

WEST HILLS COLLEGE LEMOORE
COURSE OUTLINE OF RECORD (COR)

FACULTY ORIGINATOR: Marleen Smart

DATE: 4/17/2012

NEW COURSE PROPOSAL COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)
Credit Status: [Choose an item.](#)
Basic Skills Status: [Choose an item.](#)
SAM Code: [Choose an item.](#)
Prior to College Level: [Choose an item.](#)
Noncredit Category:
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Marleen Smart Date: 4/18/2012
Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron Date: 4/23/2012
Comments: [Click here to enter text.](#)

Technical Review: Committee Date: 4/18/2012
Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#) Date: [Click here to enter a date.](#)
Comments: [Click here to enter text.](#)

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input checked="" type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education Addendum |
| <input type="checkbox"/> Course Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content | <input type="checkbox"/> Methods of Assessment |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

NEW COURSE PROPOSAL (use for new courses only)

Total Units: 2.5 Semester Lecture Hrs: 45 Semester Lab Hrs: N/A

Transferability (attach evidence): CSU UC

New Major? Yes No

If yes, state the new major: [Click here to enter text.](#)

Intended for Transfer? Yes (complete next row) No
 Transfer Elective Transfer General Education Transfer Major Requirement

Associate Degree? Yes (complete next row) No
 AA/AS Elective AA/AS General Education AA/AS Major Requirement

Certificate Program? Yes No
If yes, state the certificate: [Click here to enter text.](#)

Room Space Requirements: Standard classroom

COURSE PREFIX and NUMBER: NURS 4
COURSE TITLE: Medical Surgical Nursing II
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

Staff Requirements: Masters prepared Board of Registered Nursing approved Registered Nurse
Equipment Requirements: White board, projector, media equipment

COURSE OUTLINE (use for all courses)

UNITS: 2.5 Semester Lecture Hrs: 45 Semester Lab Hrs:
Grading (check all that apply): is 77% Pass/No Pass
Repeatable for Credit? Yes *Maximum number of times taken for credit:* No
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

Introduction to concepts and practices as they relate to the non-critical young adult through geriatric adult, in the medical surgical environment. Through utilization of the nursing process, the student will begin to recognize alterations in functioning or illness, and formulate age-appropriate nursing interventions. Selected psychomotor skills associated with basic needs and medication administration will be studied and practiced in the co-requisite course.

2. Prerequisites (List course prefix, number, and title) Not applicable

Successful completion of the following:
NURS 1 Foundations of Nursing
NURS 1L Foundations of Nursing Lab
NURS 2 Introduction to Medical-Surgical Nursing I
NURS 2L Introduction to Medical-Surgical Nursing I Lab
NURS 3 Basic Pharmacology

3. Corequisites (List course prefix, number, and title) Not applicable

NURS 4L-Medical Surgical Nursing II Lab

4. Advisories (List course prefix, number, and title) Not applicable

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation) Not applicable

The Board of Registered Nursing has limited enrollment to 48 students.

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

Upon completion of the course the student will be able to meet the following objectives:
Module 1 – Medication Administration
A. Define terminology associated with medication administration.
B. Discuss pharmacokinetics.
C. Differentiate between the advantages and disadvantages of routes of administration.
D. Differentiate between the types of liquid preparations.
E. Identify how medications are delivered.
F. Describe three systems of medication administration.

- G. Identify the six rights of medication administration.
- H. Describe four types of names that are used for medications.
- I. Describe the nurses responsibility associated with administration of controlled substances.
- J. Discuss principles and safety measures of preparation of medications for administration.
- K. Utilize the nursing process for medication administration.

Module 2 – Altered Oxygenation: Cardiovascular

- A. Describe anatomy and physiology of cardiovascular system and trace circulation of blood through the heart and vasculature.
- B. Describe the health history and physical examination relevant to a cardiovascular examination.
- C. Describe common signs and symptoms of altered cardiac functioning.
- D. Discuss the pathophysiology of specific arterial and venous diseases/complications.
- E. Identify major nursing diagnosis for clients with specific disorders related to altered cardiac function.
- F. Define anemia and the client’s physiological response to this disorder.
- G. Identify the essential data to be collected as part of an assessment of the hematological System.

