GROSSMONT COLLEGE

Official Course Outline

NURSING 130 – MEDICAL SURGICAL NURSING I

 1. Course Number Course Title Semester Units Semester Hours

 NURS 130 Medical Surgical 5 3 hours lecture: 48-54 hours

 Nursing I 6 hours lab: 96-108 hours

 96-108 outside-of-class hours

 for lecture

 240-270 total contact hours

 2. Prerequisites

Admission to the Registered Nursing Program.

Corequisite

None.

Recommended Preparation

None.

 3. Catalog Description

This course focuses on the biological, psychological, social, cultural and spiritual changes patients and their families experience from diagnosis through treatment of acute and chronic medical conditions. This course builds on previous coursework, utilizing the nursing process, therapeutic communication and critical thinking in meeting the health care needs of adult individuals and families across the healthcare continuum. The focus is on adult patients throughout the lifespan. Emphasis is placed on genitourinary, orthopedic, neurologic, and gastrointestinal disorders requiring surgery. Concepts of evidence-based practice will be integrated throughout the course. Concurrent clinical experiences in acute care settings, the operating room and post-anesthesia care units are designed to reinforce concepts learned and practiced during the course. This is a required course for the Nursing Program.

 4. Course Objectives

 The student will:

**Knowledge**

a. Integrate awareness of multiple dimensions of patient-centered care for the patient with acute and chronic medical conditions. (N)

 b. Explore ethical and legal implications of patient-centered care. (N, P, E)

 c. Describe own strengths, limitations, and values in functioning as a member of a team. (N, E)

 d. Discuss principles of effective communication in the acute careenvironment. (N, P, E)

 **Skills**

a. Implement nursing assessment techniques for the patient with acute and chronic medical conditionsto determine a patient’s state of health. (H)

 b. Communicate patient values, preferences, and expressed needs to other members of the health care team. (N)

 c. Provide patient-centered care for the patient with sensitivity and respect for the diversity of human experience. (P, E)

 d. Analyze patient data before and during each clinical experience developing critical thinking skills in prioritizing a plan of care. (N)

 e. Plan and document patient care in an electronic health record for the patient. (N, P)

f. Develop a sense of inquiry in implementing the nursing process in clinical practice for the patient with acute and chronic medical conditions. (N)

 g. Demonstrate competency in the professional nursing roles: Provider of Care, Manager of Care, and Member

 within a Discipline. (N)

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 4. Course Objectives (continued)

 h. Provide an individualized plan of care for patients based upon the patient values, clinical expertise and evidence. (N, P)

 i. Function competently within own scope of practice as a member of the health care team.. (N)

 j. Demonstrate effective use of technology and standardized practices that support safety and quality. (N)

 **Attitudes**

 a. Value the concept of evidence-based practice as integral to determining best clinical practice. (N)

 b. Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds. (P, E)

 c. Appreciate caring in relationships with patients and families. (P)

 KEY:

 Concept Objective

 H = Health Domain Skills: A

 N = Nursing Domain Knowledge: A,B,C,D Skills: B,D,E,F,G,H,I,J Attitudes: A

 P = Person Domain Knowledge: B,D Skills: C,E,H Attitudes: B,C

 E = Environment Domain Knowledge: B,C,D Skills: C Attitudes: B

 5. Instructional Facilities

a. Standard classroom.

 b. Nursing skills laboratory**.**

 c. Computer laboratory.

 d. Selected clinical facilities.

 e. 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. I-clicker 2
9. Reliable transportation to clinical facilities**.**

 7. Course Content

1. Preoperative Nursing.
2. Assessment and teaching.
3. Herbal Interactions.
4. Intraoperative Nursing: Surgical Environment, Staff, Precautions.
5. Postoperative Nursing.
6. Stress Response.
7. Pain Management: Analgesics and Herbal Therapies.
8. Post-op complications.
9. Rheumatic Disorders.
10. Osteoarthritis.
11. Hematologic Function and Disorders: A&P review, Blood Cell types and functions.
12. Blood component therapy.

