

**WEST HILLS COLLEGE LEMOORE**  
**COURSE OUTLINE OF RECORD (COR)**

FACULTY ORIGINATOR: Marleen Smart and Leslie Catron

DATE: 11/12/2012

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: 1/29/2012

Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron      Date: 11/30/2012

Comments: [Click here to enter text.](#)

Technical Review: [Click here to enter text.](#)      Date: [Click here to enter a date.](#)

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 checked="" 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)**

<b>Total Units:</b>	<b>Semester Lecture Hrs:</b>	<b>Semester Lab Hrs:</b>
<b>Transferability (attach evidence):</b>	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
<b>New Major?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
<b>Intended for Transfer?</b>	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
<b>Associate Degree?</b>	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
<b>Certificate Program?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	

**Room Space Requirements:** Standard classroom seating 48 students

**COURSE PREFIX and NUMBER: NURS 7**  
**COURSE TITLE: Medical-Surgical Nursing III**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**Staff Requirements:** BRN approved Masters prepared Registered Nurse  
**Equipment Requirements:** White board, projector, document finder

**COURSE OUTLINE (use for all courses)**

UNITS: 2.5 Semester Lecture Hrs: 45 Semester Lab Hrs:

Grading (check all that apply):  minimum  Pass/No Pass  
pass 77%

Repeatable for Credit?  Yes *Maximum number of times taken for credit:*  No

Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

NURS 7 will synthesize and correlate nursing knowledge and skills in providing care to multiple patients who have complex, multi-system illnesses. Focus will be for the students to predict patient needs and priorities, and evaluate outcomes on care. Associated psychomotor skills will be integrated and practiced in the co-requisite lab course.

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

Successful completion of NURS 1 (Foundations of Nursing), NURS 1L (Foundations of Nursing Lab), NURS 2 (Medical Surgical Nursing I), NURS 2L (Medical Surgical Nursing I Lab), NURS 3 (Basic Pharmacology), NURS 4 (Medical Surgical Nursing II), NURS 4L (Medical Surgical Nursing II Lab), NURS 5 (Obstetrics-Maternity Nursing), NURS 5L (Obstetrics-Maternity Nursing Lab), NURS 6 (Advanced Pharmacology), or LVN license and acceptance in the LVN to RN Bridge class, NURS 14A (Foundations Learning Lab), NURS 14B (Pharmacology/Obstetrical Learning Lab)

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

Concurrent enrollment in NURS 7L (Medical-Surgical Nursing III)

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

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

The enrollment will be limited to 48 students per Board of Registered Nursing approval.

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:*

- I. Module – Altered Oxygenation: Cardiovascular
  - A. Describe the pathophysiology of coronary artery disease and its management.
  - B. Explain the pathophysiology of congestive heart failure, and its management.
  - C. Develop a plan of care for a client with congestive heart failure.
  - D. Differentiate between superficial thrombophlebitis and deep vein thrombosis.
  - E. Explain the difference between infective endocarditis, pericarditis, and myocarditis.

- II. Module – Altered Oxygenation: Respiratory
  - A. Describe care of patient with chest trauma.
  - B. Explain the difference between spontaneous and traumatic pneumothorax.
  - C. Outline the care of a client with primary pulmonary hypertension.
  - D. Differentiate between respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis.
  - E. Describe the care of the patient with lung cancer.
- III. Module – Altered Neurological Functioning
  - A. Identify common etiologies, clinical manifestations, and treatments of client with increased intracranial pressure (ICP) and head trauma.
  - B. Compare the types, clinical manifestations and management of clients with brain tumors.
  - C. Differentiate care of clients with meningitis and encephalitis
- IV. Module – Altered Senses: Pain
  - A. Differentiate between types of pain and discuss drug therapy for mild, moderate, and severe pain.
- V. Module – Altered Fluids and Electrolytes
  - A. Differentiate the use and care of short and long term catheters for immunosuppressed clients.
  - B. Describe blood component therapy.
  - C. Describe care of client on total parenteral nutrition (TPN).
- VI. Module – Altered Elimination: Gastrointestinal (G.I.), Upper & Lower Problems
  - A. Describe the care of the client with esophageal cancer.
  - B. Describe the etiology, manifestations, and treatment for clients with gastric cancer.
  - C. Differentiate etiology, pathophysiology, clinical manifestations, diagnostic studies, and treatment for clients with inflammation disorders of the lower gastrointestinal tract such as appendicitis, peritonitis, and gastroenteritis.
  - D. Differentiate between clients with small bowel and large bowel obstruction.
  - E. Describe the plan of care for a client with colorectal cancer.
  - F. Develop a teaching plan for client undergoing ostomy surgery.
  - G. Interpret care for the client with hepatic failure
  - H. Develop a comprehensive teaching plan for the client with pancreatitis.
- VII. Module – Altered Elimination: Renal
  - A. Describe the care for clients with chronic renal failure/uremia.
  - B. Describe the care for a client with a renal tumor/bladder cancer/kidney cancer and the surgical diversions: nephrostomy, ileal conduit, kock pouch. Ileostomy, and neobladder.
  - C. Describe peritoneal dialysis, hemodialysis and the collaborative care involved.
- VIII. Module – Immunity: Oncology
  - A. Compare the structure and function of normal cells and neoplasms and explain how the behavior of cancer cells differ from normal cells.
  - B. Utilizing the nursing process discuss care of clients with various types of cancer.
  - C. Describe oncologic emergencies and appropriate management.
- IX. Module – Leadership, Ethical and Legal
  - A. Describe quality control and quality assurance, identify quality improvement vehicles and the nurse’s roll.
  - B. Describe the component of quality management which involves performance appraisal.
  - C. Define risk management and how it fits into quality improvement.