Module 3 – Altered Oxygenation: Respiratory

- A. Review and describe the anatomy and physiology of the respiratory system.
- B. Review assessment of the respiratory tract and describe the health history and physical examination relevant to a respiratory examination.
- C. Describe common signs and symptoms of altered respiratory functioning.
- D. Discuss the pathophysiology, assessment, and nursing care of clients with specific respiratory disorders.
- E. Describe oral and nasopharyngeal airway maintenance and oral and nasopharyngeal suctioning.
- F. Identify major nursing diagnosis for clients with specific disorders related to altered respiratory function.

Module 4 – Altered Neurological Functions

- A. Describe the neurological assessment of a client.
- B. Differentiate between common assessments abnormalities (terminologies).
- C. Describe the risk factors, pathophysiology, types of stroke, signs and symptoms, diagnostic tests, and nursing interventions of client experiencing a cerebral vascular accident.
- D. Identify the major nursing diagnosis for clients with impaired neurological function.

Module 5 – Altered Senses: Pain

- A. Define pain according to Margo McCaffrey and describe neural mechanisms of pain and pain management.
- B. Describe legal and ethical issues of pain management and pain assessment.
- C. Differentiate between terminologies used to describe pain.
- D. Differentiate between types of pain.
- E. Describe the types of pain assessment scales and their use in pain management.
- F. Discuss addictions in hospitalized patients.
- G. Discuss pharmacological and non-pharmacological methods of pain management.

Module 6 – Altered Senses: Eye/Ear/Nose

- A. Review the anatomical structures and functions of the eye.
- B. Describe terminology associated with eye disorders.
- C. Differentiate between open angle and acute angle closure glaucoma.
- D. Describe signs and symptoms, nursing interventions, surgical procedures, treatment and

patient teaching for clients with cataracts and retinal detachment.

- E. Review the anatomical structures and functions of the ear.
- F. Review anatomical structures and functioning of the nose and sinuses.
- G. Discuss inner ear, nose, and sinus problems.

Module 7 – Altered Fluid and Electrolyte Balance

- A. Review and discuss the functions and regulatory mechanisms that maintain water and electrolyte balance in the body.
- B. Identify signs, symptoms, etiology, and treatment modalities for specific fluid and electrolyte imbalances.
- C. Provide teaching about diet and medications used to treat or prevent fluid and electrolyte disorders.

Module 8 – Altered Nutrition: Gastrointestinal and Biliary

- A. Describe anatomical and other factors that contribute to gastroesophageal reflux disease.
- B. Outline care for a patient experiencing GERD.
- C. Differentiate between GERD and PUD.
- D. Describe and differentiate the care of the client with hiatal hernia, esophageal cancer, esophageal diverticula's, and achalasia.
- E. Discuss the pathophysiology, etiology, clinical manifestations, management, and nursing care of the client with cholelithiasis and/or cholecystitis.
- F. Develop a plan of care for a patient with cholecystitis.
- G. Explain the use of total parenteral nutrition and lipid administration.
- H. Define obesity and outline management plan including weight loss.
- I. Develop a plan of care for a client who has undergone surgical treatment of obesity, including teaching and discharge planning.

Module 9 – Altered Elimination: Renal

- A. Differentiate the pathophysiology, etiology, clinical manifestations, diagnostic tests, treatment, and nursing care of clients with altered elimination related to specific renal disorders.
- B. Relate postoperative care and expected outcomes for a client following a transurethral resection of the prostate.
- C. Describe the procedure and nursing care of a client requiring bladder irrigation.
- D. Define commonly used terminology associated with renal disease.
- E. Identify urinary diagnostic tests and procedures.

Module 10 – Altered Musculoskeletal Function

- A. Describe age related changes in the musculoskeletal system and differences in assessment findings.
- B. Describe normal physical assessment of the musculoskeletal system.
- C. Explain diagnostic studies associated with musculoskeletal function.
- D. Explain the pathophysiology, etiology, manifestations, treatment, and nursing care of clients with soft tissue injuries.
- E. Describe fracture healing.
- F. Describe neurovascular assessment of an injured extremity.
- G. Describe the multidisciplinary care of a patient who has had an amputation.
- H. Discuss osteomyelitis.
- I. Differentiate between various types of bone cancers and their treatments.
- J. Describe care of the client with metabolic bone disease.
- K. Describe the clinical manifestations, pathology, treatment, and nursing care of clients with osteoarthritis and rheumatoid arthritis.

- L. Identify the nursing assessment and interventions for a person who has had a hip fracture.
- M. Identify the nursing assessments and interventions for a person with degenerative disease of the spine.