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7. Course Content (continued)

 m. Musculoskeletal Disorders: Osteoporosis, Osteomyelitis.

 n. Musculoskeletal Trauma and Surgery: Fractures, Joints, and Compartment syndrome**.**

 o. Upper GI diseases.

 p. Esophageal Issues: Gastroesophageal Reflex Disease, Barrett’s esophagus, strictures, achalasia.

 q. G-Tubes/J-Tubes

 r. Ulcers, Gastritis, Peptic Ulcer Disease, BiIlroths, Obesity, Cancer.

 s. Lower GI disease: Irritable Bowel Syndrome, Appendectomy, Diverticulitis, Ulcerative Colitis, Crohn’s, Colorectal Cancer, Small Bowel Obstruction.

 t. Cholecystecomy, Pancreatitis.

 u. Ostomies.

 v. Renal and urinary tract function.

 w. Acute Renal Failure, Kidney transplant, dialysis, AV fistula.

 x. Men’s Health: Prostate – Benign Prostatic Hypertrophy and cancer, Transurethral Resection of the Prostate, Testes and Adjunct Structures.

 y. Urinary Disorders, Urinary Tract Infection, Urinary Retention, Stones, Trauma, Cancer, Diversions, dd. Cystoscopy, Lithotripsy.

 z. Women’s Health: Breast Disorders, Cysts, Cancer, Surgeries, Reconstruction, Ovarian, Uterine, and Cervical Cancers, Hysterectomy.

 aa. Nasogastric tube insertion, medication administration and feeding

 bb. Spinal cord injury

 cc. Intracranial surgery

 8. Method of Instruction

 a. Lecture.

 b. Discussion.

 c. Multimedia resources.

 d. Demonstration.

 e Critical thinking activities such as concept mapping.

 f. Case Studies.

 g. Role playing**.**

h. Student presentations.

 i. Supervised nursing care.

 j. Clinical conferences.

 k. Clinical simulation.

 9. Methods of Evaluating Student Performance

 a. Writtenevidence-based research assignments.

 b. Quizzes.

 c. Computerized examinations including a final..

 d. Clinical skills competency testing.

 e. Verbal questioning.

 f. Supplementary assignments (See outside assignments).

 e. Student self-evaluation.

 f. Clinical evaluation.

 g. Clinical simulation.

 e. Written clinical plan of care.

 h. Clinical written learning activities such as patient data sheets, clinical reasoning questions, and medication information worksheets.

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10. Outside Class Assignments

 a. Practice of nursing skills.

1. Evidence-based assignments on topics such as musculoskeletal surgeries, male reproductive problems, spinal cord injuriesand ostomies.

 c. Clinical skills competency testing such as physical assessment of the post-operative patient, blood administration, administration of tube feedings, and patient-controlled analgesia.

 d. Clinical paperwork such as patient data sheets, clinical reasoning worksheets, medication worksheets, and reflections of float experiences such as a report of general surgery.

 e. Evidence-based plan of care based upon the patient assignments in the clinical setting.

 f.. Video viewing of topics such as staging of breast surgery, spinal surgery, intracranial surgeryand artificial hip replacement surgery.

 g. Kaplan focused review exam.

 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 working with flu clinics, food banks, the homeless population, and senior citizens.

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.

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

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

(4) *Grossmont College Nursing Student Handbook*. El Cajon, CA: Grossmont College. 2018-2019.

1. Supplementary texts and workbooks:

 (1) Pickar, G. D*. Dosage Calculations: A Ratio-Proportion Approach*. 3rd edition. San Francisco, CA: Delmar. 2011.

 (2) Pagana, K. D. & T. J. Pagana. *Mosby’s Manual of Diagnostic and Laboratory Tests.* 5th edition. St. Louis, MO. 2014.

 (3) *Davis’s Drug Guide for Nurses*, 14th edition. Philadelphia, PA: Lippincott. 2015.

 (4) Matkovich, S. *APA Made Easy*, 3rd edition. Retrieved from: [www.youversustheworld.com](http://www.youversustheworld.com). 2015.

 (5) 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:

* 1. Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.

 b. Demonstrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles: (a) Provider of Care, (b) Manager of Care, and (c) Member within a

Discipline by satisfactorily performing the basic clinical competencies of a first-year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

c. Demonstrate 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 applying the knowledge and critical-thinking skills developed to safely provide basic patient care.

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

 utilizing evidence-based research in the planning and implementation of basic nursing care.

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Addendum: Student Learning Outcomes (continued)

 e. 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) Utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice the professional registered nursing role.

(2) Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the lifespan.

f. Implement the role of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice by acting as a patient advocate and recognizing and adhering to the responsibility and accountability as a nurse in accordance with the role of the professional nurse.

1. Demonstrate the importance of lifelong learning and quality improvement as part of the professional commitment to the nursing profession by promoting collaboration and the development of lifelong learning skills as they begin the role of the professional registered nurse.

Date approved by the Governing Board: December 11, 2018