



El Camino College
 COURSE OUTLINE OF RECORD – Official

Course Acronym:	NURS
Course Number:	242
Descriptive Title:	Intermediate Medical-Surgical Nursing II
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
Catalog Description:	In this course, students will learn about therapeutic care for patients with moderate to severe disease states by utilizing the nursing process, biophysical and medical/surgical concepts. Emphasis will be placed on the role of nurse as patient advocate and manager of care in the clinical setting.
Prerequisite:	Nursing 230 AND Nursing 232 AND Nursing 234 AND Nursing 238 with a 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):	7.5
Outside Study Hours:	4
Total Course Hours:	171
Course Units:	4.5
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 Prioritize Care The student will prioritize the care of patients with alterations in health using biophysical, spirituality, and safety concepts by performing comprehensive and focused physical assessments.</p> <p>SLO #2 Identify Patient Needs The student will identify the pharmacologic, nutritional, developmental, and teaching needs of patients with alterations in health.</p> <p>SLO #3 Effective Communication The student will demonstrate effective and accurate communication skills verbally and through documentation with the interdisciplinary team as needed for patients with alterations in health.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Develop understanding of biophysical concepts for patients with alterations in functional ability, development, family dynamics, and culture. 2. Compare nursing management styles for patients with infections. 3. Categorize principles of evidence-based nursing practice in caring for palliative patients at the end of life. 4. Analyze concepts of accountability, professional behavior, evidence-based practice, clinical decision making, safety, and quality improvement as applied to nursing and healthcare in general. 5. Explain the application of the nursing process in providing culturally competent and caring interventions across the life span for patients with common alterations in health. 6. Apply the principle of pharmacology in the management of patients with alterations in health. 7. Determine common dependent and collaborative interventions for patients manifesting spiritual distress. 8. Discuss advance directives and other legal aspects of nursing care and how they pertain to medical-surgical patients. 9. Formulate examples of communication techniques used for oncology patients. 10. Recommend nutritional needs for oncology patients. 11. Develop ways to protect patient rights and resolve ethical dilemmas. 12. Evaluate examples of nursing management and leadership skills to improve nursing care of patients with alterations in health. 13. Examine the usefulness of technology and informatics in nursing practice and healthcare. 14. Examine the relationship between patient teaching, care coordination, and improved healthcare outcomes. 15. Adapt Quality and Safety Education for Nurses (QSEN) and National Academy of Medicine standards to patient care.
Major Topics:	<p>I. Functional Ability Development (3.5 hours, lecture)</p> <p>A. Multiple Sclerosis (MS) B. Acute Myeloid Leukemia (AML) C. Guillan Barre D. Increase Intracranial Pressure (ICP) E. Cerebrovascular Accident (CVA)</p>

- F. Amyotrophic Lateral Sclerosis
- G. Spinal Cord Injury
- H. Myasthenia Gravis

II. Professional Role/Healthcare Quality (1 hour, lecture)

- A. Quality and Safety Education for Nursing (QSEN) standards
- B. National Academy of Medicine

III. Thermoregulation (4.5 hours, lecture)

- A. Central Nervous System (CNS) infection - meningitis/encephalitis
- B. Tuberculosis (TB)
- C. Brain tumors
- D. Spinal cord injury
- E. Infections

IV. Immunity (4.5 hours, lecture)

- A. Human Immunodeficiency Virus (HIV)/Acquired Immunodeficiency Syndrome (AIDS)
- B. Systemic lupus erythematosus (SLE)
- C. Organ donation
- D. Hodgkin's lymphoma
- E. Allergic rhinitis
- F. Anaphylaxis
- G. Infection
- H. Autoimmune disorders

V. Cellular Regulation (3.5 hours, lecture)

- A. Anemia
- B. Leukemia
- C. Brain tumors
- D. Malignant benign neoplasms
- E. Hematology
- F. Oncology

VI. Glucose Regulation (1 hour, lecture)

- A. Chemotherapy

VII. Nutrition (2.5 hours, lecture)

- A. Central line
- B. HIV/AIDS

VIII. Elimination (2 hours, lecture)

- A. Spinal Cord Injury (SCI)
- B. Cerebrovascular Accident (CVA)
- C. Infections and inflammation

IX. Perfusion (4.5 hours, lecture)

- A. Spinal cord
- B. Trauma
- C. Brain injury
- D. Heme disorder
- E. Organ donation
- F. Oncological disorders
- G. Hematologic disorders

H. Hemophilia

I. Leukemia

X. Gas Exchange (4.5 hours, lecture)

A. Sickle cell anemia

B. Folic acid deficiency

C. Iron deficiency anemia

D. Spinal cord injury

XI. Hormonal Regulation (2.5 hours, lecture)

A. Pituitary tumor

B. Diabetes Insipidus

XII. Sexuality (1 hour, lecture)

A. HIV/AIDS

XIII. Comfort (1 hour, lecture)

A. Chemotherapy

B. Malignant/benign neoplasms

C. End of life care

XIV. Clinical Orientation (10 hours, lab)

A. Hospital specific policies and procedures

B. Course specific policies and procedures

XV. Pre-Clinical Conference (8 hours, lab)

A. Discuss Plan of Care (POC) for the day

XVI. Clinical Lab (One Patient) (16 hours, lab)

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

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. Perform routine skills associated with direct patient care

