Registered Nursing (LPN to RN Ladder) Program

NUR 265
Nursing Theory III
Medical-Surgical Nursing

Course Syllabus

Developed by
SOUTH SEATTLE COMMUNITY COLLEGE

Funded by the Seattle Community-Based Health Care Training Partnership Project

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COLLEGE MISSION: South Seattle Community College is a constantly evolving educational community dedicated to providing quality-learning experiences, which prepare students to meet their goals for life and work.

The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry.

The college commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

NURSING PROGRAM PHILOSOPHY:

Congruent with the South Seattle Community College mission and student learning objectives, the philosophy of nursing education is one of commitment to lifelong learning and the provision of safe, compassionate, quality nursing care to individuals, families and communities.

The graduate will be trained to work independently and alongside other healthcare professionals in multiple healthcare settings.

The RN is committed to: the promotion and restoration of health, the prevention of illness in individuals, families, groups and communities, safe, competent and compassionate nursing care for all across life span.

Nursing is a science and an art whose main concern involves the life processes that positively affect the health status and integrity of persons, families and communities. These life processes involve physiological, psychological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science and art. Nurses value and respect diversity and provide culturally sensitive and competent care.
Purpose
The purpose of the SSCC evening and weekend LPN to RN Ladder Program is to prepare graduate nurses who have increased knowledge, critical thinking and decision-making skills to provide safe, competent and compassionate care to individuals in multiple care settings. It also serves to expand and enhance the educational and career ladder opportunities in nursing, and to provide a pathway within South Seattle Community College and the Seattle Community College District. Special emphasis is placed on ethnic minority students and students with emerging English. English as a Second Language programs are incorporated into the curriculum throughout the program. The graduate nurse will be prepared to sit for the National Council for Licensure Examination for Registered Nurses Exam.

NURSING PROGRAM EDUCATIONAL OUTCOMES

1. Utilize knowledge, critical thinking and decision making through the nursing process of assessment, analysis, planning, implementation and evaluation to meet the complex needs of the client/family, in a variety of settings.
2. Utilize theory and clinical practice to ensure critical thinking; clinical expertise and human caring that treat all clients/families with respect and dignity.
3. Apply knowledge of the concepts of health and illness, client medications, treatments and diagnosis and self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle.
4. Assess health and incorporate principles and methods of health promotion and education to facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Provide effective client/family education and evaluate response to teaching.
5. Provide safe and competent care utilizing advanced knowledge, skills, informational technology and resources in an interactive process to promote effective communication between clients/families from various socio-cultural and linguistic backgrounds, and members of the health care team.
6. Assess family systems/dynamics and collaborates and shares planning, decision-making, problem solving and goal setting to meet clients’ complex needs.
7. Demonstrate professional standards regarding cultural, ethical, legal and professional nursing values.
8. Demonstrate awareness of own capabilities and limitations and actively seek learning opportunities for continued growth.
9. Function as a registered nurse within various health care settings recognizing management and leadership qualities, accountability, decision-making tools, and ethical and legal basis for practice.
10. Describe the dynamic aspects of health care delivery in America and the professional role of the registered nurse in the health care delivery system.
South Seattle Community College Student Learning Outcomes

SSCC is committed to the following seven student learning outcomes for every student graduating with a certificate or degree:

1. Communication
   1. Read and listen actively to learn and communicate
   2. Speak and write effectively for personal, academic and career purposes

2. Computation
   1. Use arithmetic and other basic mathematical operations as required by the program of study.
   2. Apply quantitative skills for personal, academic and career purposes
   3. Identify, interpret and utilize higher level mathematical and cognitive skills

3. Human Relations
   1. Use social interactive skills to work in groups effectively
   2. Recognize diversity of cultural influences and values

4. Critical Thinking and Problem-Solving
   1. Think critically in evaluating information, solving problems, and making decisions

5. Technology
   1. Select and use appropriate technology tools for personal, academic and career tasks

6. Personal Responsibility
   1. Be motivated and able to continue learning and adapt to change
   2. Values one’s own skills, abilities, ideas and art
   3. Take pride in one’s work
   4. Manage personal health and safety

7. Information Literacy
   1. Access and evaluate information from a variety of sources and contexts, including technology
   2. Use information to achieve personal, academic and career goals, as well as to participate in a democratic society

