



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NURS
Course Number:	240
Descriptive Title:	Intermediate Medical-Surgical Nursing I
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
Catalog Description:	In this course, students are introduced to adult patients with moderate to severe disease states. Theory and clinical practice will focus on the biophysical concepts in medical-surgical conditions. Students will examine problems associated with tissue integrity, nutrition, inflammation, perfusion, acid-base balance, fluid and electrolytes, elimination, hormonal and glucose regulation, functional ability, safety, sexuality, and self-management.
Prerequisite:	Nursing 230 AND Nursing 234 AND Nursing 232 AND Nursing 238 With minimum grade of C
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	Students must be admitted into the Nursing Program
Hours Lecture (per week):	2
Hours Laboratory (per week):	6
Outside Study Hours:	4
Total Course Hours:	144
Course Units:	4
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Fall 2019
Transfer UC:	No

Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Health Education Plan</p> <p>Develop and implement a health education plan for the patient and/or their family after assessing the patient's needs with special consideration paid to developmental attributes, functional ability, culture, and family dynamics, knowledge and learning needs.</p> <p>SLO #2 End-of-Shift Report</p> <p>Review and assess the patient's current biophysical status and develop an end-of-shift report.</p> <p>SLO #3 IV Infusion</p> <p>Demonstrate the principles of safe use of an IV pump to deliver intravenous fluids to manage the fluid and electrolyte balance of the patient and for medication administration.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Describe professional behavior in the clinical setting. 2. Apply the nursing process in the care of an adult surgical patient. 3. Analyze the nursing process in caring for adult patients with moderate to severe imbalances in acid-base balances, fluid and electrolyte, metabolic, and glucose regulation. 4. Implement nursing care specific to nutrition, mobility, and safety in the patient undergoing surgical intervention. 5. Examine the mechanism for fluid and electrolyte balance and imbalance when considering intravenous therapy. 6. Compare patient problems related to nutrition, metabolism, elimination, and complications related to upper and lower gastrointestinal issues. 7. Formulate a teaching plan for a patient or patient's family related to self-management. 8. Analyze the impact of culture, spirituality, sexuality, and age on patient's interpretation and knowledge related to his/her illness when planning and implementing a teaching plan. 9. Demonstrate nursing procedures for administration of intravenous fluids and medication, intravenous insertion, and removal according to established standards of nursing practice.

	<p>10. Interpret the impact of legal and ethical concepts on the care of the hospitalized and surgical patient.</p> <p>11. Apply the principles of pharmacology in the safe management of patients under the nurse's care.</p> <p>12. Demonstrate effective communication utilizing SBAR and through electronic charting, with an emphasis on teamwork and collaboration.</p>
<p>Major Topics:</p>	<p>I. Professional Role/Patient Education (4.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Teaching plan B. Perioperative nursing C. Perioperative rotations <ul style="list-style-type: none"> 1. Quality and Safety Education for Nurses (QSEN) 2. National Academy of Medicine <p>II. Acid-base Balance/Gas Exchange (4.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Pneumonia B. Chronic obstructive pulmonary disease C. Bronchitis D. Asthma E. Basic arterial blood gas analysis F. Tracheostomy care and suctioning <p>III. Fluids and Electrolytes (4.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Intravenous fluids and medications <ul style="list-style-type: none"> 1. Hypotonic 2. Isotonic 3. Hypertonic 4. Venipuncture/I V pump/ I V removal 5. Total parenteral infusion <p>IV. Nutrition (4.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Gastroesophageal reflux disease B. Peptic ulcer disease C. Gallbladder disease D. Pancreatitis E. Total parenteral nutrition <p>V. Inflammation/Elimination (4.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Appendicitis B. Diverticular disease C. Inflammatory bowel obstruction D. Hemorrhoids E. Ostomy, Colostomy and Ileostomy <p>VI. Inflammation/Glucose Regulation (2.5 hours, lecture)</p> <ul style="list-style-type: none"> A. Hepatitis

- B. Diabetes

VII. Sexuality (2 hours, lecture)

- A. Benign prostate hypertrophy
- B. Surgical procedure of the prostate
- C. Erectile dysfunction and impotence
- D. Medication side effects on patients with diabetes and hypertension

VIII. Urinary Elimination (4.5 hours, lecture)

- A. Cystitis
- B. Pyelonephritis
- C. Glomerulonephritis
- D. Renal Calculi
- E. Benign prostatic hypertrophy

IX. Issue Integrity/Safety/Inflammation (4.5 hours, lecture)

- A. Fractures
- B. Osteoarthritis
- C. Gout
- D. Joint replacement
- E. Arthritis
- F. Amputations
- G. Laminectomy

X. Clinical Orientation (10 hours, lab)

- A. Hospital specific policies and procedures
- B. Course specific policies and procedures

XI. Pre-Clinical Conference (1 hour, lab)

- A. Discuss plan of care (POC) for the day

XII. Clinical Lab (One Patient) (40 hours, lab)

- A. Provide direct patient care for one adult patients with moderate to severely ill patient
- B. Receive and give partial shift reporting
- C. Administration of routine and as needed (PRN) medications
 - 1. Oral
 - 2. Subcutaneous
 - 3. Intramuscular (IM)
 - 4. Intravenous piggy back (IVPB)
- D. Shadow the RN's assigned to specific patient

XIII. Clinical Lab (Two Patients) (48 hours, lab)

- A. Provide direct patient care for two adult patients with moderate to severely ill patients

