**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# **GENERAL COURSE INFORMATION**

Course Number: NURS 1257

Course Title: Medical-Surgical Nursing III

Credit Hours: 6 cr hr (Theory – 3 cr hr = 37.5 contact hours & Clinical 3 cr hr =

135 contact hours)

Prerequisites: Completion of Practical Nursing Program with current Kansas

licensure and admission to the Associate Degree Nursing Program.

Division/Discipline: Workforce Training and Community Education/Nursing

Course Description: This course focuses on the care of adult clients with complex health

alterations that require medical and/or surgical intervention. Emphasis is placed on the

care of clients with alterations in select body systems and the role of the registered nurse

in intravenous therapy. Concepts of patient-centered care, professionalism, teamwork and

collaboration, clinical judgment, leadership and management of care, patient education,

and communication are integrated throughout the course. Clinical experiences provide

the student an opportunity to apply theoretical concepts and implement safe client care

to adults in a variety of settings.

# **INSTRUCTOR INFORMATION**

# **COLLEGE POLICIES**

## Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

## Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

## The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

## Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

Medical-Surgical Nursing III is designed to partially fulfill the curriculum approved by the Kansas State Board of Nursing for completion of the Associate Degree in Nursing.

The transferability of all courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding

of how students learn, what they know, and what they can do with their knowledge.

Results from these various activities guide Barton, as a learning college, in finding ways

to improve student learning.

**ADN Alignment Program Outcomes/Barton Nursing Program Student Learning Outcomes (SLO)**

### Integrate caring behaviors in practicing the art and science of nursing within a diverse population.

1. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
2. Collaborate with clients and members of the interprofessional health care team to optimize client outcomes.
3. Formulate safe and effective clinical judgments guided by nursing process, clinical reasoning and Evidence-Based Practice.
4. Manage care and provide leadership to meet client needs using available resources and current technology.
5. Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population.
6. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

**Quality and Safety Education for Nurses Competencies (QSEN)**

1. Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

2. Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

3. Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

4. Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

5. Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

6. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Course Outcomes, Competencies, and Supplemental Competencies:

## Adhere to ethical, legal and professional standards while caring for adult patients with alterations in health. (SLO 2, QSEN 1, 2)

1. Provide nursing care according to professional standards.
2. Display professional accountability and responsibility in an acute care setting.
3. Describe how ethical and legal principles guide nursing practice.
4. Provide nursing care according to regulatory guidelines and institution policies.
5. Participate as a member of the interprofessional healthcare team in the provision of safe, quality care for adult patients with health alterations. (SLO 3, QSEN 1, 2, 5)
6. Identify the role of the registered nurse as a member of the health care team to achieve safe, quality care.
7. Identify contributions of other individuals and groups in helping patients and families achieve health goals.
8. Participate in the delivery of patient-centered care with respect for culture, preferences, values, and beliefs.
9. Perform a general health assessment of adult patients to identify deviations from normal that can contribute to alterations in health. (SLO 1, 4, QSEN 1)
10. Perform a general health assessment of adults experiencing health alterations in an acute care setting.
11. Identify significant assessment data as it relates to individual patients and disease processes.
12. Demonstrate effective clinical judgment when participating in the provision of safe, evidence-based individualized care to adult patients with health alterations. (SLO 4, QSEN 1, 3, 5)
13. Identify safety risks and environmental hazards and perform psychomotor skills that minimize those risks.
14. Implement National Patient Safety Goals.
15. Utilize the nursing process when developing patient-centered plans of care.
16. Recognize signs of normal and deteriorating mental and physical health and seek assistance appropriately.
17. Identify indications, side effects, and nursing implications for commonly used medications in the treatment of adult patients with health alterations.
18. Apply knowledge of pathophysiology when caring for adults with acute care needs.
19. Identify the correlation between nutrition and health alterations when caring for adults with acute care needs.
20. Demonstrate ability to securely use health information systems and patient care technologies to manage patient care issues. (SLO 5, QSEN 5, 6)
21. Apply technology and information management tools to support safe processes of care.
22. Implement strategies that protect the integrity of patient information when providing patient-centered care.
23. Use organizational and time management skills in the provision of quality, patient-centered care. (SLO 5, QSEN 2, 5)
24. Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care.
25. Identify the role of the registered nurse in regard to delegating tasks to appropriate members of the health care team.
26. Identify learning needs and teaching opportunities for adult clients and families experiencing alterations in health. (SLO 6, QSEN 1)
27. Collect data to determine health-related education needs of real and simulated patients to plan health-related education for individuals and families.
28. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team. (SLO 1, 7, QSEN 1, 2)
29. Practice methods of effective communication when interacting with members of the healthcare team.
30. Identify changes in communication and use of self, in relation to communication barriers, when caring for patients and families.
31. Use verbal and nonverbal communication that promotes caring, a trusting environment, therapeutic relationships, and shared decision making with patients and families.

# **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

# **COURSE OUTLINE**