

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: March 31, 2008

Department: Nursing **Number:** 241
Course Title: Advanced Medical Surgical Nursing I **Units:** 5
Total Semester Hours: Lecture: 40 Lab: 120 **Homework:** **By Arrangement:** 16

Length of Course

- Semester-long
 Short course (Number of weeks 8-9 wks)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
Completion of NURS 232 or equivalent.
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
Concurrent enrollment in NURS 245.
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

(5) Five lecture and fifteen lab hours plus two hours by arrangement per week for eight to nine weeks. Prerequisite: NURS 232. Corequisite: Concurrent enrollment in NURS 245. Addressing the overt and covert needs of adult patients undergoing threats to homeostasis in a variety of complex situations. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Spring only.) (AA, CSU)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Theory and clinical experience in the care of adults experiencing serious illnesses. Prereq: Completion of NURS 232 or equivalent. Corequisite: Concurrent enrollment in NURS 245.
6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:
 1. Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities in differentiating hypoxemia from hypoxia.

2. Prioritize emergency care delivery on an on-going basis for cardiac and respiratory patients.
 3. Using the competency checklist criteria in a simulated situation from a selected group of medications, give an IVP medication by peripheral route stat within 10 minutes from memory.
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).*

THEORY OBJECTIVES

Note: A. Objectives for I, II, III, are related to:

1. Fluids and Electrolytes
 2. Oxygenation
 3. Nutrition
- B. Continuing theory content of Leadership/Management concepts will be introduced.

At the completion of Nursing 241 the student will be able to:

I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL-THINKING SKILLS TO PROMOTE HOMEOSTASIS

- A. Relate the concepts of anatomy and physiology with emphasis on mechanisms to attain and maintain homeostasis and an optimum state of wellness in patients of all ages.
- B. Evaluate multi-system assessment data.
- C. Delineate possible signs and symptoms in patient situations as they relate to the different concepts.
- D. Compare and contrast biological, psychological, developmental, age related, social, cultural, and spiritual responses to stress and illness on a wellness-illness continuum of patients of all ages in diverse settings.
- E. Evaluate the risk factors that promote wellness related to life styles and environment.
- F. Compare and contrast acute and chronic illnesses.
- G. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for patients of all ages in diverse settings by using a variety of skills.
- H. Relate planned individualized nursing interventions through use of prioritized nursing diagnoses and therapeutic interventions specific to each nursing diagnoses.
 - I. Relate accurate and effective nursing interventions that indicate updated scientific findings and a sensitivity to a patient's psychosocial, physiological, cultural, spiritual and developmental needs.
 - J. Explain how knowledge, professional preparation, personal qualities, and continual updating contribute to quality nursing practice.
 - K. Relate evidenced- based interventions (nursing and medical) to diagnosis(es) (nursing and medical) and varying states of wellness-illness.
 - L. Evaluate the extent of patient outcome criteria attainment as it relates to the success of nursing interventions for patients of all ages.
 - M. Evaluate how levels of wellness-illness and supportive systems affect sexuality needs.
 - N. Use a variety of skills when applying nursing process to actual and simulated patient situations focusing on advanced medical-surgical concepts.
 - O. Use the nursing process to operationalize the concept of discharge planning for patients of all ages.
 - P. Compare and contrast different patient needs in acute care vs. community care environments.

II. ASSUME ROLE AS COMMUNICATOR

- A. Define relevant terminology.
- B. Differentiate how physiological, psychological, cultural and developmental responses

affect communication with patients of all ages and within different advanced medical-surgical settings (i.e., ER, ICU, etc.) and the community setting.

- C. Explain how to communicate with the family and significant others regarding an illness state, diagnostic tests and procedures, disease prevention, patient teaching and patient care while maintaining patient confidentiality.
- D. Use effective communication skills with patients, families/significant others and members of the health care team.

III. ASSUME ROLE AS A TEACHER

- A. Evaluate the learning needs of patients of all ages in diverse settings.
- B. Develop and implement a comprehensive teaching plan based on an older adult patient's discharge need in an acute care setting.
- C. Explain effective methods of teaching patients and nursing staff.
- D. Compare and contrast methods of teaching patients and families according to age, education, learning styles, cultural or ethnic background.
- E. Implement the teacher role during patient, family, peer and staff interactions.

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. Identify the RN's leadership role as a patient-care manager.
- B. Differentiate among the roles/functions of interdisciplinary health team members in the acute care setting.
- C. Evaluate how to use the essential elements of a nursing report to determine, improve, and guide others regarding nursing assessments, interventions, and overall patient care planning.
- D. Evaluate agencies and community resources available to assist the patient and family in preparation for discharge or to maintain a level of wellness within the community.
- E. Describe the nurse's responsibility in implementing case management with specific attention to clinical pathways, core measures, and care bundles.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING.