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)

- I. Module – Altered Oxygenation: Cardiovascular
  - A. Pathophysiology of coronary artery disease and its management.
  - B. Pathophysiology of congestive heart failure, and its management.
  - C. Plan of care for a client with congestive heart failure.
  - D. Differentiation between superficial thrombophlebitis and deep vein thrombosis.
  - E. The difference between infective endocarditis, pericarditis, and myocarditis.
- II. Module – Altered Oxygenation: Respiratory
  - A. Care of patient with chest trauma.
  - B. The difference between spontaneous and traumatic pneumothorax.
  - C. The care of a client with primary pulmonary hypertension.
  - D. Differentiation between respiratory acidosis, respiratory alkalosis, metabolic acidosis, and metabolic alkalosis.
  - E. The care of the patient with lung cancer.
- III. Module – Altered Neurological Functioning
  - A. Common etiologies, clinical manifestations, and treatments of client with increased intracranial pressure (ICP) and head trauma.
  - B. The types, clinical manifestations and management of clients with brain tumors.
  - C. Differentiation of care of clients with meningitis and encephalitis.
- IV. Module – Altered Senses: Pain
  - A. Differentiation between types of pain and discussion of drug therapy for mild, moderate, and severe pain.
- V. Module – Altered Fluids and Electrolytes
  - A. Differentiation of the use and care of short and long-term catheters for immunosuppressed clients.
  - B. Blood component therapy.
  - C. The care of the client on total parenteral nutrition (TPN).
- VI. Module – Altered Elimination: Gastrointestinal (G.I.), Upper & Lower Problems
  - A. The care of the client with esophageal cancer.
  - B. The etiology, manifestations, and treatment for clients with gastric cancer.
  - C. Differentiate etiology, pathophysiology, clinical manifestations, diagnostic studies, and treatment for clients with inflammation disorders of the lower gastrointestinal tract such as appendicitis, peritonitis, and gastroenteritis.
  - D. Differentiate between clients with small bowel and large bowel obstruction.
  - E. The plan care for a client with colorectal cancer.
  - F. Development of a teaching plan for client undergoing ostomy surgery.
  - G. The care of the client with hepatic failure
  - H. Development of a comprehensive teaching plan for the client with pancreatitis.
- VII. Module – Altered Elimination: Renal
  - A. The care for clients with chronic renal failure/uremia.
  - B. The care of a client with a renal tumor.
- VIII. Module – Immunity: Oncology
  - A. Structure and function of normal cells and neoplasms and explain how the behavior of cancer cells differ from normal cells.
  - B. Utilizing the nursing process discuss care of clients with various types of cancer.
  - C. Oncologic emergencies and appropriate management.
- IX. Module – Leadership, Ethical and Legal
  - A. Organizational culture and climate.
  - B. Health care organizations by major classifications, compare and contrast common healthcare

settings/types.  
C. Quality control and quality assurance, identify quality improvement vehicles and the nurse's roll  
D. Quality management which involves performance appraisal.  
E. Risk management and how it fits into quality improvement.

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

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

A. Lecture and visual presentations  
B. Videos  
C. High fidelity simulation education  
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. Classroom quizzes  
C. NCLEX questions  
D. Article 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 critical thinking and interventions will be required upon abnormal assessment findings in the clinical setting and students will have to learn to organize, delegate and prioritize when performing their patient care. Therefore, scenarios and case studies will be assigned that require critical thinking to accomplish the learning objectives. Medication dosage calculations, drug compatibilities, and therapeutic drug effects will require critical thinking skills.