Module 11 – Leadership/Legal/Ethics

- A. Discuss the nursing leader’s role when suspecting elder abuse/neglect.
- B. Identify nursing leadership responsibilities that will enhance safe medication administration in the elderly.
- C. Compare and contrast various leadership styles.
- D. Identify skill and competencies needed by a nurse manager.
- E. Describe the nurse manager’s duties.
- F. Recite and use time management strategies.
- G. Explain the major factors that are escalating the costs of healthcare.
- H. Discuss healthcare financing.
- I. Discuss various systems of nursing care delivery, and identify advantages and disadvantages of each.
- J. List the other health care team members and their role in patient care.

Module 12 – Perioperative Nursing

- A. Describe the various types and classifications of surgical procedures.
- B. Identify the various phases of surgery and the nurse’s role during each phase.
- C. Compare different types of anesthesia.
- D. Describe procedural sedation.

7. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

Module 1 – Medication Administration

- A. Terminology associated with medication administration
- B. Pharmacokinetics
- C. Advantages and disadvantages of routes of administration
- D. Types of liquid preparations
- E. How medications are delivered
- F. Three systems of medication administration
- G. Six rights of medication administration
- H. Four types of names that are used for medications
- I. Nurses responsibility associated with administration of controlled substances
- J. Principles and safety measures of preparation of medications for administration
- K. Nursing process for medication administration

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- A. Anatomy and physiology of cardiovascular system and trace circulation of blood through the heart and vasculature
- B. Health history and physical examination relevant to a cardiovascular examination
- C. Common signs and symptoms of altered cardiac functioning
- D. Pathophysiology of specific arterial and venous diseases/complications
- E. Major nursing diagnosis for clients with specific disorders related to altered cardiac function
- F. Anemia and the client’s physiological response to this disorder
- G. Essential data to be collected as part of an assessment of the hematological system

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- A. Anatomy and physiology of the respiratory system
- B. Assessment of the respiratory tract and describe the health history and physical examination

- relevant to a respiratory examination
- C. Common signs and symptoms of altered respiratory functioning
- D. Pathophysiology, assessment, and nursing care of clients with specific respiratory disorders
- E. Oral and nasopharyngeal airway maintenance and oral and nasopharyngeal suctioning
- F. Major nursing diagnosis for clients with specific disorders related to altered respiratory function

Module 4 – Altered Neurological Functions

- A. Neurological assessment of a client
- B. Common assessment abnormalities (terminologies)
- C. Risk factors, pathophysiology, types of stroke, signs and symptoms, diagnostic tests, and nursing interventions of client experiencing a cerebral vascular accident
- D. Major nursing diagnosis for clients with impaired neurological function

Module 5 – Altered Senses: Pain

- A. Pain according to Margo McCaffrey and describe neural mechanisms of pain and pain management
- B. Legal and ethical issues of pain management and pain assessment
- C. Terminologies used to describe pain
- D. Types of pain
- E. Types of pain assessment scales and their use in pain management
- F. Addictions in hospitalized patients
- G. Pharmacological and non-pharmacological methods of pain management

Module 6 – Altered Senses: Eye/Ear/Nose

- A. Anatomical structures and functions of the eye
- B. Terminology associated with eye disorders
- C. Open angle and acute angle closure glaucoma
- D. Signs and symptoms, nursing interventions, surgical procedures, treatment and patient teaching for clients with cataracts and retinal detachment
- E. Anatomical structures and functions of the ear
- F. Anatomical structures and functioning of the nose and sinuses
- G. Inner ear, nose, and sinus problems

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- A. Functions and regulatory mechanisms that maintain water and electrolyte balance in the body
- B. Signs, symptoms, etiology, and treatment modalities for specific fluid and electrolyte imbalances
- C. Diet and medications used to treat or prevent fluid and electrolyte disorders

