



Course Syllabus

Course #: NUR 1040 Course Name: Medical-Surgical Nursing I

Division: Arts and Sciences

Class Days:

Class Time:

Location: Classroom:

Laboratory: Clinical Hours: 6

Credit Hours: 6

Contact Hours: 11

Lab Hours: 2 Lecture Hours: 3

Instructor:

Office Location:

Phone:

Email Address:

Office Hours:

Division Office/Location:

Division Fax:

Full-time Contact Person:

Phone(s):

Course Description:

This course focuses on those factors that lead to patient health deviation requisites affecting the musculoskeletal, gastrointestinal, genito-urinary, metabolic, integumentary and sensory systems. Nursing role in the care of the patient undergoing surgical interventions will be incorporated. Emphasis is placed on recognition of self-care deficits and developing and initiating a plan of care in collaboration with the health care team. Principles of pathophysiology and nutrition are integrated into the course. The course includes lecture, campus based practice labs and assignments in health care agencies. Objectives for laboratory and clinical experiences are focused on the application of SCDTN in the clinical setting, developing improved technical skills, and increasing skill at assessment of self-care deficit in the patient population.

Prerequisite(s):

Successful completion (“C” or Better) of BIO 1210, Anatomy and Physiology I
Successful completion (“C” or Better) of NUR 1010, Fundamentals of Nursing
Successful completion (“C” or Better) of NUR 1020, Nursing Concepts and Assessment
Placement into MTH 2310, College Algebra

Corequisite(s):

BIO 1220, Anatomy and Physiology II
NUR 1050, Nursing Pharmacology

Entry Level Skills and Knowledge:

The student must have the physical capability to:

- Provide nursing care for 6 to 8 hours.
- Perform one person CPR.
- Lift and move patients and objects weighing 50 pounds or more.
- Demonstrate fine motor manual dexterity skills.
- Work at varying heights and levels.
- Use both hands simultaneously.
- Write or print legibly.

The student must have the sensory ability to:

- Hear and acknowledge verbal instructions, recognize changes in equipment sounds, perform auscultation with or without assistive devices.
- See and read medication labels, patient records, and equipment instructions.
- Identify various odors and identify them as normal or as an undesired odor.
- Discriminate between sharp, dull, hot and cold.
- Speak clearly to provide information, to explain procedures, to conduct interviews and to ensure patient understanding.

The student must have the mental capability to:

- Read with comprehension at the college level.
- Apply formulas and critical thinking to solve mathematical problems and data analysis.
- Interpret graphs, numerical tables and charts.
- Write/print clearly and concisely.
- Use appropriate grammar and vocabulary.
- Correctly spell common words and medical terminology.

The student must have the emotional capability to:

- Function quickly and accurately under stressful conditions.
- Adapt to a changing environment.
- Acknowledge and accept cultural differences.
- Provide nursing care to patients regardless of age, gender, race, national origin, religious beliefs, physical condition and/or disease process.

Required Texts, Supplies and Equipment:

- Burke, K. & Lemone, P. (2004). *Medical-surgical nursing: Critical thinking in patient care* (3rd ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
- Cataldo, C., Rolfes, S. & Whitney, E. (1999). *Understanding nutrition* (8th ed.). Belmont, CA: Wadsworth Publishing.
- Dillon, P.M., (2003). *Nursing health assessment*. Philadelphia, PA: F.A. Davis.
- Duell, D. & Martin, B., Smith, S. (2004). *Clinical nursing skills: Basic to advanced skills* (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
- Giangrasso, A., Olsen, J., Shrimpton, D.. (2004). *Medical dosage calculations*. (8th ed.).Upper Saddle River, NJ: Pearson-Prentice Hall.
- North American Nursing diagnosis Association (2002). *NANDA Nursing diagnoses: Definitions and classifications*. Philadelphia, PA: NANDA.

Grading:

Grading Scale for Nursing Courses:

- A = 100-94 percent
 B = 93-87 percent
 C= 86-78 percent
 F = 0-77 percent

To successfully complete this course the student must:

- Achieve an overall “C” average on all tests and quizzes and written assignments.
- Achieve a grade of “C” or better on the final exam.
- Achieve a satisfactory competency evaluation of all required nursing skills in the campus

laboratory.

- Achieve a satisfactory competency evaluation of all required nursing skills in the clinical setting.