1. Vital signs

2. Intake and output (I & O)

3. Patient teaching

4. Assist with dressing change

5. Tube feeding care

6. Glucose monitoring with covering of insulin based on sliding scale

E. Shadow the RN's assigned to specific patient

XVII. Clinical Lab (Two Patients) (38 hours, lab)

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

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)

	<p>D. Perform routine skills associated with direct patient care</p> <ol style="list-style-type: none"> 1. Vital signs 2. Intake and output (I & O) 3. Patient teaching 4. Assist with dressing change 5. Tube feeding care 6. Glucose monitoring with covering of insulin based on sliding scale <p>E. Shadow the RN's assigned to specific patient</p> <p>XVIII. Clinical Lab (Three Patients) (47 hours, lab)</p> <p>A. Provide direct patient care for three adult patients with moderate to severely ill patients</p> <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. Perform routine skills associated with direct patient care</p> <ol style="list-style-type: none"> 1. Vital signs 2. Intake and output (I & O) 3. Patient teaching 4. Assist with dressing change 5. Tube feeding care 6. Glucose monitoring with covering of insulin based on sliding scale <p>E. Shadow the RN's assigned to specific patient</p> <p>XIX. Post Conference (8 hours, lab)</p> <p>A. Discuss experience throughout the clinical day</p> <p>XX. Simulation Lab (8 hours, lab)</p> <p>A. Provide care of the moderate to severely ill adult patients in a simulate environment</p>
Total Lecture Hours:	36
Total Laboratory Hours:	135
Total Hours:	171
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Based on readings from the textbook and current evidence-base practice, present a 20-minute critical thinking case study that analyzes and incorporates pathophysiology, medical history, medication management, nursing process and evaluation of laboratory values.
Critical Thinking Assignment 1:	Review the assigned case study. Analyze the patient information including laboratory data and establish appropriate nursing interventions for a patient at the end of life. Examine laboratory reports of an actual/hypothetical oncology patient including but not limited to a complete blood count (CBC) and comprehensive panel (CCP). Utilize this data to construct a two- to three-page report that includes possible pathophysiologic concerns and identified evidenced-based nursing interventions.

Critical Thinking Assignment 2:	Develop a nursing care plan that includes the concepts of pharmacological management as they apply to patients with hematologic, immunologic, infectious, oncologic, and neurologic pathologies; as well as patients with pain and patients who are at the end of life.
Other Evaluation Methods:	Class Performance, Completion, Laboratory Reports, Matching Items, Multiple Choice, Objective Exam, Other (specify), Performance Exams, Quizzes, Term or Other Papers, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lab, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Required reading, Skill practice, Study
If Other:	
Up-To-Date Representative Textbooks:	American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington DC: American Psychological Association. Castillo, S. L. M. (2022). Strategies, techniques, & approaches to critical thinking: A clinical judgment workbook for nurses. (7th ed.). St. Louis, MO: Elsevier, Inc. Giddens, J. G. (2021). Concepts for nursing practice. (3rd ed.). St. Louis, MO: Elsevier, Inc. Hinkle, J. L., & Cheever, K. H., & Overbaugh, K. J. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Philadelphia, PA: Wolters Kluwer.
Alternative Textbooks:	
Required Supplementary Readings:	<u>ATI e Book</u> on the ATI website, https://www.atitesting.com/Home.asp . Karch, A. M. (2020). Focus on nursing pharmacology (8th ed.). Philadelphia, PA: Wolters Kluwer. Lippincott's The Point, (2022). Lippincott Advisor for Education. Philadelphia, PA: Wolters Kluwer. Pickar, G. D., & Pickar-Abernethy, A. (2013). Dosage calculations (9th ed.). Clifton Park, NY: Delmar Cengage Learning. (Discipline Standard)
Other Required Materials:	Nursing 242 Clinical Evaluation Tool Skills Check-off Sheet
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Nursing 230 AND Nursing 232 AND Nursing 234 AND Nursing 238 with a minimum grade of C
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	Students will demonstrate the application of the nursing process and development of effective communication skills when working with patients who have mental health disorders. NURS 230 - Apply the nursing process in care of a patient within the mental health setting

<p>course objective under each skill(s).</p>	<p>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> <p>Students will be able to describe the impact of psychological and physiological postpartum complications on the patient and newborn.</p> <p>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.</p> <p>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.</p> <p>NURS 232 - Discuss the maternal, fetal, and neonatal effects of the most common infections that may occur during pregnancy.</p> <p>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.</p> <p>NURS 234 - Identify concepts related to the disruption of growth and development patterns across the life span.</p> <p>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.</p> <p>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.</p> <p>Demonstrate safe and competent skills in caring for the patient when providing oxygenation, nutrition, body mechanics, elimination and medical administration.</p> <p>NURS 238 - Apply critical thinking techniques when presented with clinical scenarios during practice and performance of skills.</p> <p>NURS 238 - Demonstrate basic nursing skills, medical and surgical asepsis, physical hygiene, vital signs, oxygenation, nutrition, body mechanics, elimination, and medication administration.</p> <p>NURS 238 - Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.</p>
<p>Requisite Skill:</p>	

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:	07/16/2018
Last Reviewed and/or Revised by:	Mary K. Moon
Date:	03/26/2019
Last Board Approval Date:	1/17/2023