Modesto Junior College
Course Outline of Record
NURSE 267

I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

NURSE 267 Nursing Process: Adv. Medical - Surgical 11 Units

Prerequisite: Satisfactory completion of NURSE 265 and NURSE 266.
Corequisite: Concurrent enrollment in NURSK 800.

Includes advances in medical/surgical concepts and principles in the nursing process. Promotes role transition from student nurse to professional nursing through a clinical preceptorship. The student is responsible for all the clinical skills learned in previous semesters, acquires new skills and takes a clinical competency test in the acute care setting. The 5 1/2 week, 180-hour preceptorship is the capstone of the nursing program, encompassing all the clinical, technical and critical thinking skills learned in the program, and emphasizing leadership in management of patient care. In preceptorship, the student works directly with a registered nursing preceptor in the acute care facility.

Materials Fee Required

Field trips are not required. (A-F Only) Lecture /Lab
Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Orientation to course content
      1. Review syllabi for course content and assignments
      2. Address quiz and test policies

   B. Nursing process using the Roy Adaptation Model
      1. Gastrointestinal system
      2. Renal system
      3. Musculoskeletal system
      4. Burns
      5. Nervous system
      6. Endocrine system
      7. Hepatic-biliary system
      8. Pain management

   C. Orientation to Preceptorship
      1. Role of preceptor and preceptee
      2. Written assignments
      3. Needs conference

   D. Current Issues and Trends in Nursing
      1. Ethics as they relate to nursing and health issues
      2. Decision-making tools used in dilemma/conflict resolution
      3. Nursing interaction with clients and family
      4. Sensitivity to social, spiritual, sexual, and cultural diversity among clients

   E. Explore professional behavior and development
1. Entry level behaviors in nursing practice
2. Impact of research and technology on nursing practice
3. Expanded role of the nurse
4. Educational opportunities and professional development

2. **Required Lab Content:**

A. Orientation to lab/clinical content
   1. Review syllabi for course lab content and assignments

B. Nursing process using the Roy Adaptation Model
   1. Gastrointestinal system
   2. Renal system
   3. Musculoskeletal system
   4. Burns
   5. Nervous system
   6. Endocrine system
   7. Hepatic-biliary system
   8. Pain management

C. Orientation to Preceptorship
   1. Role of preceptor and preceptee
   2. Written assignments
   3. Needs conference

D. Current Issues and Trends in Nursing
   1. Ethics as they relate to nursing and health issues
   2. Decision-making tools used in dilemma/conflict resolution
   3. Nursing interaction with clients and family
   4. Sensitivity to social, spiritual, sexual, and cultural diversity among clients

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of NURSE 265 and NURSE 266.

2. **Co-requisites**

   Concurrent enrollment in NURSK 800.

3. **Requisite Skills**

   Before entering the course, the student will be able to:
   
   a. Demonstrate knowledge of principles and concepts of med-surg nursing process
   b. Demonstrate knowledge of cardiovascular, immunological, pulmonary, oncologic, hematological, and mental health nursing
   c. Demonstrate knowledge of acute hospital setting
   d. Demonstrate knowledge of hospice services

C. **HOURS AND UNITS**

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<th>11 Units</th>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Collaborative learning experiences
3. Guided Discussions
4. Audio-Visual materials
5. Simulated lab activities

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

1. Analyze Case Studies- 2-4/weekly
2. Assess patient care needs- 2-4/weekly
3. Diagnose patient problem- 2-4/weekly
4. Design plan of care for patient- 2-4/weekly
5. Implement plan of care for patient- 2-4/weekly
6. Evaluate outcome of patient's plan of care- 2-4/weekly
7. Patient Simulation Lab- 5.5 hours/term
8. Computer Programs- 13 per term
9. Study for tests and quizzes weekly
10. Daily reading of assigned texts and/or journal articles

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. Analyze Case Studies- weekly
2. Assess patient care needs- weekly
3. Diagnose patient problem- weekly
4. Design plan of care for patient- weekly
5. Implement plan of care for patient- weekly
6. Evaluate outcome of patient's plan of care- weekly
7. Patient Simulation Lab- 5.5 hours/term
8. Computer Programs- 13 per term

Numbers 1-7 comprise the steps necessary to provide complete nursing care to a patient or a group of patients. The students progress through the semester by increasing the number and complexity of patient for whom they provide care.

In order to complete numbers 1-7, the student must fill out a prep form containing the following
queries: Patient name, date of birth, admission date, diagnosis and medical history, treatment, tests, procedures, medications, lab values and nursing implications, systems assessment with supportive data, actual problems and nursing diagnoses including evidence-based interventions and outcomes. The above information must be obtained from the patient's medical record.

Number 8 includes 13 computer programs. The programs include case scenarios that require nursing management of the patient and their family, and knowledge/comprehension or application/analysis/synthesis questions regarding patient care and treatment.