**COURSE PREFIX and NUMBER: NURS 7**  
**COURSE TITLE: Medical-Surgical Nursing III**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**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.](#)

**COURSE PREFIX and NUMBER: NURS 7**  
**COURSE TITLE: Medical-Surgical Nursing III**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**TEXTBOOK FORM (use for all courses)**

*All transfer-level courses are required 1) to have a primary text with a 12<sup>th</sup> 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: 7<sup>th</sup> 2011 ISBN/Website: 978-0-323-06580-1  
Author(s) Last Name, First Name: Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R.  
Publisher: Elsevier/Mosby  
Readability Level: 17.5

**SECONDARY STUDENT TEXTBOOK / MATERIAL**

Title: Study Guide for Medical Surgical Nursing: Assessment and Management of Clinical Problems  
Edition, Publication Year: 7<sup>th</sup> 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: 17.2

**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.](#)



Medical Surgical Nursing: Assessment and Management of Clinical

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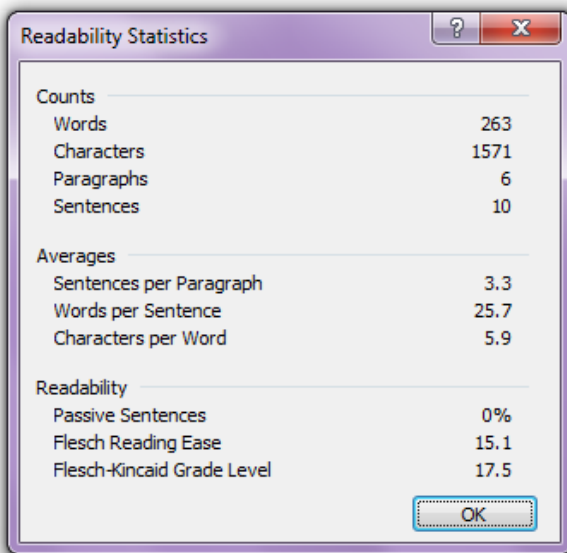
Professional recognition of expertise in a specialty area is obtained through certification which is offered through a variety of nursing organizations. It usually requires a certain amount of clinical experience and successful completion of a certain amount of clinical experience and successful completion of an examination. Recertification usually requires ongoing clinical experience and continuing education. Common nursing specialties include ambulatory care, cardiovascular care, critical care, women's health, nursing informatics, neonatal intensive care, obstetrical care, gerontology, medical-surgical nursing, perinatal, pediatric nursing, mental health, and community health nursing. A more recent specialty is forensic nursing, which addresses sexual assault, abuse, domestic violence, and death investigation.

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Family caregivers often play important roles in the life of the chronically ill person and ideally would be spouses and partners who learn to work together in managing the disease and diseases. The collaboration begins under the direction of the health care team at the time of diagnosis is often when the caregiver is an elderly spouse who may also have a chronic illness, which complicates the situation.

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To reduce stress, help caregivers acknowledge their feelings of stress and plan self-care activities such as the potential for support groups, networks of families and friends, and community resources all of which can help to reduce the stress that comes with care-giving. Support groups help by sharing experiences and information, offering understanding and acceptance, and suggesting solutions to common problems and concerns. Encourage the caregiver to seek help from the formal social support system on matters such as respite care, housing, health coverage, and finances.



Study Guide for Medical Surgical Nursing: Assessment and Management of Clinical Problems

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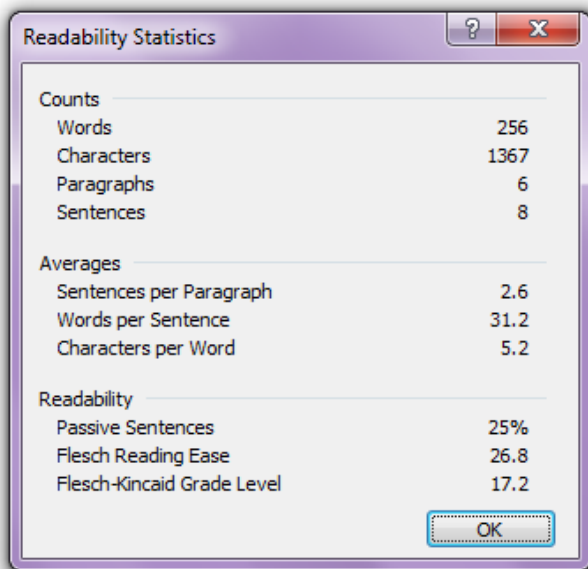
A 62 year old patient hospitalized with heart failure has been receiving large doses of diuretics and the oncoming nurse notices that the patient has increasing weakness, flabby muscles, increased irritability, and a week rapid pulse. The nurse notifies the health care provider of these findings and asks whether the patient’s potassium level should be checked. The primary physician orders a laboratory test to evaluate the patient’s serum electrolyte levels based on the nurses’ recommendation. The results indicate hypokalemia, and the nurse reports the results to the primary physician who orders potassium supplements, daily serum electrolyte levels, and a high-potassium diet.

