

San Bernardino Valley College

Course Outline for NURS 211
MEDICAL-SURGICAL NURSING IV

I. CATALOG DESCRIPTION

NURS 211, Medical-Surgical Nursing IV
1 hour lecture, 8.25 hours = 3.75 units

Fourth level medical-surgical nursing focusing on the physiological, psychological, sociocultural, and developmental variables. Application of the nursing process to the management of groups of clients to assist them to attain and maintain their optimum level of wellness. Included are advanced concepts in nursing leadership, home health care, disaster nursing, and aging. Includes preparation for NCLEX examination and explores employment opportunities

PREREQUISITES: NURS 210 and NURS 212, both with a grade of C or better

SCHEDULE DESCRIPTION

Fourth level medical-surgical nursing focusing on the management of groups of clients to assist them to attain and maintain their optimum level of wellness.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS

Upon completion of the course, the student should be able to:

- A. Apply all levels of medical-surgical nursing theoretical concepts/knowledge related to the physiological, psychological, and sociocultural variables for groups of clients in Erikson's 6th, 7th, and 8th stages of psychosocial development.
- B. Independently use the nursing process to assist groups of adult clients attain or maintain an optimum level of wellness.
- C. Independently and consistently perform in-depth assessments to identify and document intra/inter, and extrapersonal stressors which interfere with the clients' lines of defense and resistance. Analyze database; formulate nursing diagnoses; develop short and long term goals; and plan, prioritize and implement primary/secondary/tertiary nursing interventions for groups of clients.
- D.. Implement prescribed medical regime and nursing interventions, providing an environment conducive to optimum maintenance and restoration of the clients' lines of defense and resistance.
- E. Evaluate clients' adaptation to stressors and response to individualized nursing care. Revises and modifies plan as needed.
- F. Develop and implement advanced, individualized teaching plans for clients and families based upon individual needs, considering all variables.
- G. Use therapeutic interpersonal communication skills with clients, families and health care team members.
- H Prepare and conduct a client care conference with staff, students, and other members of the health care team; focusing on improving care of an elderly client for whom the student is providing care.
- I. Assume ethical and legal responsibility for client care by practicing within personal scope of competence. Assumes responsibility for continued self-growth. Recognizes intra and extrapersonal stressors within the health care environment that may impede client care and works within the organizational framework to initiate change.
- J. Collaborate with other health care team members and functions as a beginning level

- manager using available health care resources to assist groups of clients and their families with stressors to strengthen lines of defense and prevent penetration of the basic structure.
- K. Determine nursing priorities, delegate tasks, and supervise nursing care given by assistive personnel.
 - L. Independently perform all nursing program skills/procedures adhering to the underlying principles of client safety, organization, and asepsis.
 - M. Identify and contrast local employment opportunities in nursing.

IV. CONTENT

- A. Leadership and health care delivery systems
 - 1. Elements & principles of leadership role
 - 2. Leadership styles
 - 3. Managerial power
 - 4. Types of nursing delivery
 - 5. Delegation of client care
- B. Disaster Nursing
 - 1. Lines of authority
 - 2. Pre-disaster planning
 - 3. Nursing in a disaster
 - 4. Developing disaster kits
 - 5. Relationship between E.O.C. and E.M.S.
- C. Home Health Nursing
 - 1. Community resources
 - 2. Environmental hazards in the home
 - 3. Adaptation of nursing care to the home environment
- D. Aging: Advanced Concepts
 - 1. Increasing life expectancy and health care delivery systems
 - 2. Common stressors of aging
 - 3. Elder abuse and neglect
 - 4. Role of OBRA
 - 5. Demographics
- E. Preparation for NCLEX
 - 1. Practice tests
 - 2. Standardized testing
 - 3. Results analysis
- F. Employment opportunities
 - 1. Graduate presentations
 - 2. Status of job market
 - 3. Presentations by local health care institutions

V. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussion
- C. Audio-visual aids
- D. Readings
- E. Supervised laboratory practice for groups of clients in a medical-surgical setting
- F. Disaster drill
- G. Client care conference

VI. TYPICAL ASSIGNMENTS

- A. Conduct a client-care conference involving nursing staff and other health care team

- members, with a focus on improving nursing care for a client cared for by the student nurse.
- B. Nursing care of a group of clients in the hospital laboratory.
- C. Participate in disaster drill, role playing and triaging mock victims

VII. EVALUATIONS

A. Methods of evaluation

1. Examinations: objective, essay
Typical examination question
Receiving health care at home is an advantage for the client because:
 - a. The family does not have to visit the client
 - b. Privacy is readily available
 - c. Data may be hidden from the agency
 - d. Familiar surrounds decrease stress of the unknown

From the required journal article, discuss 2 current laws aimed at reducing environmental or economic stress in the elderly.

2. Laboratory performance according to fourth level criteria
3. Effectiveness of client care conference according to criteria
4. Quality of participation in disaster drill and accuracy of triage decisions

B. Frequency of evaluation

1. 4 examinations
2. 1 client care conference
3. Laboratory performance evaluation at mid-term and final

VIII. TYPICAL TEXTS

Burrell, et. al., Adult Nursing in Hospital and Community Settings, Appleton and Lange, 1996.

Copstead, L., Perspectives on Pathophysiology, Philadelphia: W.B. Saunders Co., 1995.

Deglin, J. and A. Vallerand., Davis' Drug Guide for Nurses, 5th ed., Philadelphia: F. A. Davis Co., 1997.

Ignatavicius, D, et. al., Medical-Surgical Nursing Across the Health Care Continuum, 3rd ed., Philadelphia: W. B. Saunders Co., 1999.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: uniform, stethoscope, bandage scissors