



Course Syllabus

Course #: 2010 Course Name: Medical-Surgical Nursing II

Division: Arts and Sciences

Class Days:

Class Time:

Location: Classroom:

Laboratory: **Clinical Hours 9**

Credit Hours: 6

Contact Hours: 12

Lab Hours:

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 that affect the immune system, cardiovascular, respiratory, renal and neurological function. Emphasis is placed on recognition of self-care deficits and development and initiation of a plan of care with collaboration of the health care team, and in evaluating care outcomes to revise the plan of care as required. The course includes lecture, campus based practice labs and assignments in health care agencies. 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 increasingly complex technical skills, developing more advanced skill at assessment of self-care deficit in the patient population, and improved skill at developing a plan of care directed at helping patients develop broader self-care or dependent care agency, or providing appropriate nursing care to manage health deviation requisites.

Prerequisite(s):

- Successful completion (“C” or Better) of NUR 1010, Fundamentals of Nursing
- Successful completion (“C” or Better) of NUR 1020, Nursing Concepts and Assessment
- Successful completion (“C” or Better) of NUR 1040, Medical-Surgical Nursing I; or NUR 1030, Nursing Transitions
- Successful completion (“C” or Better) of NUR 1050, Nursing Pharmacology

Corequisite(s): None

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.
- 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 client care* (3rd ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
- Burke, K. & Lemone, P. (2004). *Clinical handbook for medical-surgical nursing: Critical thinking in client 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 NUR 2010, Medical-Surgical Nursing II, 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. Calculate medication dosage; demonstrate ability to convert from apothecary to metric measurements, calculate IV infusion rates accurately.
3. Identify cultural differences and similarities.
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 the ability to safely and effectively provide care to medical surgical patients across a range of settings.
2. Demonstrate knowledge of common alterations in health.
3. Demonstrate responsibility and accountability.
4. Provide safe and effective nursing care that meets professional standards.

5. Provide culturally sensitive, holistic care that addresses the needs of diverse populations across the health care continuum in a variety of settings.
6. Collaborate with health professionals in the provision of care.
7. Apply evidence-based knowledge from nursing and related sciences as a basis for practice.
8. Facilitate health promotion, health maintenance, risk reduction, and health restoration for adults and older adults.
9. Use principles of therapeutic communication with patients and their families/significant others.
10. Apply critical thinking skills in nursing practice.
11. Integrate relevant theories into the provision of care.
12. Use principles of teaching and learning in providing patient instruction.
13. Adapt nursing care to developmental and functional level of patients.
14. Apply age-appropriate norms in interpretation of assessment data.

Assessment of Student Learning:

Student assessment will focus on two areas: classroom performance and clinical laboratory performance. Students will be evaluated as follows:

Classroom Performance

- Written tests and quizzes throughout the term will measure the level of student understanding and knowledge of the content.
- Apply content theories as the basis for the application of nursing skills based on patient assessment and needs.
- SCDTN as applied to nursing intervention at this level will be part of the testing process.

Clinical Experience

- Evaluation of nursing skills practiced and developed in the campus laboratory setting and in the health care setting using a clinical performance evaluation tool that addresses specific skills and techniques.
- On going performance reviews throughout the term to provide the opportunity to adapt and adjust clinical techniques.
- Having the student meet with the clinical faculty to share and discuss the clinical performance review at midterm and at the end of the term.

Plan of Work:

<u>Session</u>	<u>Date</u>	<u>Activities</u>
Week 1	Fall 2007	<u>Lecture</u> Topics include: <ul style="list-style-type: none"> • Assessing Patients with Respiratory Disorders. <ul style="list-style-type: none"> ○ Review of normal anatomy and physiology. ○ Assessment of respiratory function. <u>Clinical experience</u> Students will attend campus laboratory for clinical time to practice skills related to the care of central lines and vascular access devices; drawing blood from a central line; and administering medications via a central line or vascular access device. <u>Reading assignment</u> <i>Medical-surgical nursing: Critical thinking in client care,</i> Chapter 34.

Week 2

Lecture

Topics include:

- Nursing care of patients with upper respiratory disorders.
 - Sinusitis, tonsillitis, pharyngitis.
 - Diphtheria.
 - Pertussis.
 - Nasal trauma and epistaxis.
 - Laryngeal trauma or obstruction.
 - Obstructive sleep apnea.

Clinical experience

Students will attend campus lab for clinical time to practice skills related to tracheostomy care; suctioning a tracheostomy tube; and care of patients with thoracotomy (chest) tubes.

Reading assignment

Medical-surgical nursing: Critical thinking in client care, Chapter 35.