Additional Information:

- There will be no rounding of grades (e.g., 77.999 is a grade of “F”).
- Grading methods will include evaluation of the understanding of theories and concepts through written and oral tests.
- When a math test is administered in a nursing course, the test will focus on the types of math problems and calculations that reflect the complexity of the nursing course. A grade of 87% must be achieved in order to be eligible to proceed to the next clinical nursing course. The test may be retaken once. Students may visit the math lab and/or use the nursing math remediation website at www.terra.edu/academics/nursing/home.asp. If 87% is achieved, the student may progress to the next clinical course.
- Evaluation of laboratory performance and clinical laboratory performance will be graded as satisfactory or unsatisfactory based on performance criteria. An unsatisfactory grade for the clinical or campus laboratory performance will result in a failing grade for the course.

Learning Outcomes:

Upon completion of Nursing 1040, Medical-Surgical Nursing I, the student will be able to:

General Education

1. Read at a level necessary to understand the content of general nursing textbooks, related journal articles and audio-video based information.
2. Accurately calculate math problems related to medication dosage.
3. Identify cultural differences and similarities and apply to nursing practice.
4. Discuss the impact of cultural and ethnic background on the sociological and psychological responses to daily lives.
5. Use electronic equipment as a tool for communication and data collection.

Nursing Education:

1. Demonstrate competencies in the care of patients who present musculoskeletal, gastrointestinal, metabolic, integumentary and sensory self care deficits.
2. Demonstrate the ability to safely and effectively provide care to medical surgical patients across a range of settings.
3. Demonstrate knowledge of common alterations in health.
4. Coordinate the skills learned in the assessment course with the self care deficits presented by the patient.
5. Demonstrate responsibility and accountability for nursing actions.
6. Provide safe and effective nursing care that meets professional standards.
7. Provide culturally sensitive, holistic care that addresses the needs of diverse populations across the health care continuum in a variety of settings.
8. Collaborate with health professionals in the provision of care.
9. Apply evidence-based knowledge from nursing and related sciences as a basis for practice.
10. Facilitate health promotion, health maintenance, risk reduction, and health restoration for adults and older adults.
11. Use principles of therapeutic communication with patients and their families/significant others.
12. Apply critical thinking skills in nursing practice.

13. Integrate relevant theories into the provision of care.
14. Use principles of teaching and learning in providing patient instruction.
15. Adapt nursing care to developmental and functional level of patients.
16. Apply age-appropriate norms in interpretation of assessment data.

Assessment of Student Learning:

Student assessment will focus on three areas: classroom performance, campus laboratory performance and clinical laboratory performance. These areas will be evaluated by:

Classroom Performance

- Written tests and quizzes.
- The application of the SCDTN to patient situations.
- Assessment of patients’ self-care deficits and compilation of list of appropriate nursing intervention measures.
- Discussions focused on a variety of patient situations and the appropriate professional response.

Campus Laboratory Performance

- Demonstration of commitment to skills development through regular independent practice sessions in the campus laboratory.
- Demonstration of skills in a controlled environment will be validated using an evaluation instrument with emphasis on psychomotor function.
- Verbal application of the concepts that provide the foundation for nursing skills.

Clinical Laboratory Performance

- Perform the nursing skills practiced and developed in the campus laboratory setting in the health care setting.
- A clinical performance evaluation tool that addresses specific skills and techniques will serve as a guide for required clinical skills and for performance levels.
- Demonstrate the ability to apply the concepts of SCDTN and of evidence-based nursing practice through care plans and discussion.
- Performance reviews throughout the term will provide the student with the opportunity to adapt and adjust clinical techniques.
- Clinical faculty are required to share and discuss the clinical performance review with the student at midterm and at the end of the term.

Plan of Work:

<u>Session</u>	<u>Date</u>	<u>Activities</u>
Week 1	Spring 2007	<u>Lecture</u> Topics include: <ul style="list-style-type: none"> • General principles of medical surgical nursing. • Role of the medical-surgical nurse. • Framework and guidelines for nursing practice. • Health and illness in the adult client. <u>Campus laboratory</u> Students will review and practice health assessment skills and practice skills for properly obtaining vital signs. <u>Clinical experience</u> The student will be oriented to the healthcare facility. Students will be assigned to provide care for one to two patients in a

medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 1 and 2.