	<p>B. Receive and give partial shift reporting.</p> <p>C. Administration of routine and as needed (PRN) medications.</p> <ol style="list-style-type: none"> 1. Oral 2. Subcutaneous 3. Intramuscular (IM) 4. Intravenous piggy back (IVPB) <p>D. Shadow the RN's assigned to specific patient</p> <p>XIV. Post Conference (1 hour, lab)</p> <p>A. Discuss experience throughout the clinical day</p> <p>XV. Simulation Lab (8 hour, lab)</p> <p>A. Provide care of the moderate to severely ill patients adult patient in a simulate environment.</p>
Total Lecture Hours:	36
Total Laboratory Hours:	108
Total Hours:	144
Primary Method of Evaluation:	2) Problem solving demonstrations (computational or non-computational)
Typical Assignment Using Primary Method of Evaluation:	Worksheet by reviewing the patient's chart for basic information such as allergies, diet, and medications. Analyze the patient's biophysical health problem and develop a nursing care plan addressing potential or actual problems for the patient. Focus on the concepts of tissue integrity, safety, elimination, acid-base balance, perfusion, fluid and electrolyte balance, gas exchange, nutrition, hormonal and glucose regulation, sexuality, self- management and functional ability.
Critical Thinking Assignment 1:	Select a patient to observe during the operating room rotation. Determine and report if nursing care follows the Surgical Care Improvement Project (SCIP) and if it is being carried out in the operating room. The two- to four-page report should include topics such as prophylactic antibiotic use, appropriate hair removal, maintenance of normothermia and glycemic control.
Critical Thinking Assignment 2:	Select a patient with a learning need and complete a five- to six-page written teaching plan that utilizes the five components of the nursing process as it relates to the client's learning need. First, assess the patient's age, sexual, cultural, spiritual, and educational background to assess level of understanding and health knowledge deficits. Second, identify the appropriate nursing diagnosis for the patient's learning need. Third, create a teaching plan that focuses on the specific learning need of the patient. Fourth, implement the plan by teaching the patient. Lastly, evaluate the effectiveness of the teaching plan.
Other Evaluation Methods:	Class Performance, Homework Problems, Laboratory Reports, Matching Items, Multiple Choice, Objective Exam, Other (specify), Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Lab, Lecture, Multimedia presentations, Role play/simulation
If other:	

Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	<p>Pearson. Nursing: A Concept-Based Approach to Learning, Volume I. 2nd ed. Pearson, 2015. (Discipline Standard)</p> <p>Pearson. Nursing: A Concept-Based Approach to Learning Volume II. 2nd ed. Pearson, 2015. (Discipline Standard)</p> <p>Pearson. Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume III. 2nd ed. Pearson, 2015. (Discipline Standard)</p> <p>American Psychological Association. Publication Manual of the American Psychological Association. 6th ed. American Psychological Association, 2009. (Discipline Standard)</p> <p>State of California Board of Registered Nursing. California Nursing Practice Act with Regulations and Related Statutes. Charlottesville, VA LexisNexis, 2017.</p>
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	<p>ATI eBook on the ATI website, https://www.atitesting.com/Home.asp</p> <p>Karch, A.M. Focus on Nursing Pharmacology, 6th ed. Philadelphia:Lippincott, 2013. (Discipline Standard)</p>
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	<p>Nursing-230 AND</p> <p>Nursing-232 AND</p> <p>Nursing-234 AND</p> <p>Nursing-238</p>
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students will demonstrate the application of the nursing process and development of effective communication skills when working with patients who have mental health disorders.</p> <p>NURS 230 - Apply the nursing process in care of a patient within the mental health setting and utilize the techniques of a therapeutic nurse-patient relationship.</p> <p>NURS 230 - Compare and contrast effective communication skills based on the values, morals and belief system related to the patient's culture.</p> <p>NURS 230 - Examine mental health disorders causing impulsive/poor coping behaviors leading to eating disorders, sleeping disorders and other maladaptive coping behaviors.</p>

Students will be able to describe the impact of psychological and physiological postpartum complications on the patient and newborn.

NURS 232 - Describe postpartum adaptations and complications for cesarean and vaginal deliveries, including, but not limited to bonding and attachment, family adaptation, maternal role attainment, hemorrhage, shock, and thromboembolic disorders.

NURS 232 - Describe the adaptation and assessment of the normal newborn during performance of newborn assessment, including comparison of various types of newborn feeding, the problems related to gestational age and acquired congenital conditions in the high-risk newborn.

NURS 232 - Discuss the maternal, fetal, and neonatal effects of the most common infections that may occur during pregnancy.

The student will identify concepts of growth and development as it relates to nursing care of children undergoing disorders of the physiological systems and the impact on their families.

NURS 234 - Identify concepts related to the disruption of growth and development patterns across the life span.

NURS 234 - Apply all steps of the nursing process to manage the care of pediatric patients and their families experiencing physiological, safety and security, love and belonging, self-esteem, and self-actualization needs.

NURS 234 - Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems.

Demonstrate safe and competent skills in caring for the patient when providing oxygenation, nutrition, body mechanics, elimination and medical administration.

NURS 238 - Apply critical thinking techniques when presented with clinical scenarios during practice and performance of skills.

NURS 238 - Demonstrate basic nursing skills, medical and surgical asepsis, physical hygiene, vital signs, oxygenation, nutrition, body mechanics, elimination, and medication administration.

NURS 238 - Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the	

corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	Students must be admitted into the Nursing Program
Enrollment Limitations Impact:	
Course Created by:	
Date:	05/10/2018
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Mary K. Moon
Date:	05/10/2018
Last Board Approval Date:	12/19/2022