- A. Implement legal and ethical standards within one's professional role.
- B. Relate the nurses' role in the legislative process.
- C. Relate legal implications of standard of practice as it pertains to selected situations.
- D. Evaluate the role of the nurse as a patient advocate, leader/manager of care, communicator, care giver, and teacher within a continuum of care in different areas of clinical specialty.
- E. Compare and contrast leadership and management concepts.
- F. Evaluate relevant management concepts as they relate to the leadership role of the RN.

CLINICAL OBJECTIVES

Upon completion of Nursing 241 the student will be able to apply learning and skills from previous courses as well as:

I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS

- A. 1. Use the nursing process, with minimal supervision, to effectively provide safe nursing care for patients of all ages suffering from life-threatening illnesses with predictable and unpredictable outcomes.
- 2. Collect, organize and interpret data from a variety of sources regarding physiological, emotional, sociological, cultural, age related, economic and spiritual needs of the patient of all ages in diverse settings.

3. Evaluate patient needs according to priority.
 - a. Uses selected screening tools, resource people, report and records to systematically acquire data.
 - b. Organizes data based on Maslow's hierarchy of needs and priorities of care.
 - c. Identifies patient status changes in last 24 hours and significance of these changes.
4. Assess patient status.
 - a. Identifies and documents overt and covert signs and symptoms that indicate patient status, improvement, deterioration, or risk situations from a multisystem framework.
 - b. Anticipates potential threats to homeostasis including "worst case scenario".
 - c. Determines patient's physical, psychological, social and developmental adaptive mechanisms and ability for assuming responsibility for own care within different settings.
 - d. Completes comprehensive data collection and assessment independently.
- B. 1. Plan with supervision, individualized nursing measures designed to meet the needs of patients with illnesses that involve actual or threatened loss of health or life processes.
 2. Identify importance of including patient/family/ significant other and interdisciplinary health team members in plan of care.
 3. Use agency standardized care plan, core measures, care bundles or clinical pathway in planning patient care.
- C. Perform competently selected technical procedures safely and accurately with supervision.
- D. 1. Evaluate the effectiveness of nursing interventions and medical interventions to meet patient needs.
 2. Modify nursing care plans with minimal supervision.
- E. Demonstrate knowledge and administer medications safely 100% of the time using the 7 Rights of Medication Administration.
- F. Use a variety of skills in actual and simulated patient situations.
- G. Operationalize the concept of discharge planning for patients.
- H. Compare and contrast patient needs in acute care vs. community care environments.

II. ASSUME ROLE AS A COMMUNICATOR

- A. 1. Use goal-directed therapeutic communications in interactions to assist patients of all ages experiencing moderate to severe disruptions in homeostasis.
2. Establish and maintain effective working relationships with peers and other health team members and participate in efforts to improve working relationships within a structured health care agency including acute care and community care.
 - a. Communicates with interdisciplinary staff and seeks clarifications.
 - b. Gives feedback to staff in regard to behavior (patient, staff and family) that is facilitative and non-facilitative to the achievement of patient outcomes.
 - c. Takes ownership in problem-solving conflict issues.
 - d. Participates in patient care conferences and rounds.
 - e. Keeps staff and instructor apprised of patient and unit status.
3. Recognize policies and nursing protocols that facilitate and may interfere with the quality care given to patients of all ages.
- B. 1. Report and record accurately, objectively, timely and succinctly with no important omissions, patient assessments, nursing interventions and other significant occurrences.

III. ASSUME ROLE AS A TEACHER

- A. 1. Assist in implementation of goal-directed teaching plans based on the individual needs of patients/families with consideration of age and cultural diversities.
 - a. Identifies needs, prior knowledge, motivation and readiness to learn.

- b. Collaborates with other interdisciplinary health team members to develop short and long term expected outcomes.
 - c. Selects appropriate and accurate subject matter and teaching methods.
 - d. Implements established teaching plans.
 - e. Evaluates and documents patient teaching completed.
2. Complete a geriatric patient teaching project that focuses on the specific needs of the older adult.
 3. Completes a geriatric Home Health Intake Project and Community Projects.