Week 2

Lecture

Topics include:

- Alterations in patterns of health. Concentration of study will be areas of health deviation or alterations in health status and requisites for nursing care.
 - Nursing care of patients in pain.
 - Nursing care of patients with altered Fluid Electrolyte, or Acid-Base Balance.
 - Nursing care of patients having surgery.
 - Nursing care of patients with infection.
 - Nursing care of patients with cancer.
 - Nursing care of patients experiencing loss, grief, and death.
 - Nursing care of patients with problems of substance abuse.

Campus laboratory

Students will review skills for proper medication administration, IV site care, changing and maintaining IV infusion lines.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 4, 5, 7, 8, 10, 11, and 12.

Week 3

Lecture

Topics include:

- Diabetes Mellitus
 - Pathophysiology.
 - Complications of diabetes.
 - Nursing care in the diabetic patient.

Examination

Campus laboratory

Students will practice the use of glucometers and properly mixing

and administering insulin injections.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapter 18.

Week 4

Lecture

Topics include:

- Assessing patients with integumentary disorders.
- Nursing care of patients with integumentary disorders.
 - Assessment and nursing care of patients with health deviation requires related to musculoskeletal function and integumentary structure and function.

Campus laboratory

Students will perform risk assessment for decubitus ulcer and practice decubitus ulcer care. Students will review and practice sterile dressing changes.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 13 and 14.

Week 5

Lecture

Topics include:

- Assessing patients with musculoskeletal disorders.
 - Anatomy and physiology.
 - Assessing function.
- Nursing care of patients with musculoskeletal trauma.
 - Evaluation and care of patients with contusions, sprains, fractures, amputations, and repetitive use injuries.
- Nursing care of patients with musculoskeletal disorders.
 - Evaluation and care of patients with osteoporosis, Paget's disease, gout, osteomalacia, osteoarthritis, muscular dystrophy, rheumatoid arthritis, systemic lupus

erythematosis.

Campus laboratory

Students will practice techniques for repositioning and transferring patients with musculoskeletal injuries; total hip, and total knee replacements; use of assistive ambulation devices; application of ace wraps for injury and/or stump care; cast care; and care of the patient in traction.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 37, 38, and 39.

Week 6

Lecture

Examination

Topics include:

- Responses to altered neurological function.
 - Assessing patients with neurological disorders.
 - Overview of normal cerebral blood flow.
 - Nursing care of patients with cerebrovascular and spinal cord disorders.
 - Pathophysiology of stroke.
 - Intracranial aneurysms and AV malformations.
 - Spinal cord injuries.
 - Herniated disk or spinal cord tumor.

Campus laboratory

- Students will review and practice intravenous push and intravenous piggyback infusions.
- Practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 40 and 41.

Week 7

Lecture

Topics include:

- Nursing care of patients with intracranial disorders.
 - Altered level of consciousness.
 - Coma states and brain death.
 - Increased intracranial pressure.
 - Headache.
 - Seizure disorder.
 - Head trauma or tumor.
- Nursing care of patients with neurological disorders.
 - Alzheimer's disease.
 - Multiple Sclerosis.
 - Parkinson's disease.
 - Huntington's disease.
 - Amyotrophic lateralizing sclerosis.
 - Myasthenia gravis.
 - Rabies, tetanus, and botulism.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Mid term Clinical Performance Evaluation.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 42 and 43.

Week 8

Lecture

Examination

Topics include:

- Assessing patients with nutritional and gastrointestinal disorders.
- Nursing care of clients with nutritional disorders.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to two patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and

function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 19 and 20.

Week 9

Lecture

Topics include:

- Care of patients with upper GI disorders.
 - Stomatitis.
 - Oral cancer.
 - Gastroesophageal reflux disease.
 - Peptic ulcer disease.
 - Cancer of the stomach.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapter 21.

Week 10

Lecture

Topics include:

- Care of patients with gallbladder, liver and pancreatic disorders.
 - Cholelithiasis and cholecystitis.
 - Cancer of the gallbladder.
 - Hepatitis.
 - Cirrhosis.
 - Cancer of the liver.
 - Pancreatitis.

Campus laboratory

Students will practice insertion and maintenance of nasogastric tubes.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and

function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapter 22.

