards and legal boundaries of student nurse practice with minimal guidance.
 - a. Identifies and questions different types or orders and legal implications of each.
 - b. Discusses how legal and ethical issues affect patient care.
 - c. Functions as patient advocate under the direction of the registered nurse.
 - B. 1. Identifies his/her own learning needs and assumes responsibility for locating specific learning experiences or resources.
 - a. Informs instructor verbally and/or in writing of learning needs and goals.
 - b. Initiates activities to meet the identified goals.
 - c. Shares information acquired in self-directed learning.
 - C. 1. Evaluates learning experiences and objectively assesses his/her own progress with minimal guidance.
 - a. Reviews previous evaluations, instructor and staff feedback, and learning goals and

- initiates steps to improve performance.
 - b. Completes self evaluation identifying strengths and areas for improvement.
 - c. Completes learning goals with continuing goals for next course.
 - d. Takes corrective action when in error; reports such and follows through with written report.
 - D.1. Is accountable for his/her professional behavior.
 - a. Is punctual to the clinical area.
 - b. Is punctual to the post conference.
 - c. Is punctual in submitting written assignments.
 - d. Completes clinical make up assignments according to CSM Nursing Department policy.
 - e. Follows correct CSM procedure for notifying agency regarding absence from the clinical area.
 - f. Follows dress code as described in Nursing Students Handbook.
8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)
- A. Perioperative nursing
 - B. Nursing interventions for persons with problems of ingestion, digestion, and elimination
 - C. Nursing interventions for persons with problems of the liver, biliary system and pancreas
 - D. Nursing interventions for oncology patients
 - E. Legal aspects of nursing
 - F. Nursing interventions for persons experiencing diabetes mellitus
 - G. Nursing interventions for persons experiencing orthopedic problems
 - H. Nursing interventions for persons experiencing connective tissue disorders
 - I. Nursing interventions for persons experiencing acute and chronic renal disorders
9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.
- Lecture, small group discussions, case study discussions, group presentations, guest speakers, clinical experience.
- Hours by arrangement: 2 hours per week to prepare a written nursing care plan prior to initiating nursing care of assigned patient (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, analyze lab results, etc.) The faculty and student review the care plan to assess student preparation in order to provide safe care. This is completed prior to the start of the students beginning the shift of patient care.
10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
- Satisfactory clinical evaluation, multiple choice written exams, homework assignments, formal paper.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

- Cox, H. C. et al. (2002). *Clinical Applications of Nursing Diagnosis*. (4th edition). Philadelphia, PA: F. A. Davis Co.
- Curren, A.M. and Munday, L.D. (2006). *Dimensional Analysis for Meds*. (4th edition). San Diego, CA: W.I. Publications.
- Elkin, Perry and Potter (2004). *Nursing Interventions and Clinical Skills*. (3rd edition). St. Louis: Mosby.
- Ignatavicius, D.D., Workman, M.L. and Mishler, M.A. (2006). *Medical-Surgical Nursing - A Nursing Process Approach*. (5th edition). Philadelphia, PA: W.B. Saunders Co.
- Nursing 232 Syllabus, CSM (2006).
- Pagana & Pagana, (2002). *Manual of Diagnostic & Lab Tests*. 2nd edition. St. Louis: Mosby.
- Phillips, L. (2005). *Manual of IV Therapeutics*. (4th edition). Philadelphia, PA: F.A. Davis Co.
- Zerwekh, J. and Claborn, J.C. (2006). *Nursing Today Transition and Trends*. Philadelphia, PA: W.B. Saunders.

Prepared by: _____
(Signature)

Email address: felixf@smccd.edu

Submission Date: _____