



# El Camino College

## COURSE OUTLINE OF RECORD - Launched

### I. GENERAL COURSE INFORMATION

**Subject and Number:** Nursing 240  
**Descriptive Title:** Intermediate Medical-Surgical Nursing I

**Course Disciplines:** Nursing

**Division:** Health Sciences and Athletics

**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.

**Conditions of Enrollment: Prerequisite**  
Nursing 230  
AND  
Nursing 234  
AND  
Nursing 232  
AND  
Nursing 238  
With minimum grade of C

#### Enrollment Limitation

Students must be admitted into the Nursing Program

**Course Length:**  Full Term  Other (Specify number of weeks):  
**Hours Lecture:** 2.00 hours per week  TBA  
**Hours Laboratory:** 6.00 hours per week  TBA  
**Course Units:** 4.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: Proposed  
**Transfer UC:**

No

General Education:

El Camino College: \_\_\_\_\_

CSU GE: \_\_\_\_\_

IGETC: \_\_\_\_\_

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

1. **Health Education Plan:** 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.
2. **End-of-Shift Report:** Review and assess the patient's current biophysical status and develop an end-of-shift report.
3. **IV Infusion:** 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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Utilize the nursing process to provide nursing care for the adult patient with selected problems associated with the concepts of tissue integrity, gas exchange, acid-base balance, perfusion, nutrition, elimination, and sexuality.

Class Performance

2. Formulate nursing care plans using accepted nursing diagnosis correlated with emphasis on the following concepts: tissue integrity, safety, elimination, acid-based balance, perfusion, fluid and electrolyte balance, gas exchange, nutrition, hormonal and glucose regulation, sexuality, self-management and functional ability.

Laboratory reports

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.

Written homework

4. Assess, plan, implement and evaluate nursing care specific to perfusion in the patient undergoing surgical intervention.

Other (specify)

Nursing Care Plan

5. Examine the mechanism for fluid and electrolyte balance and imbalance when considering intravenous therapy.

Multiple Choice

6. Examine patient problems related to nutrition and metabolism and complications related to problems such as upper and lower gastrointestinal issues and colostomy, complications of diabetes, and metabolic syndrome.

Multiple Choice

7. Plan and implement a teaching plan for a patient or patient's family related to self-management.

Other (specify)

Teaching Plan

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.

Other (specify)

Teaching Plan

9. Plan and perform nursing procedures including tracheostomy care and suctioning, initiation of intravenous therapy, and administration of intravenous fluids and medication according to established standards of nursing practice.

Class Performance

10. Discuss the impact of legal and ethical concepts on the care of the hospitalized and surgical patient.

Multiple Choice

11. Apply the principles of pharmacology in the safe management of patients under the nurse's care.

Class Performance

12. Demonstrate principles of safe intravenous insertion and removal.

Class Performance

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4.5	I	<b>Professional Role/Patient Education</b> A. Teaching plan B. Perioperative nursing C. Perioperative rotations 1. Quality and Safety Education for Nurses (QSEN) 2. National Academy of Medicine
Lecture	4.5	II	<b>Acid-base Balance/Gas Exchange</b> A. Pneumonia B. Chronic obstructive pulmonary disease C. Bronchitis D. Asthma E. Basic arterial blood gas analysis F. Tracheostomy care and suctioning
Lecture	4.5	III	<b>Fluids and Electrolytes</b> A. Intravenous fluids and medications 1. Hypotonic 2. Isotonic 3. Hypertonic 4. Venipuncture/I V pump/ I V removal

			5. Total parenteral infusion
Lecture	4.5	IV	<b>Nutrition</b> A. Gastroesophageal reflux disease B. Peptic ulcer disease C. Gallbladder disease D. Pancreatitis E. Total parenteral nutrition
Lecture	4.5	V	<b>Inflammation/Elimination</b> A. Appendicitis B. Diverticular disease C. Inflammatory bowel obstruction D. Hemorrhoids E. Ostomy, Colostomy and Ileostomy
Lecture	2.5	VI	<b>Inflammation/Glucose Regulation</b> A. Hepatitis B. Diabetes
Lecture	2	VII	<b>Sexuality</b> 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
Lecture	4.5	VIII	<b>Urinary Elimination</b> A. Cystitis B. Pyelonephritis C. Glomerulonephritis D. Renal Calculi E. Benign prostatic hypertrophy
Lecture	4.5	IX	<b>Issue Integrity/Safety/Inflammation</b> A. Fractures B. Osteoarthritis C. Gout D. Joint replacement E. Arthritis F. Amputations G. Laminectomy
Lab	10	X	Clinical Orientation A. Hospital specific policies and procedures B. Course specific policies and procedures
Lab	1	XI	Pre-Clinical Conference A. Discuss plan of care (POC) for the day
Lab	40	XII	Clinical Lab (One Patient) 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
Lab	48	XIII	Clinical Lab (Two Patients) 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) D. Shadow the RN's assigned to specific patient
Lab	1	XIV	Post Conference A. Discuss experience throughout the clinical day
Lab	8	XV	Simulation Lab A. Provide care of the moderate to severely ill patients adult patient in a simulate environment.
<b>Total Lecture Hours</b>		36	
<b>Total Laboratory Hours</b>		108	
<b>Total Hours</b>		144	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Problem solving demonstrations (computational or non-computational)

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Complete a Clinical 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.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

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.
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.

#### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Objective Exams

Reading reports

Written homework

Laboratory reports

Class Performance

Homework Problems

Term or other papers

Multiple Choice

Matching Items

True/False

Other (specify):

ATI exams

Clinical Evaluations

#### **V. INSTRUCTIONAL METHODS**

Discussion

Group Activities

Laboratory

Lecture

Multimedia presentations

Role Play

Simulation

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

#### **VI. WORK OUTSIDE OF CLASS**

Study

Answer questions

Skill practice

Required reading

Problem solving activities

Written work

**Estimated Independent Study Hours per Week: 4**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Pearson. Nursing: A Concept-Based Approach to Learning, Volume I. 2nd ed. Pearson, 2015.

Pearson. Nursing: A Concept-Based Approach to Learning Volume II. 2nd ed. Pearson, 2015.

Pearson. Clinical Nursing Skills: A Concept-Based Approach to Learning, Volume III. 2nd ed. Pearson, 2015.

American Psychological Association. Publication Manual of the American Psychological Association. 6th ed. American Psychological Association, 2009.

State of California Board of Registered Nursing. California Nursing Practice Act with Regulations and Related Statutes. Charlottesville, VA LexisNexis, 2017.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

ATI eBook on the ATI website, <https://www.atitesting.com/Home.asp>

Karch, A.M. Focus on Nursing Pharmacology, 6th ed. Philadelphia:Lippincott, 2013

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Nursing-230 AND	Sequential
Course Prerequisite Nursing-234 AND	Sequential
Course Prerequisite Nursing-232 AND	Sequential
Course Prerequisite Nursing-238	Sequential

### B. Requisite Skills

Requisite Skills
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 and utilize the techniques of a therapeutic nurse-patient relationship. NURS 230 - Compare and contrast effective communication skills based on the values, morals and belief system related to the patient's culture. NURS 230 - Examine mental health disorders causing impulsive/poor coping behaviors leading to eating disorders, sleeping disorders and other maladaptive coping behaviors.
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.

### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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### D. Recommended Skills

Recommended Skills
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### E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
Students must be admitted into the Nursing Program	

Course created on 05/10/2018.

BOARD APPROVAL DATE: 07/16/2018

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Mary K. Moon on 05/10/2018