COURSE DESCRIPTION: This course is designed to build and expand on current knowledge of nursing care related to various complex medical-surgical conditions/illnesses. Emphasis will be given to client needs, safe, effective care environment, health promotion and maintenance, psychosocial and physiological integrity in the medical-surgical client and their families. Pharmacology will be integrated throughout the course. Another aspect of the class will discuss how specific cultural practices and beliefs impact treatment modalities. Coreq: NUR 266, 267
COURSE OBJECTIVES:

1. Relate pathophysiological concepts to various complex medical-surgical conditions of illness.
2. Discuss appropriate assessment techniques to utilize in caring for clients with various complex conditions of illness.
3. Apply nursing process to plan the care of clients experiencing complex conditions of illness.
4. Discuss the diagnostic tests relevant complex medical-surgical conditions/illnesses.
5. Formulate nursing diagnosis and client goals for clients experiencing various complex medical-surgical conditions/illnesses.
6. Demonstrate the ability to plan and implement care for clients experiencing various complex medical-surgical conditions/illnesses.
7. Identify various cultural practices and beliefs that may impact the care of clients various complex medical-surgical conditions/illnesses.
8. Discuss pharmacology as it relates to various complex medical-surgical conditions/illnesses.

FACULTY:

Medical Surgical Instructor: Barbara Hack, RN, MSN
Office: RAH 101G
Office Phone: (206)
Cell Phone: (206)
Email: bhack@secd.ctc.edu
Office Hours: By appointment

Med-Surg Instructor: Marti Rickel, RN, MSN, BC
Office: TBA
Cell Phone: (512) 565-2468
Email: rickelgma@comcast.net
Office Hours: By appointment

Med-Surg Instructor: Stephanie Henry, RN, MSN
Office: TBA
Office Phone: TBA
Office Hours: By appointment

CLASS TIMES:

Tuesday: 1:30 pm –6:30 pm; RAH 218
REQUIRED BOOKS:


**Students Subject to Provisions of the Americans with Disabilities Act:**

Any student who feels she/he may need an accommodation based on the impact of a disability should contact the instructors privately to discuss your specific needs. You should also contact the Disability Support Services office at (206) 763-5137 in room RS 12 in the Robert Smith Building to coordinate reasonable accommodations for students with documented disabilities.

**Expectations of Students:**

There are a number of expectations to achieving the goals of this course and successfully passing the State Registered Nursing Exam. They include:

A. **Attendance:** Your success in this class will depend on regular attendance and punctuality.
   1. Attendance is expected at every class and every clinical day!
   2. If class is missed, students should get missed information from lecture from a classmate. Instructors will not provide missed information.
   3. In the case of a critical life event, homework, quizzes, and exams may be made up, at the discretion of the faculty.

B. **Exams:**
   1. Any missed examinations will be reduced for lateness by 10% i.e., the highest grade you can achieve is 90%. Make up exams will have different questions or alternate format than the original exam and must be scheduled in advance.
   2. **ATI standardized examinations will be used as graded exams throughout this course in addition to traditional written final exams.**
   3. ATI examinations are proctored computer examinations that simulate NCLEX testing and are meant to measure your competency in each specialty area. The ATI exams are scored by proficiency level (i.e. from best to worst performance: Proficiency level 3, 2, 1, and below level 1). **Students must score within Proficiency Level 2 or above to receive 100% on the exams.** Any score below Proficiency Level 2 will be calculated by dividing the student’s score by the lowest possible Proficiency Level 2 score.
   3. For example, if the Proficiency Level 2 score range was 63-72%, a student scoring in Proficiency Level 1 at 53% would receive $\frac{53}{63} = 84\%$
4. The results are immediately viewable on the computer after the student has completed the exam including score, national and class percentile rank, and proficiency level.
5. At NO time during any exam may a student use a cell phone as a calculator. Non-graphing calculators may be acceptable for use on some exams.

C. Reading:
   1. Reading of textbook assignments should be done before the topic is presented in class to ensure a basic understanding of the topic before lecture.
   2. See reading list.

D. Homework:
   1. If assigned, homework assignments must be turned in within the first 5 minutes of class or before the quiz is given.
   2. Late homework assignments will not be accepted and the student will receive 0 points for the assignment.

E. Quizzes:
   1. Quizzes will be based on the reading and homework assignments, and given prior to the lecture.
   2. Missed quizzes cannot be made up except for critical life events and at the discretion of the instructor. Arrangements for missing a quiz must be made in advance. The instructor will decide on a case-by-case basis whether a quiz can be taken BEFORE class time on the date that the quiz is to be given. At NO time will a quiz be allowed to be made-up after the quiz has been given to the entire class.