Week 11

Lecture

Topics include:

- Assessing patients with bowel elimination disorders.
 - Anatomy and physiology review.
 - Assessment of bowel function.
- Nursing care of patients with bowel disorders.
 - Diarrhea, constipation and irritable bowel syndrome.
 - Peritonitis.
 - Appendicitis.
 - Gastroenteritis.
 - Diverticular disease.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 23 and 24.

Week 12

Lecture

Examination

Topics include:

- Assessing patients with urinary system disorders.
 - Normal anatomy and physiology.
- Nursing care of patients with urinary tract disorders.
 - Patients with urinary tract infection.
 - Patients with urinary calculi.
 - Patients with urinary tract tumor.
 - Patients with urinary retention, neurogenic bladder, or incontinence.

Campus laboratory

Students will practice insertion and care of Foley and straight catheters and irrigation of urinary catheters.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 25 and 26.

Week 13

Lecture

Topics include:

- Nursing care of patients with kidney disorders.
 - Congenital malformations.
 - Polycystic kidney disease.
 - Glomerular disorders.
 - Vascular kidney disorders.
 - Acute renal failure.
 - Chronic renal failure.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapter 27.

Week 14

Lecture

Examination

Topics include:

- Responses to altered visual and auditory function.
- Nursing care of patients with eye and ear disorders.
 - Age related vision changes.
 - Eye trauma.
 - Glaucoma.
 - Macular degeneration.
 - Diabetic retinopathy.
 - Acute and chronic otitis media.
 - Mastoiditis.
 - Age related hearing changes.

Campus laboratory

Students will practice nursing skills and practice calculating medication dosages and IV infusion rates.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 44 and 45.

Week 15

Lecture

Topics include:

- Responses to altered sexual and reproductive function.
 - Assessing patients with reproductive system disorders.
 - Nursing care of men with reproductive disorders.
 - Nursing care of men with reproductive disorders.
 - Nursing care of patients with sexually transmitted infections.

Campus laboratory

Math competency exam. Requires 87% to pass.

Passing grade is required to successfully complete NUR 1040.

Skills competency.

Clinical experience

Students will be assigned to provide care for one to three patients in a medical-surgical setting. Complexity of care for assigned patients will advance throughout the semester, based on the discretion of the clinical faculty/preceptor. Students are expected to coordinate the plan of care with the health care team and function within the team as a member of the team to assure safe quality patient care.

Final Clinical Performance Evaluation.

Reading assignment

Medical-surgical nursing: Critical thinking in patient care, Chapters 46, 47, 48, and 49.

Week 16

Lecture

Final Examination.

Course Requirements

To successfully complete this course, the student must:

1. Complete required nursing assessment and nursing care plans.
2. Achieve a satisfactory evaluation of skills application within campus laboratory and clinical laboratory.

3. Develop a teaching plan utilizing SCDTN.
4. Develop a dietary plan.
5. Achieve a grade of “C” or better on all examinations and quizzes.

Policies

Progression

Once enrolled in the Associate Degree Nursing program, the student must achieve a grade of “C” or better in each nursing course (NUR) listed in the program curriculum. All nursing courses required for the program must be completed within four years from the date of enrollment in the first nursing course.

Failing Grades

A grade less than “C” for any nursing course (NUR) counts as a failing grade. A student who earns a grade of less than a “C” in a nursing course must repeat the course and earn a grade of “C” or better before proceeding to the next nursing course(s). A student who earns a failing letter grade in two required nursing courses will be academically dismissed from the program. A student failing the same course twice will also be academically dismissed.

Course Withdrawal

Failure to officially withdraw from the course will result in an automatic “F.” Please follow official College procedure for withdrawing from this or any course. Students withdrawing from a nursing course (NUR) before completing the seventh week of the course, will obtain a withdraw pass which will not count as a course failure. Students who withdraw after the seventh week of the nursing course and who do not have a “C” average will be considered as withdraw failing. This will count as a course failure. Students are not permitted to withdraw more than twice from the same nursing course. Students who withdraw from a nursing course must meet with the Nursing Coordinator to request readmission into the course.

Support Services

The College offers a number of support services to assist students to be successful in this course and all courses. Among these services are the Writing & Math Center located in B105; the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs; the computer labs; and the computers in the atriums.

Any student who needs an accommodation based on the documentation of a disability should contact the Office of Learning Support Services (OLSS) privately to discuss his/her specific issues. Please contact the OLSS at (419) 559-2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).