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. 1. Assist other health team members to ensure continuity and comprehensiveness of care of patients in all age groups.
 - a. Communicates with nursing personnel and interdisciplinary health team members to develop a comprehensive care plan including discharge planning.
 - b. Expresses outcome criteria specific to a target population by using clinical pathways or core measures as a mechanism representative of case management.
- B. 1. Be accountable and responsible for own nursing practice.
 - a. Co-operates with resource nurse, nursing personnel, interdisciplinary members and plans in advance and makes arrangements to assist others.
 - b. Completes clinical responsibilities in designated time by using effective time management strategies.
 - c. Works well in stressful situations.
 - d. Assumes accountability and responsibility for a 3-4 patient caseload with consultation from other resources within the assigned time frame using a variety of skills.
 - e. Performs with consistency in meeting role expectations.
- C. 1. Identify leadership role of the RN as patient care manager in relationship to patient care and unit functioning.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. 1. Practice within the ethical standards and legal framework of registered nursing practice.
 - a. Describes legal accountability within the framework of Nurse Practice Act.
 - b. Identifies patient's rights in all care settings.
 - c. Recognizes policies, nursing protocols and core measures that may enhance/impede patient care.
 - d. Demonstrates accountability and responsibility for patient care assignments and nursing role by using direct faculty supervision.
- B. 1. Identify own learning needs and assume responsibility for locating specific experiences or resources.
 - a. States clearly and concisely goals for self-directed learning.
 - b. Selects nursing activities through which goals are to be achieved including patient assignment.
 - c. Uses diverse resources for learning.
 - d. Prepares completely for clinical prior to clinical experience.
- C. 1. Evaluate learning experiences and objectively assess own progress. Describe the role of the nurse in all service settings and future trends, and is cognizant of future trends and the value of the professional organizations.
 - a. Discusses the role of the nurse as leader and change agent to improve patient care.
 - b. Identifies and discusses past practices and trends in nursing and health care.
 - c. Acts as the patient advocate.

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. Introduction to Nursing 241
 - 1. Concept of primary/total patient care from different systems
 - 2. Critical care nursing: High Technology; Advanced Concepts; High Touch
 - 3. Community care nursing and home care for the older adult and individuals throughout the lifespan. Continuum of Care and National Patient Safety Standards
 - 4. Home care nursing role, legal and ethical considerations, developing and implementing a plan of care using the models of geriatric patient, AIDS patient. Looking at wellness model and issues of continuum of care issues.
 - 5. Advanced teaching-learning concepts
- B. Fluid and electrolyte concepts, advanced concepts
 - 1. Acid-base balance and interpretation of blood gases
 - 2. Fluid and electrolytes
- C. Special needs of the geriatric patient
 - 1. Physical needs and nursing care
 - 2. Social, emotional and financial problems
 - 3. Developmental needs
- D. Nursing care of the patient with HIV
 - 1. Physical problems and nursing care
 - 2. Social and emotional problems and nursing care
 - 3. Developmental needs
- E. Nursing care of the patient with respiratory problems
 - 1. Upper airway problems and nursing care
 - 2. Lower airway problems and nursing care
 - 3. Special needs of the respiratory patient
- F. Nursing care of patients with cardiovascular problems
 - 1. Cardiac problems and nursing care
 - 2. Vascular problems and nursing care
 - 3. Hematology problems and nursing care
 - 4. Special needs of the cardiovascular patient
- G. Leadership and Management Concepts related to Patient Care Management

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, concept mapping, critical thinking situations, question-driven learning, multimedia instruction, and discussion.

Hours by arrangement: 2 hrs/week for patient preparation on-site at the clinical setting in the hospital. All patient information for confidentiality purposes and for resource preparation must be reviewed on-site per patient caseload. Faculty make the patient assignments and review students' information/patient care worksheets/care plans for accuracy, quality, and complete preparation.

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.)

Exams, written papers, presentations, competency video-taping and clinical evaluation.

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

Cox, H. et al. (2003). Clinical Applications of Nursing Diagnosis. 3rd edition. Philadelphia, PA: F.A. Davis.

Munday, L. and Curren, H. (2006). Dimensional Analysis for Meds. 4th edition. San Diego, CA: W.I. Publishing.

Ignatavicius, D. Workman, M. and Mishler, M. (2005). Medical Surgical Nursing. 5th edition. Philadelphia, PA: W.B. Saunders.

Lilley, L., Aucker, R. & Albanese, J. (2007). Pharmacology and the Nursing Process. St. Louis, MO: Mosby.

T. L. Hart. (1990). Speedy Spanish For Nursing Personnel. Baja Books.

Urden & Stacy. (2008). Priorities in Critical Care. 4th ed. St. Louis, MO: Mosby.

Phillips, L. (2005). Manual of IV Therapeutics, Philadelphia, PA: F.A. Davis.

Wywiałowski, E. (2003). Managing Client Care. St. Louis, MO: Mosby.

Nursing 241 Syllabus, College of San Mateo

Prepared by:

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Submission Date: _____