Week 3

Lecture

Topics include:

- Nursing care of patients with lower respiratory disorders.
 - Acute and chronic bronchitis.
 - Pneumonia.
 - Severe acute respiratory syndrome.
 - Tuberculosis.
 - Anthrax.
 - Asthma.
 - Chronic obstructive pulmonary disease.
 - Cystic fibrosis.
 - Sarcoidosis.
 - Pulmonary embolism.
 - Pulmonary hypertension.
 - Acute respiratory failure.
 - Pneumothorax, hemothorax and trauma.
 - Occupational lung disorders and inhalation injuries.

Clinical experience

Orientation to the clinical health care 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 client care, Chapter 36.

Week 4

Lecture

Examination

Topics include:

- Assessing patients with cardiac disorders
 - Review of normal anatomy and physiology.
 - Assessing cardiac function.
- Nursing care of patients with coronary heart disease.
 - Angina pectoris.
 - Acute myocardial infarction.

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 client care, Chapter 28.

Week 5

Lecture

Topics include:

- Nursing care of patients with coronary heart disease (continued).
 - Acute myocardial infarction.
 - Sudden cardiac death.
 - Cardiac dysrhythmia.

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 client care, Chapter 29.

Week 6

Lecture

Topics include:

- Nursing care of patients with cardiac disorders.
 - Heart failure.
 - Pulmonary edema.
 - Rheumatic fever and rheumatic heart disease.
 - Infective endocarditis.

- Myocarditis.
- Pericarditis.
- Valvular heart disease.
- Cardiomyopathy.

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 client care, Chapter 30.

Week 7

Lecture

Examination

Topics include:

- Nursing care of patients with altered immunity.
 - Autoimmune disorders.
 - Tissue transplants.
 - HIV infection.
- Assessing patients with hematologic, peripheral vascular and lymphatic disorders.
 - Review of anatomy and physiology.
 - Assessing peripheral vascular and lymphatic function.

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.

Midterm Clinical performance review

Reading assignment

Medical-surgical nursing: Critical thinking in client care, Chapter 9 and 31.

Week 8

Lecture

Topics include:

- Nursing care of patients with hematologic disorders
 - Physiology of red blood cells.
 - Anemia.
 - Polycythemia.
 - Thrombocytopenia.
 - Disseminated intravascular coagulation.

- Hemophilia.
- Physiology of white blood cells.
 - Neutropenia.
 - Mononucleosis.
 - Leukemia.
 - Multiple myeloma.
 - Malignant lymphoma.

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 client care, Chapter 32.

Week 9

Lecture

Topics include:

- Nursing care of patients with peripheral vascular and lymphatic.
 - Primary and secondary hypertension.
 - Acute arterial occlusion.
 - Peripheral atherosclerosis.
 - Raynaud's disease.
 - Thromboangiitis obliterans.
 - Venous thrombosis.
 - Chronic venous insufficiency.
 - Varicose veins.
 - Lymphadenopathy and lymphedema.

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 client care, Chapter 33.

Week 10

Lecture

Topics include:

Examination.

Guest speaker: Registered Respiratory Therapist to discuss

oxygen supplementation devices and ventilator care.

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.

Week 11

Lecture

Topics include:

- Assessing patients with endocrine disorders.
 - Anatomy and physiology of the endocrine glands.
 - Assessing endocrine function.
- Nursing care of patients with endocrine disorders.
 - Hyperthyroidism.
 - Hypothyroidism.
- Assessing patients with altered immunity. Assessment and care of patients with health deviation requisites related to altered immunity.

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 client care,
Chapter 16 and 17.

Week 12

Lecture

Topics include:

- Nursing care of patients with endocrine disorders (continued).
 - Cancer of the thyroid.
 - Hypoparathyroidism.
 - Hypercortisolism.
 - Chronic adrenal insufficiency.
 - Pheochromocytoma.
 - Disorders of the anterior and posterior pituitary gland.

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 client care, Chapters 16, 17, and 18.

Week 13

Lecture

Topics include:

- Nursing care of patients with burns.
 - Types of burns.
 - Burn classification.
 - Burn wound healing.
 - Pathophysiology of minor burns.
 - Pathophysiology of major burns.

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 client care, Chapter 15.

Week 14

Lecture

Topics include:

- Nursing care of patients experiencing trauma and shock.
 - Components of trauma.
 - Types of trauma.
 - Effects of traumatic injury.
 - Physiology of shock.
 - Stage I.
 - Stage II.
 - Stage III.
 - Types of shock.
 - Cardiogenic.
 - Obstructive.
 - Distributive.

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 client care,
Chapter 6.

Week 15

Lecture

Topics include:

Examination.

Review for final.

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.

Final Clinical Performance Evaluation

Week 16:

Lecture

Final Examination

Course Requirements

To successfully complete this course, the student must:

1. Complete patient history and physical assessment.
2. Achieve a “C” average or better on all tests and quizzes.
3. Complete all clinical assignments at a satisfactory level.
4. Complete case study assignments.
5. Achieve a grade of 87% or better on math quizzes.
6. Complete assigned care plans.
7. Develop a teaching plan.
8. Develop a nutrition plan.

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).