**NUR 2212 Advanced Medical Surgical**

**Course Number:** NUR 2212

**Course Reference Number:**

**Meeting Days/Time:** August 22, 2022 to October 29, 2022 – Monday and Thursday

**Location:** TBA

**Instructor’s Name:** ANDRES CAIAFFA

**E-mail Address:**  [acaiaffa@mdc.edu](mailto:acaiaffa@mdc.edu) (Fastest way to contact me)

**Office Phone:** 305 2374192

**Cell#:**

**Office Hours:** By appointment –

**Course Description:** This course provides students with the opportunity to apply advanced concepts of medical surgical nursing. Students will learn to provide health care delivery in both in-patient and community settings. Students will focus on the nurse’s role in meeting the needs of the client, family, and community. Students are encouraged to actively participate in projects assisting clients in preventive care and maintenance of health.

**Course Credits:** 3 Credits

**Pre-requisites:** NUR 1025, NUR 1025C, NUR 1025L, NUR 1060C, NUR 1142, NUR 1211, NUR1211L, NUR1214C, NUR 1141, NUR 2420, NUR 2420L, NUR2520, NUR 2520L, NUR 2310, NUR 2310L, NUR 2680L

**Co-requisites:** NUR 2212L, NUR 2811C

***Instructional Approach (Blended) /Strategies:***

Will include, but are not limited to:

* Lectures enhanced through multimedia presentations, participation in facilitated group discussion, case studies, NCLEX-RN review questions, and written examinations.

**College wide Student Learning Outcomes:**

1. Communicate effectively using listening, speaking, reading, and writing skills
2. Use quantitative analytical skills to evaluate and process numerical data
3. Solve problems using critical and creative thinking and scientific reasoning
4. Formulate strategies to locate, evaluate, and apply information
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities
7. Demonstrate knowledge of ethical thinking and its application to issues in society
8. Use computer and emerging technologies effectively
9. Demonstrate an appreciation for aesthetics and creative activities
10. Describe how natural systems function and recognize the impact of humans on the environment

**End-of-Program Student Learning Outcomes:**

1. Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing.
2. Implement safety and quality initiatives in the delivery of holistic patient-centered care.
3. Utilize technological resources to effectively deliver care which enhances positive patient outcomes.
4. Deliver compassionate care to diverse populations with respect to individuality and clients’ needs.
5. 7Uses relevant evidence to improve clients’ outcomes within a dynamic environment.

**Course Student Learning Objectives:**

At the end of the course the student will be able to:

1. Perform a general health assessment of adult patients with deviations from normal that contribute to complex alterations in health. (Meets Unit Objectives 1,2,3,4,5,6, and 7)
2. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult patients with complex health alterations. (Meets Unit Objectives 1,2,3,4,5, 6 and 7)
3. Collaborate with members of the inter-professional health care team while acting as a patient advocate in the provision of safe, quality care for adult and older adult patients with complex health alterations. (Meets Unit Objectives 1,2,3,4,5, 6 and 7)
4. Demonstrate clinical judgment when providing direct patient care to adult and older adult patients experiencing complex alterations in health. (Meets Unit Objectives 1,2,3,4,5, 6 and 7)
5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team. (Meets Unit Objectives 1,2,3,4,5, 6 and 7)
6. Use health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients. (Meets Unit Objectives 1,2,3,4,5, 6 and 7)

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| **Course Outcome Number** | **Intentional Learning Activity** | **Assessment and Evaluation Method** |
| 1 and 4 | * Compare and trend physiological and laboratory values to norms and determine appropriate nursing interventions based on this data. | * Objective test questions requiring students to identify deviation from laboratory norms and identify appropriate patient care interventions. |
| 2 and 6 | * Medical-Surgical Nursing theory content will be presented in relationship to the nursing process which is the scientific method of reasoning. * Use of case studies and content mapping in the presentation of course material. | * Objective test questions categorized by the nursing process. * Objective test questions requiring student to select the priority nursing action of the patient. * Use of multiple-response (select all that apply) questions. |
| 3 and 5 | * Use of textbooks, reading lists, the internet, and library to obtain information. * Comparing patients’ physiological and laboratory values to norms and determining appropriate nursing. | * Objective test questions utilizing Bloom’s taxonomy at the application and/or analysis level that requires complex thought processing. |