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Additional assessment data should include Mr. and Mrs. J’s reasons for not discussing her illness and impending death with their children, an assessment of their spiritual needs, what decisions, if any, they have made about where and how S. J. prefers to die, and what resources they have used or could use to assist them through the dying process. In addition, assessment and evaluation of their coping skills are necessary along with an assessment of S. J.’s activities of daily living (ADL’s) should also be made.

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A positive history of tobacco and alcohol is the most significant etiologic factor in oral cancer but excessive exposure to ultraviolet radiation from the sun is a secondary contributing factor in the development of cancer of the lip. Herpes Simplex infections have not been associated with oral cancer, and difficulty swallowing and ear pain are symptoms of advanced or cancer, not risk factors.



**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**September 6, 2011**

**Room 238**

**12:00 p.m. – 1:00 p.m.**

**10) Curriculum Committee Report**

L. Catron reported that RN & LVN curriculum is up for review and that new curriculum forms will be available in October. L. Catron also informed the learning area that she is working on the grid for the 5 year review. R. Ragsdale reported that the state has been evaluating various courses in the PE areas and he is working with M. Hendrickson to adjust the pre-requisites for basketball and bad mitten curriculum. He is also trying to finish volleyball curriculum so that the course can be offered in the spring.

**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**September 27, 2011**

**Room 238**

**12:00 p.m. – 1:00 p.m.**

**7) Curriculum Committee Report – Leslie**

L. Catron reported Curriculum had their first meeting and that the committee underwent training. Training is necessary if you are in need of a substitute to fill in for a curriculum meeting. She reported that the training is located on the curriculum portal.

L. Catron also reported that all new forms should be ready in two weeks. J. Preston encouraged the learning area if the deadline has passed you can still submit the forms.

**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**November 8, 2011**

**Room 239**

**12:00 p.m. – 1:00 p.m.**

**8) Curriculum Committee Report – Leslie:**

L. Catron reported that the curriculum forms went through the second reading and should be up later in the week to use. She noted that the curriculum packet forms will have a few changes and that the short form will no longer be used. If writing or revising curriculum; use the new forms.

**10.1- Course Deactivations/Deletions- Rodney:**

R. Ragsdale asked the faculty to check their e-mails regarding information he sent of deactivating courses such as PE 6 & PE 52 while keeping courses PE 46 & PE 48 active.

**10.2- TMC Kinesiology:**

R. Ragsdale handed out a Kinesiology Transfer Model Curriculum form and shared with the learning area that the state passed the KINES degree. He will work with M. Hendrickson to help check over courses for a two option degree and pass the report on to Coalinga.

**Health and Wellness Learning Area Meeting**  
**West Hills College Lemoore**  
**February 7, 2012**  
**Room 239**  
**12:00 p.m. – 1:00 p.m.**

**9) Curriculum Committee Report – Leslie:**  
**10.1- Course Revisions for Spring 2012?**

L. Catron reminded the learning area to submit any forms they may have for TRC. She noted that Nursing and PE have turned in paperwork using the new curriculum forms.

S. Droker reminded the learning area to visit the WHCL Curriculum Team Site to view the curriculum schedule. L. Catron added that the Curriculum handbook is also available on the portal.

**Health and Wellness Learning Area Meeting**  
**West Hills College Lemoore**

**April 10, 2012**  
**Room 239**  
**12:00 p.m. – 1:00 p.m.**

**10) Curriculum Committee Report – Leslie:**

L. Catron noted that the Paramedic program curriculum has been completed by Marleen Smart and submitted to TRC for review. She requested input as others would seem appropriate.

TRC will review all nursing, PE, and Paramedic courses on April 16, 2012. The final forms with corrections are due to be posted to Curriculum Committee by Monday April 23, 2012 before 1 p.m. ensuring review in this semester.