GROSSMONT COLLEGE

Official Course Outline

NURSING 230 – MEDICAL SURGICAL NURSING III

1. Course Number Course Title Semester Units Semester Hours

NURS 230 Medical Surgical 8 3.5 hours lecture*:* 56-63 hours

Nursing III 14 hours lab: 224- 252 hours

112-126outside-of-class hours for lecture

392-441total hours

2. Prerequisites

A “C” grade or higher in Nursing 220 and 222 or equivalent.

Corequisite

None.

Recommended Preparation

None.

3. Catalog Description

This course focuses on the nursing theory and nursing management of adult patients across the lifespan with multi system alterations in health which are more complex than those studied previously. There is an emphasis on diseases and disorders in the cardiac, pulmonary, vascular, and neurologic systems. There is a strong emphasis on the application of critical thinking and clinical decision-making in high acuity settings. The course also offers a campus laboratory designed to teach the students technical skills necessary to manage high acuity patients. Advanced airway management, ventilator management, hemodynamic monitoring, ECG interpretation, advanced neuro assessment, and other complex skills are presented. Concurrent clinical experience is in acute care and critical care settings. Concepts related to current issues in nursing as well as those related to the role transition from student to new graduate will also be integrated throughout the course. This is a required course for the Nursing Program.

4. Course Objectives

The student will:

**Knowledge:**

1. Evaluate nursing roles in assuring coordination, integration, and continuity of care for patients from culturally diverse backgrounds experiencing complex multi-system alterations in health. (N)
2. Analyze how safety, quality, and cost effectiveness of health care can be improved through the active involvement of patients and families in high acuity settings. (N, P, E)
3. Distinguish contributions of other individuals and other health care team members in helping patient/family achieve positive health outcomes. (H, P, )
4. Evaluate how the strength and relevance of available evidence influences the choice of interventions in the provision of patient-centered care in high acuity settings for patients with complex multi-systemhealth problems. (N, E)
5. Discuss the importance of effective leadership and followership for the new nurse. (N, E)
6. Describe how nurse practice acts guide nursing practice. (N, E)

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Course Objectives: **Knowledge** (continued)

1. Discuss ethical issues in healthcare. (N, P, E)
2. Analyze approaches for conflict resolution among patients, families, and members of the healthcare team. (N, P, E)
3. Discuss aspects of transitioning from a student nurse to a licensed registered nurse in a variety of health care settings. (N, E)

**Skills:**

1. Plan, implement and evaluate nursing care, setting priorities for complex medical-surgical patients requiring urgent interventions. (N)
2. Assess patient values, preferences, and expressed needs as part of the clinical interview, implementation of the plan of care, and evaluation of care. (N, P, E)
3. Implement safe practices that minimize risks associated with handoff communication for high acuity patients among providers and across transitions in care. (N, E)
4. Perform complex nursing interventions to meet the physiologic, psychosocial, spiritual, and cultural needs of patients in high acuity settings. (H, N, P, E)
5. Analyze EKG rhythm strips in simulation and clinical practice. (N, P)
6. Utilize standards of professionalism and accountability to maintain and support patient advocacy. (N, P)
7. Demonstrate appropriate delegation to unlicensed personnel. (N, E)
8. Create effective boundaries for therapeutic patient relationships with complex patients from diverse and geriatric populations. (N, P)
9. Utilize critical thinking skills in making safe clinical nursing judgments when providing patient-centered nursing care for multiple patients in acute care and critical care settings. (N, P)
10. Design individualized plan of care for high acuity patients based upon the patient values, clinical expertise and evidence. (N, P)
11. Complete patient documentation utilizing the electronic health record (EHR) in a timely manner. (N)
12. Provide patient-centered care for multiple adult and geriatric patients including those with complex cardiopulmonary and circulatory disorders. (N)
13. Analyze legal and ethical issues pertaining to nursing/medical interventions for the patient in the acute and critical care settings. (N, E)