F. Active Participation in class discussions:
   1. Active participation is important to successful learning. You will be encouraged to join in on class discussions, share relevant experiences, and ask questions. Emphasis is placed on practicing English in order to promote English fluency.

G. Grading and Evaluation:
   1. Theory requires a 78% (2.0) to pass. Clinical section will receive a pass/fail and not be averaged into the grade. However a 78% must be achieved in clinical as well and will be determined by adding the points for each of the projects or clinical performance areas.

   2. If at any time you are below 78% you will be placed on warning and given a Learning Agreement (see Section F 5 of student handbook) to be signed by you and the instructor with your plan for remediation. The intent of the Learning Agreement is to let you know how you are progressing and allow you time to remedy the situation. You may choose to write a comment in the “comments” section.
3. Due to our agreements with clinical sites and our ethical responsibility to ensure patient safety in the clinical setting, if at any time your theory grade falls below 78% you will not be permitted to go to clinical. There are no clinical make-up days and students will receive a 0 for any clinical days missed for this reason.

If you find that you are having difficulty at any time, please contact the instructors for an appointment for additional tutoring.

**THEORY GRADE:** Must have a cumulative 78% (2.0) or above to pass the course

- 2 quizzes @ 25 points 50 points
- Mid-Term 50 points
- Final Exam 50 points
- ATI Community Health Nursing 10 points
- ATI Critical Thinking Exit 10 points
- ATI Pharmacology 10 points
- ATI Adult Med-Surg 10 points
- ATI Comprehensive Predictor 10 points

**Total possible** 200 pts

If you have an issue with the material on quizzes or exams, you may put your concern in writing and email it to the instructor. If you believe another answer is correct, please include the page number from the book where you got your information or other source with your rationale. You may not approach the instructor on the day of the quiz/exam, but please email your concern in writing as soon as possible, no later than the beginning of the following class period. If changes are made, you will be informed during the following class. No grade changes will be made if submissions are not made in writing.

4. Students will be responsible for knowing the status of their grade by keeping track of weekly homework, quiz, and exam scores on the grade keeper provided.

5. **If, at any time, your grade falls below 78%, YOU are responsible for approaching the instructor to establish a Learning Agreement.**

**STUDENT CONDUCT**

1. Each student is responsible for his/her own learning and personal integrity in the learning process. Cheating is defined as giving or receiving inappropriate assistance from another person such as giving and/or receiving answers to test questions. It will be considered cheating if you talk to another student with a quiz or exam in your hand. Plagiarism is failing to give credit to sources in homework, care plans or other assignments (See Handbook Appendix). In other words, the work you do must be your own. Any student found to be plagiarizing or cheating on a quiz or exam will receive 0 points for the assignment and will be sent to the V.P. of Student Services who may place the student on probation or remove the student from the program.
2. **Cell phones and pagers are required to be turned off** during class time. Silent pagers may be used but returning the call must be done at break time. Personal calls and trips to the bathroom should be taken at the break time provided.

3. Students are expected to participate in an orderly manner. Students whose behaviors distract from the learning process will be asked to leave for the day and will count as an absence. This includes talking during class time, checking email and using the Internet without permission. Work missed must be obtained from someone in the class and if in the clinical the objectives missed must be accomplished during the quarter.

4. Students are expected to dress modestly and neatly and be well groomed in the classroom (high heels, low neck lines, mini skirts and heavy perfume are inappropriate). Students are to dress professionally and abide by clinical site clothing requirements.

The instructor will give a Learning Agreement if deemed necessary to alert the student to the seriousness of their inappropriate behavior as well as for failure to perform academically. It is also a remediation process in which the student is able to verbalize and write their plans for future behaviors and learning. *The signing of the document does not mean that you agree, only that you have read it.* (See appendix: Learning Agreement) Misconduct without resolution will result in the student being referred for further disciplinary action by the Program Director, Executive Dean or VP for Student Services and may result in dismissal from the program.