Actual exam question:

1. When assessing an emergency department patient who spilled hot oil from a deep-fat fryer on the right leg and foot, the nurse notes that the leg and foot are red, swollen, and covered with large blisters. The patient states that they are very painful. The nurse will document the injury as:

   a. full thickness skin destruction
   b. deep partial-thickness skin destruction
   c. superficial partial-thickness skin destruction
   d. deep full-thickness skin destruction

F. TEXTS AND OTHER READINGS (TYPICAL)

10. Other: Mosby's nursing skills CD ROM-Student version (2005), St. Louis: Mosby Inc.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

   demonstrate advanced knowledge of medical-surgical concepts, and experience role-transition from student nurse to professional nurse through a clinical preceptorship. Upon completion of this course the student is eligible for state licensure examination.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

   Upon satisfactory completion of this course, the student will be able to:
a. INSTRUCTIONAL OBJECTIVES

b. Analyze alteration in adaptation related to oxygenation, protection, nutrition and psychosocial-spiritual health secondary to problems in:
   a) Gastrointestinal systems
   b) Renal system
   c) Muscular skeletal system
   d) Burns
   e) Neurological system
   f) Endocrine system
   g) Hepatic system
   h) Pain management
   i) Complex multi-system diagnosis

c. Utilize the Roy Model to formulate nursing diagnosis based on scientific principles and concepts

d. Formulate the nursing care for clients with alterations in adaptation related to oxygenation, protection, nutrition and psychosocial-spiritual processes

e. Analyze the outcome of nursing interventions used to manage patients with alterations in adaptation related to oxygenation, protection, nutrition and psychosocial-spiritual health

f. Discuss the ways in which the client’s cultural beliefs and values influence a nurse’s plan of care

g. Evaluate short-term and long-term goals for clients experiencing alterations in physiologic and psychosocial-spiritual modes

h. Formulate strategies for role adaptation from student to entry level practitioner

i. Explore career choices in nursing

j. Discuss current issues and trends in the delivery of health care

k. Describe the impact of technology, nursing research and education on the nursing profession

l. Identify behaviors of entry-level nurses that encourage professional development

m. Explore moral and ethical dilemmas in nursing practice

n. Review decision-making models for dilemma resolution professional development

o. Describe pharmacological agents utilized in managing client care

p. CLINICAL OBJECTIVES

q. Demonstrate nursing care based on the Roy Model and the content areas of the didactic portion of the course:
   a) Gastrointestinal disorders
   b) Renal disorders
   c) Musculoskeletal disorders
   d) Burns
   e) Neurological disorders
   f) Endocrine disorders
   g) Hepatic disorders
   h) Pain management

r. Assess patients with complex multi-system diagnoses

s. Provide prioritized and organized nursing care for clients or groups of clients

t. Perform skills based on scientific principles

u. Perform care for clients within the policies of the agencies assigned

v. Implement teaching plans for clients in the clinical setting
w. Demonstrate the ability to communicate and work effectively as part of the health care team

x. Maintain confidentiality regarding all client information

y. Individualize and implement care that is sensitive to social, spiritual, sexual and cultural diversity among clients

a`. Demonstrate consistent, accurate and knowledgeable administration of medication and other therapeutic treatments or agents prescribed.

aa. Relate laboratory results to individual client outcomes

ab. Discuss the ways in which the client’s cultural beliefs and values influence a nurse’s plan of care

2. **Lab Learning Goals**
   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Provide a safe environment for clients by adhering to overriding concerns:
      - Accountability
      - Physical jeopardy
      - Emotional jeopardy
      - Therapeutic communication
      - Asepsis

   b. Implement the six steps of the nursing process utilizing the Roy Model to provide care for clients experiencing:
      - Physiological mode
        - Oxygenation
        - Protection
        - Fluids and electrolytes
        - Nutrition
        - Activity and rest
        - Senses
        - Elimination
        - Nutritional
      - Psychological-spiritual mode
        - Role function
        - Interdependency
        - Self concept

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**

   1. One the first day of class, the student must pass a medication administration test at 89.5% prior to proceeding into Nurse 267 clinical. The student must also pass Nurse 267 course content with 75.5% prior to proceeding into the Nurse 267 preceptorship experience. The student must complete Nurse 267 course with an overall cumulative grade of 75.5%.

   2. Satisfactory completion of classroom work that may include exams, quizzes, case studies, and written assignments.

   3. Satisfactory evaluation in clinical practicum:
      1. Satisfactory completion of clinical course objectives
      2. Competency in the area of Overriding Concerns and performance of clinical skills
      3. Consistent provision of safe care in the clinical practicum with minimum faculty/preceptor guidance
      4. Adequate preparation before clinical
      5. Completion of needs and care conferences
      6. Completion of preceptorship written assignments and needs conference.
B. **SUMMATIVE ASSESSMENT**

1. Evaluation of student ability to meet the criteria associated with the overriding concerns in preceptorship.

2. Evaluation of student ability to meet the criteria associated with the clinical performance in preceptorship.

3. Evaluation of student ability to work independently with an RN preceptorship nurse.