**Attitudes:**

a. Willingly support patient-centered care for individuals and groups whose values differ from their own. (N, P)

b. Respect the unique attributes that members bring to a healthcare team, including variations in professional orientations and accountabilities. (N)

c. Appreciate continuous quality improvement as an essential part of the daily work of all health professionals. (N, E)

d. Value the relationship between national safety campaigns and implementation in high acuity clinical settings. (E)

e. Value technologies that support clinical decision-making, error prevention, and care coordination in high acuity settings. (E)

f. Appreciate caring in relationships with patients and families with cardiopulmonary and circulatory disorders. (N, P)

g. Seek learning opportunities with patients who represent all aspects of human diversity. (N, E)

h. Value active partnerships with patients or designated surrogates in planning, implementation, and evaluation of care. (N, P)

i. Appreciate the risks associated with handoffs among providers and across transitions in care. (N, E)

j. Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills. (N)

KEY:

Concept Objective

H = Health Domain Knowledge: H; Skills: A,D,L

N = Nursing Domain Knowledge: A,B,D,E,F,G,H; Skills: A,B,C,D,E,F,G,H,I,J,K,L,M,N

Attitudes: A,C,F,G,H,I,J

P = Person Domain Knowledge: B,C,G,H; Skills: A,B,D,E,F,G,J,K.L,N; Attitudes: A,F,H

E = Environment Domain Knowledge: B,C,D,E,F,G,H,I; Skills: A,B,C,D,H,O; Attitudes: D,E,G,I

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5. Instructional Facilities

1. Standard classroom.
2. Nursing skillslaboratory.
3. Computer laboratory.
4. Selected clinical facilities.
5. High fidelity simulation laboratory.

6. Special Materials Required of Student

1. Digital storage device.
2. Grossmont College nursing student uniform with embroidery.
3. Grossmont College photo ID namebadge.
4. Bandage scissors.
5. Watch with second hand indicator~~.~~
6. Stethoscope.
7. Penlight
8. EKG calipers.
9. I-clicker2.
10. Reliable transportation to clinical facilities.

7. Course Content

a. Introduction to ECG Interpretation.

b. Sinus rhythms.

c. Atrial and junctional rhythms.

d. Ventricular rhythms.

e. Heart blocks.

f. 12 lead ECG.

g. Acute Coronary Syndrome and MI.

h. Cardiac surgery and cardiac catheterization.

i. Nursing management of the patient post cardiac catheterization.

j. Nursing management of the patient post open heart surgery.

k. Nursing management of the patient with advanced heart failure.

l. Structural and infective disorders.

m. Advanced assessment with emphasis on abnormalheart and lung sounds.

n. Acute pulmonary diseases with respiratory failure.

o. Airway management

p. Nursing management of the patient with an endotracheal/ tracheostomy tube.

q. Nursing management of patients with mechanical ventilation.

r. Chest trauma and thoracic injuries.

s. Nursing management of the patient with chest tubes.

t. Defibrillation, cardioversion, and pacemakers.

u Crash cart and emergency medications.

v. ACLS overview.

w. Rapid response simulation.

x. Peripheral vascular disorders and heparin protocol.

y. Hemodynamics and central lines.

z. Head trauma and brain injuries.

aa. Aneurysms and AVM.

bb. Nursing management of the patient with increased ICP.

cc. Management of shock.

dd. Burns.

ee. Nursing practice and the law.

ff. Nursing ethics and morals.

gg. Delegation and prioritization of patient care.

hh. Conflict resolution.

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7. Course Content (continued)

ii. Issues of quality and safety.

jj. Role transition.

8. Method of Instruction

1. Lecture.
2. Discussion.
3. Multimedia resources**.**
4. Demonstration.
5. Critical thinking activities such as concept mapping.
6. Case studies.
7. Role playing.
8. Student presentations.
9. Supervised nursing care.
10. Clinical conferences.
11. Clinical simulation.