**EXPECTATIONS OF THE INSTRUCTORS:**
The instructors and tutors will:

1. Come prepared for class and will arrive on time or early
2. Try not to deviate from the course schedule
3. Treat you with respect in classes, listen to you and provide you with information you need to achieve the knowledge, skill, and motivation to successfully complete the course.
4. Respect cultural differences

**Teaching Methods:**

1. Class Lecture (Power Point or Overhead)  
2. Case Study Analysis  
3. Role Playing  
4. Videos  

(This is not an exhaustive list.)
# Reading List

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tue. 4-1-08 - Week 1 1:30-6:30 pm RAH 218</td>
<td>Respiratory Disorders - Barbara</td>
<td>Lewis, Ch. 27, 28, 29 (Self review Ch. 26)</td>
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<tr>
<td>Tue. 4-8-08 - Week 2 1:30-6:30 pm RAH 218</td>
<td>Pre &amp; Post Operative Care until 5:30 pm - Marti</td>
<td>Lewis, Ch. 18, 19, &amp; 20</td>
<td>ATI – Community Health 5:30-6:30 TEC 122</td>
</tr>
<tr>
<td>Tue. 4-15-08 - Week 3 1:30-6:30 pm RAH 218</td>
<td>Endocrine Disorders until 5pm – Marti Integumentary Disorders 5 to 6:30 pm - Stephanie</td>
<td>Lewis, Ch. 49 (Self review Ch. 48) Lewis, Ch. 13 &amp; 24(p460-470) (Self review Ch. 23)</td>
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<tr>
<td>Tue. 4-22-08 - Week 4 1:30-6:30 pm RAH 218</td>
<td>Finish Endocrine until 3pm - Marti Start Gastrointestinal Disorders 3-5 pm – Marti Finish Integumentary 5-6:30 pm - Stephanie</td>
<td>Lewis, Ch. 50 Lewis, Ch. 42 (Self review Ch. 39) Lewis, Ch. 24(p470-482),Ch 25</td>
<td>QUIZ – RAH 218</td>
</tr>
<tr>
<td>Tue. 4-29-08 - Week 5 1:30-6:30 pm RAH 218</td>
<td>Finish GI until 5pm – Marti</td>
<td>Lewis, Ch. 43 Lewis, Ch. 63 (Self review Ch. 62)</td>
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<tr>
<td>Tue. 5-6-08 - Week 6 1:30-6:30 pm RAH 218</td>
<td>Start Neurological Disorders until 4pm – Marti Mid-Term Exam 4-5 pm - Marti Musculoskeletal cont’d 5-6:30 pm - Stephanie</td>
<td>Lewis, Ch. 57 &amp; 58 (Review Ch. 56) Lewis, Ch. 64</td>
<td>Mid-Term Exam 4-5 pm – RAH 218</td>
</tr>
<tr>
<td>Tue. 5-13-08 - Week 7 1:30-6:30 pm RAH 218</td>
<td>Finish Neurological until 5pm – Marti</td>
<td>Lewis, Ch. 59, 60 &amp; 61</td>
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<tr>
<td>Tue. 5-20-08 - Week 8 1:30-6:30 pm RAH 218</td>
<td>Finish Musculoskeletal 5-6:30 - Stephanie</td>
<td>Lewis, Ch. 65</td>
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<td>Tue. 5-27-08 - Week 9 1:30-6:30 pm RAH 218</td>
<td>Start Cardiovascular Disorders until 5pm – Marti Start Urinary Disorders 5-6:30 pm - Stephanie</td>
<td>Lewis, Ch. 33 &amp; 34 (Review Ch. 32) Lewis, Ch. 46 (Review Ch. 45)</td>
<td>QUIZ – RAH 218</td>
</tr>
<tr>
<td>Tue. 6-3-08 - Week 10 1:30-6:30 pm Rah 218</td>
<td>ATI Adult Med-Surg 1:30-2:30 in TEC 122 Cardiovascular cont’d until 5 pm – Marti Urinary cont’d 5-6:30 pm - Stephanie</td>
<td>Lewis, Ch. 35 &amp; 36 Lewis, Ch. 47</td>
<td>ATI Adult Med-Surg 1:30-2:30 TEC 122</td>
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<tr>
<td>Tue. 6-10-08 - Week 11 1:30-6:30 pm RAH 218</td>
<td>Finish Cardiovascular until 4 pm – Marti Review for Final/ATI 4-5 pm – Marti Finish Urinary/Reproductive 5-6:30 pm -Stephanie</td>
<td>Lewis, Ch. 37 &amp; 38 Lewis, Ch. 47 &amp; 55</td>
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<tr>
<td>Tue. 6-17-08 - Week 12 1:30-6:30 pm RAH 218</td>
<td>Final Exam 1:30-3:30 pm – Marti &amp; Stephanie Break 3:30-4:00 pm ATI Comprehensive Predictor 4-6 pm TEC 122</td>
<td>Lewis, Ch. 27, 28, 29 (Self review Ch. 26)</td>
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