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- A. Anatomical and other factors that contribute to gastroesophageal reflux disease
- B. Care for a patient experiencing GERD
- C. Difference between GERD and PUD
- D. Care of the client with hiatal hernia, esophageal cancer, esophageal diverticula's, and achalasia
- E. Pathophysiology, etiology, clinical manifestations, management, and nursing care of the client with cholelithiasis and/or cholecystitis
- F. Plan of care for a patient with cholecystitis
- G. Use of total parenteral nutrition and lipid administration
- H. Obesity and management plan including weight loss
- I. Plan of care for a client who has undergone surgical treatment of obesity, including teaching

and discharge planning
<u>Module 9 – Altered Elimination: Renal</u>
A. Pathophysiology, etiology, clinical manifestations, diagnostic tests, treatment, and nursing care of clients with altered elimination related to specific renal disorders
B. Postoperative care and expected outcomes for a client following a transurethral resection of the prostate
C. Procedure and nursing care of a client requiring bladder irrigation
D. Commonly used terminology associated with renal disease
E. Urinary diagnostic tests and procedures
<u>Module 10 – Altered Musculoskeletal Function</u>
A. Age related changes in the musculoskeletal system and differences in assessment findings
B. Normal physical assessment of the musculoskeletal system
C. Diagnostic studies associated with musculoskeletal function
D. Pathophysiology, etiology, manifestations, treatment, and nursing care of clients with soft tissue injuries
E. Mechanism of fracture healing
F. Neurovascular assessment of an injured extremity
G. Multidisciplinary care of a patient who has had an amputation
H. Pathophysiology and care of osteomyelitis
I. Various types of bone cancers and their treatments
J. Care of the client with metabolic bone disease
K. Clinical manifestations, pathology, treatment, and nursing care of clients with osteoarthritis and rheumatoid arthritis
L. Nursing assessment and interventions for a person who has had a hip fracture
M. Nursing assessments and interventions for a person with degenerative disease of the spine
<u>Module 11 – Leadership/Legal/Ethics</u>
A. The nursing leader’s role when suspecting elder abuse and neglect
B. Nursing leadership responsibilities that will enhance safe medication administration in the elderly
C. Compare and contrast various leadership styles
D. Skills and competencies needed by a nurse manager
E. the nurse manager’s duties
F. Use of time management strategies
G. Major factors that are escalating the costs of healthcare
H. Healthcare financing
I. Various systems of nursing care delivery, and identify advantages and disadvantages of each
J. Other health care team members and their role in patient care
<u>Module 12 – Perioperative Nursing</u>
A. Various types and classifications of surgical procedures
B. Various phases of surgery and the nurse’s role during each phase
C. Comparison of types of anesthesia
D. Describe procedural sedation

8. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only) Not applicable

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9. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

- A. Lecture
- B. Videos
- C. Simulation
- D. Anatomical Models

10. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.) Not applicable

11. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

- A. Exams
- B. Quizzes
- C. Homework assignments

12. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout this program. Students will be assigned patients based on diagnosis, which will include a variety of cultural, ethnic, and socioeconomic backgrounds.

13. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one’s position on an issue or solution)

Appropriate interventions will be required upon abnormal assessment finding. Students will have to learn to organize, delegate, and prioritize when performing their patient care. Scenarios and case studies will require critical thinking.

COURSE PREFIX and NUMBER: NURS 4
COURSE TITLE: Medical Surgical Nursing II
INSTRUCTIONAL AREA: HEALTH AND WELLNESS

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are ADA compliant and currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

[Click here to enter text.](#)

TEXTBOOK FORM (use for all courses)

All transfer-level courses are required 1) to have a primary text with a 12th grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.

REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: Medical Surgical Nursing: Assessment and Management of Clinical Problems
Edition, Publication Year: 7th 2011 ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R.
Publisher: Elsevier/Mosby
Readability Level: 12.0

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#) ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: Study Guide for Medical Surgical Nursing: Assessment and Management of Clinical Problems
Edition, Publication Year: 7th 2011 ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R.
Publisher: Elsevier/Mosby
Readability Level: 12.0

OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)
Edition, Publication Year: [Click here to enter text.](#) ISBN/Website: [Click here to enter text.](#)
Author(s) Last Name, First Name: [Click here to enter text.](#)
Publisher: [Click here to enter text.](#)
Readability Level: [Click here to enter text.](#)

Course Outline of Record Approval

Title	Signature	Date
Originating Faculty	_____	_____
Learning Area Curriculum Representative	_____	_____
WHCL Articulation Officer (transfer courses only)	_____	_____
WHCL Chief Instructional Officer	_____	_____
WHCL Curriculum Chair	_____	_____
WHCCD Administrative Representative	_____	_____
WHCCD Board of Trustees Approval (no signature required)		_____
WHCL Approval Verification:		
_____	_____	_____
Print Name	Signature	Date