

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** NURS 232 **TITLE:** Medical/Surgical Nursing
Units: 5.0 units **Hours/Semester:** 40.0-45.0 Lecture hours; 120.0-135.0 Lab hours; and 80.0-90.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: NURS 231, **Corequisite:** Concurrent enrollment in NURS 235

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Identification of more complex health needs and problems in the adult, and special needs of the surgical patient. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities (Fall only).

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Utilize the nursing process to effectively provide safe nursing care for patients in the adult and older adult age groups with medical diseases and disorders, and undergoing surgical procedures.
 2. Use effective communication to provide patient teaching regarding medical disorders, surgical/diagnostic procedures, and treatment modalities.
 3. Analyze information provided in selected case studies and simulated scenarios to formulate appropriate nursing interventions.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
THEORY OBJECTIVES
UTILIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS IN THE ADULT AND OLDER ADULT PATIENT:
 1. undergoing surgical procedures – management of perioperative patients
 2. experiencing problems of protection – management of patients with problems of the immune system
 3. experiencing problems with digestion, nutrition, and elimination – management of patients with problems of the gastrointestinal system
 4. experiencing problems with regulation and metabolism – management of patients with problems of the endocrine system
 5. Continuing theory content of Leadership/Management concepts will be introduced.**OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL-THINKING SKILLS TO PROMOTE HOMEOSTASIS**
 1. Relate the concepts of anatomy and physiology with emphasis on mechanisms to attain and maintain homeostasis and an optimum state of wellness in adult and older adult patients.
 2. Evaluate multi-system assessment data.
 3. Delineate possible signs and symptoms in patient situations as they relate to the different concepts.
 4. Compare and contrast biological, psychological, developmental, age related, social, cultural, and spiritual responses to stress and illness on a wellness illness continuum of adult and older adult patients.
 5. Evaluate the risk factors that promote wellness related to life styles and environment.
 6. Compare and contrast acute and chronic illnesses involving the immune, endocrine and gastrointestinal systems.
 7. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.
 8. Relate planned individualized nursing interventions through use of prioritized nursing diagnoses and therapeutic interventions specific to each nursing diagnoses.
 9. Relate accurate and effective nursing interventions that indicate updated scientific findings and sensitivity to a patient's psychosocial, physiological, cultural, spiritual and developmental needs.
 10. Explain how knowledge, professional preparation, personal qualities, and continual updating contribute to

quality nursing practice.

11. Relate evidenced- based interventions (nursing and medical) to diagnosis(es) (nursing and medical) and varying states of wellness-illness.
12. Evaluate the extent of patient outcome criteria attainment as it relates to the success of nursing interventions for adult and older adult patients.
13. Use a variety of skills when applying nursing process to actual and simulated patient situations focusing on medical-surgical concepts.
14. Use the nursing process to implement discharge planning for adult and older adult patients.
15. Compare and contrast different patient needs in acute care settings.

ASSUME ROLE AS COMMUNICATOR

1. Define relevant terminology.
2. Differentiate how physiological, psychological, cultural and developmental responses affect communication with adult and older adult patients within different medical-surgical settings.
3. 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.
4. Use effective communication skills with patients, families/significant others and members of the health care team.

ASSUME ROLE AS A TEACHER

1. Evaluate the learning needs of adult and older adult patients.
2. Develop and implement a comprehensive teaching plan based on an older adult patient's discharge need in an acute care setting.
3. Explain effective methods of teaching patients and nursing staff.
4. Compare and contrast methods of teaching patients and families according to age, education, learning styles, cultural or ethnic background.
5. Implement the teacher role during patient, family, peer and staff interactions.

ASSUME ROLE AS A LEADER/MANAGER

1. Identify the RN's leadership role as a patient-care manager.
2. Differentiate among the roles/functions of interdisciplinary health team members in the acute care setting.
3. 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.
4. 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.
5. Describe the nurse's responsibility in implementing case management with specific attention to clinical pathways, core measures, and care bundles.

ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING.

1. Maintain legal and ethical standards within one's professional role.
2. Relate legal implications of standard of practice as it pertains to selected situations.
3. 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.
4. Compare and contrast leadership and management concepts.
5. Evaluate relevant management concepts as they relate to the leadership role of the RN.

CLINICAL OBJECTIVES

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

1. Use the nursing process, with minimal supervision, to effectively provide safe nursing care for adult and older adult patients 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.
4. Uses selected screening tools, resource people, report and records to systematically acquire data.
5. Organizes data based on Maslow's hierarchy of needs and priorities of care.
6. Identifies patient status changes in last 24 hours and significance of these changes.
7. Assess patient status.
8. Identifies and documents overt and covert signs and symptoms that indicate patient status, improvement, deterioration, or risk situations from a multisystem framework.
9. Anticipates potential threats to homeostasis including "worst case scenario".
10. Determines patient's physical, psychological, social and developmental adaptive mechanisms and ability for assuming responsibility for own care within different settings.
11. Completes comprehensive data collection and assessment independently.

12. 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.
13. Identify importance of including patient/family/ significant other and interdisciplinary health team members in plan of care.
14. Use agency standardized care plan, core measures, care bundles or clinical pathway in planning patient care.
15. Perform competently selected technical procedures safely and accurately with supervision.
16. Evaluate the effectiveness of nursing interventions and medical interventions to meet patient needs.
17. Modify nursing care plans with minimal supervision.
18. Demonstrate knowledge and administer medications safely 100% of the time with the clinical nursing instructor and/or the facility RN using the 6 rights and 3 checks of Medication Administration.
19. Use a variety of skills in actual and simulated patient situations.
20. Analyze the process of discharge planning for patients.
21. Compare and contrast patient needs in various acute care environments.