9. Methods of Evaluating Student Performance

1. Written evidence-based research assignments.
2. Quizzes.
3. Computerized examinations including a final.
4. Clinical skills competency testing.
5. Verbal questioning.
6. Supplementary assignments (See outside assignments).
7. Student self-evaluation.
8. Clinical evaluation.
9. Clinical simulation.
10. Written clinical plan of care.
11. Clinical written learning activities such as patient data sheets, clinical reasoning questions, and medication information worksheets.
12. Clinical weekly and final evaluations
13. Professional portfolio

10. Outside Class Assignments

1. Practice of nursing skills.
2. Evidence-based assignments on topics such as medication administration safety and nursing interventions in the critical care environment.
3. Clinical skills competency testing such as physical assessment and peripheral vascular assessment.
4. Clinical paperwork such as patient data sheets, clinical reasoning worksheets, medication worksheets, and reflections of float experiences such as cardiac cath lab or ICU.
5. Evidence-based plan of care based upon the patient assignments in the clinical setting.
6. Video viewing of topics such as care of the tracheostomy patient, chest tube insertion, and ECG interpretation.

g. Kaplan focused reviewexams.

h**.** Remediation assignments based upon NCLEX practice exams such as the Kaplan integrated exam.

i. Assigned readings from nursing textbooks and reference articles related to a variety of nursing topics.

j. NCLEX practice questions.

k. Community Service such as blood drives, first aid for public events, and Operation Stand Down.

11. Texts

* 1. Required Text(s):

(1) Hinkle, J.L. & Cheever, K.H. Brunner & Suddarth's Textbook of Medical-Surgical

Nursing (14th ed.). Philadelphia: Wolters Kluwer. 2018

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11. Texts (continued)

(2) Walraven, Gail. *Basic Arrhythmias.* 7th edition. Upper Saddle River, New Jersey: Pearson. 2011.

(3) Karch, A.M. *Focus on Nursing Pharmacology*. 6th edition. Philadelphia, PA: Lippincott Williams & Wilkins. 2013.

(4) Arikian, V.P. et. al. *The Basics.* Kaplan, Inc.2015

(5) Irwin, B.J. *NCLEX RN Content Review Guide*. 4th edition. Kaplan, Inc. 2016

(6) *Grossmont College Nursing Student Handbook*, 2018-2019.

b. Supplementary texts and workbooks:

* 1. Pagana, K. D. & T. J. Pagana. *Mosby’s Manual of Diagnostic and Laboratory Tests.* 5th edition. St. Louis, MO. 2014.
  2. *Davis’s Drug Guide for Nurses*, 14th edition. Philadelphia, PA: Lippincott. 2015.
  3. Matkovich, S. *APA Made Easy*, 3rd edition. Retrieved from: [www.youversustheworld.com](http://www.youversustheworld.com). 2015.
  4. Engel, M. *I’m Here: Compassionate Communication in Patient Care.* Orlando, FL: Phillips Press. 2010.

Addendum: Student Learning Outcomes

Upon completion of this course, the students will be able to do the following:

a. Integrate knowledge of biopsychosocial theories and concepts when providing patient care by: (1) applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role, and by (2) formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan.

b. Integrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: (1) Provider of Care, (2) Manager of Care, and (3) Member within a Discipline by satisfactorily performing the complex roles, skills, and responsibilities of a second-year student in the

categories of Provider of Care, Manager of Care, and Member within a Discipline.

c. Implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.

d. Select evidence-based research to provide quality health care, initiate change and improve nursing practice by:

(1) Implementing evidence-based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.

(2) Evaluating the importance and effectiveness of evidence-based research in nursing practice.

e. Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

(1) Integrating communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role.

(2) Collaborating with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the life span.

f. Distinguish the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice by:

(1) Assuming responsibility and accountability for the student’s nursing action(s) as they undertake the role of the professional nurse.

(2) Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics.

g. Support the importance of life-long learning and quality improvement as part of their professional commitment to the nursing profession by assuming responsibility and commitment for lifelong learning in the areas of evidence-based healthcare, informatics, practice-based learning, self-reflection and assessment as the student undertakes the role of the professional registered nurse.

Date approved by the Governing Board: December 11, 2018