ASSUME ROLE AS A COMMUNICATOR

1. Use goal-directed therapeutic communications in interactions to assist adult and older adult patients 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.
3. Communicates with interdisciplinary staff and seeks clarifications.
4. Gives feedback to staff in regard to behavior (patient, staff and family) that is facilitative and non-facilitative to the achievement of patient outcomes.
5. Takes ownership in problem-solving conflict issues.
6. Participates in patient care conferences and rounds.
7. Keeps staff and instructor apprised of patient and unit status.
8. Recognize policies and nursing protocols that facilitate and may interfere with the quality care given to patients.
9. Report and record accurately, objectively, timely and succinctly with no important omissions, patient assessments, nursing interventions and other significant occurrences.

ASSUME ROLE AS A TEACHER

1. Assist in implementation of goal-directed teaching plans based on the individual needs of patients/families with consideration of age and cultural diversities.
2. Identifies needs, prior knowledge, motivation and readiness to learn.
3. Collaborates with other interdisciplinary health team members to develop short and long term expected outcomes.
4. Selects appropriate and accurate subject matter and teaching methods.
5. Implements established teaching plans.
6. Evaluates and documents patient teaching completed.
7. Complete a patient teaching project that focuses on the specific needs of an individual patient.

ASSUME ROLE AS A LEADER/MANAGER

1. Assist other health team members to ensure continuity and comprehensiveness of care of adult and older adult patients.
2. Communicates with nursing personnel and interdisciplinary health team members to develop a comprehensive care plan including discharge planning.
3. Expresses outcome criteria specific to a target population by using clinical pathways or core measures as a mechanism representative of case management.
4. Be accountable and responsible for own nursing practice.
5. Co-operates with resource nurse, nursing personnel, interdisciplinary members and plans in advance and makes arrangements to assist others.
6. Completes clinical responsibilities in designated time by using effective time management strategies.
7. Works well in stressful situations.
8. Assumes accountability and responsibility for a 2-3 patient caseload with consultation from other resources within the assigned time frame using a variety of skills.
9. Performs with consistency in meeting role expectations.
10. Identify leadership role of the RN as patient care manager in relationship to patient care and unit functioning.

ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

1. Practice within the ethical standards and legal framework of registered nursing practice - describes legal accountability within the framework of Nurse Practice Act.
2. Identifies patient's rights in all care settings.

3. Recognizes policies, nursing protocols and core measures that may enhance/impede patient care.
4. Demonstrates accountability and responsibility for patient care assignments and nursing role by using direct faculty supervision.
5. Identify own learning needs and assume responsibility for locating specific experiences or resources.
6. States clearly and concisely goals for self-directed learning.
7. Selects nursing activities through which goals are to be achieved including patient assignment.
8. Uses diverse resources for learning.
9. Prepares completely for clinical prior to clinical experience.
10. 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.
11. Discusses the role of the nurse as leader and change agent to improve patient care.
12. Identifies and discusses past practices and trends in nursing and health care.
13. Acts as the patient advocate.

6. COURSE CONTENT:

Lecture Content:

- Review concepts of perioperative nursing
- Management of patients with endocrine disorders (diabetes & thyroid)
- Management of patients with immune and hematological problems
- Management of patients with gastrointestinal problem
- Management of patient with infection and Cancer

Lab Content:

Nursing students will complete a clinical rotation assignment (minimum of 120 hours) at an assigned health care facility. Clinical performance is rated on the basis of “Pass” and “No Pass”. The CSM Clinical Evaluation Tool will be used as the primary grading rubric. All core objectives identified with double asterisks (**) must be successfully achieved/maintained in order to pass the clinical rotation. Clinical objectives identified with a single asterisk (*) must be achieved/maintained 96% of the time in order to pass the clinical rotation. Any student who receives a “No Pass” as a final grade cannot progress to the next course. For further information regarding Clinical Evaluation see the current CSM Nursing Student Handbook.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Guest Speakers
- D. Other (Specify): media presentations, case studies, high-fidelity simulations, clinical learning experience.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Preoperative Teaching Project.

Develop a preoperative teaching plan for a patient scheduled to have a surgical procedure.

Reading Assignments:

Weekly reading assignments from textbooks.

Other Outside Assignments:

Diabetic community assignment

Student interview a diabetic person in the community and evaluate their health, management and available resources in the community.

Sim-chart

Students create care plan and assess patients with disorders related to this course content.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Exams/Tests
- B. Medication dosage calculation examination High-fidelity competency assessment Clinical evaluation, including written assignment.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Curren, A.M.. *Dimensional analysis for meds*, 4th ed. San Diego, CA: Delmar Cengage Learning, 2009
- B. Ignatavicius, D.D., & Workman, M.L. *Medical-surgical nursing: Patient-centered collaborative care*, 8th ed. Philadelphia, PA: Elsevier/Saunders, 2016
- C. Nursing. *Clinical drug reference book*, print ed. of choice, 2014
- D. Perry, A.G., Potter, P.A., & Elkin, M.K. *Nursing interventions and clinical skills* , 6th ed. St. Louis, MO: Elsevier/Mosby, 2014
- E. Ackley, B.J., & Ladwig, G.B. *Nursing diagnosis handbook*, on-line ed. Philadelphia, PA: Elsevier/Mosby, 2010
- F. Pagana, K.D., & Pagana, T.J. *Mosby's diagnostic and laboratory test reference*, 12th ed. Philadelphia, PA: Elsevier/Mosby, 2013
- G. Phillips, L.D. *Manual of I.V. therapeutics: Evidence-based practice for infusion therapy*, 6th ed. Philadelphia, PA: Davis, 2013

Origination Date: September 2020

Curriculum Committee Approval Date: September 2020

Effective Term: Fall 2021

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