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| **Course Content** | **Learning Outcomes** |
| **Unit 1: Client-Centered Care – Endocrine** | * Critical/creative thinking * Formulate strategies * Ethics |
| **Unit 1 Objectives**   1. Differentiate the pathophysiology of the disorders affecting the pituitary, thyroid, parathyroid, and adrenal glands. 2. Determine the relevant assessment data of the disorders affecting the endocrine system. 3. Differentiate the characteristic clinical manifestations of hormone deficiencies or excesses 4. Determine the appropriate laboratory and diagnostic testing used to assess and monitor clients 5. Predict the collaborative management of clients 6. Integrate the nursing process as a framework to provide individualized care to clients |  |
| **Unit 1 Content** |  |
| 1. A & P 2. Hyper and hypo states 3. Laboratory and diagnostics 4. Common nursing interventions 5. Documentation 6. Delegation 7. Teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 2 – Client-Centered Care – Neurological** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 2 Objectives**   1. Explain factors responsible for spinal cord injury 2. Connect the effects of spinal cord injuries related to level of injury 3. Determine appropriate diagnostic testing used to assess spinal cord injury, Myasthenia Gravis, Multiple Sclerosis, and Guillain Barre 4. Point out the collaborative management of clients with spinal cord injury including delegation of responsibility 5. Determine the relevant assessment data for degenerative neuromuscular disorders including Myasthenia Gravis, Multiple Sclerosis, and Guillain Barre 6. Outline the clinical manifestations that are characteristic of degenerative neuromuscular disorders 7. Predict the collaborative management of clients with degenerative neuromuscular disorders 8. Integrate the nursing process as a framework to provide individualized care to clients and their families 9. Formulate the educational needs of clients and families |  |
| **Unit 2 Content** |  |
| 1. Risk factors 2. Laboratory and diagnostics 3. Common nursing interventions 4. Selected disorders - spinal cord injury, Myasthenia Gravis, Multiple Sclerosis, and Guillain Barre Syndrome 5. Degenerative disorders 6. Documentation 7. Teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 3 – Client-Centered Care – Hematologic** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 3 Objectives**   1. Differentiate the pathophysiology and etiology of the hematologic system and lymphatic systems disorders 2. Determine the laboratory and diagnostic tests used in diagnosis 3. Compare and contrast the types of anemia and leukemia 4. Distinguish the major types of leukemia and the most common treatment modalities 5. Outline the implications for the client undergoing bone marrow transplantation, chemotherapy, and radiation therapy 6. Outline the nutritional needs of the client with anemia 7. Integrate the nursing process as a framework for providing individualized care to clients and their families |  |
| **Unit 3 Content**   1. A & P 2. Blood disorders – leukemia, anemia, lymphatic 3. Laboratory and diagnostics 4. Common nursing interventions 5. Documentation 6. Teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7).*  *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7).*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 4 – Client-Centered Care – Respiratory** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 4 Objectives**   1. Differentiate the pathophysiology of lung cancer, adult   respiratory distress syndrome (ARDS), and pulmonary embolism   1. Outline the clinical manifestations of pleural effusion 2. Determine the related laboratory and diagnostic testing related to complex respiratory disorders. 3. Explain the nursing implications for medications and   Treatments related to complex respiratory disorders   1. Apply principles of perioperative care to the client having   Thoracic surgery   1. Generate the nursing interventions of the client with chest trauma 2. Integrate the use of the nursing process as a framework for   providing individualized care to clients and their families |  |
| **Unit 4 Content**   1. A & P 2. Respiratory disorders - pleural effusion, lung cancer, adult   respiratory distress syndrome, chest trauma, and  pulmonary embolism   1. Common nursing interventions 2. Documentation 3. Teaching |  |

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| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)*  *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 5 – Client-Centered Care – Genitourinary** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 5 Objectives**   1. Integrate the pathophysiology to the clinical manifestations of AKI CKD, prostate cancer, and BPH 2. Interpret relevant laboratory and diagnostic tests related to AKI CKD and BPH 3. Distinguish between acute and chronic renal failure 4. Explain the collaborative care related to clients with acute or chronic renal failure including areas for delegation 5. Compare and contrast hemodialysis and peritoneal dialysis 6. Explain the use of kidney transplantation as a treatment option 7. Apply principles of perioperative care to the client undergoing kidney transplant 8. Predict the collaborative management of clients with AKI, CKD and BPH 9. Outline the clinical manifestations of benign prostatic hypertrophy 10. Explain treatment modalities for prostatic disorders 11. Illustrate the use of the nursing process as a framework to provide individualize care to clients and families |  |
| **Unit 5 Content** |  |
| 1. A & P 2. Selected conditions - renal failure, benign prostatic hypertrophy, and prostate cancer 3. Laboratory and diagnostics 4. Dialysis 5. Common nursing interventions 6. Surgical interventions 7. Documentation 8. teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)*  *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |
| **Unit 6 - Client-Centered Care – Hepatic** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 6 Objectives**   1. Associate the pathophysiology of liver failure, hepatitis, pancreatitis, gallbladder disease to clinical the clinical manifestations 2. Interpret the relevant laboratory and diagnostic tests related to hepatobiliary disorders. 3. Predict the collaborative care related to clients with cirrhosis of the liver, hepatitis and pancreatitis 4. Explain the use of liver transplantation as a treatment option 5. Apply principles of perioperative care to the client undergoing liver transplant 6. Infer the nursing management of clients with cirrhosis, hepatitis and pancreatitis 7. Explain the use of the nursing process as a framework to provide individualized care to clients and their families |  |
| **Unit 6 Content** |  |
| 1. Assessment 2. Selected disorders – cirrhosis, hepatitis, and pancreatitis 3. Laboratory and diagnostics 4. Jaundice 5. Common nursing interventions 6. Documentation 7. Teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)*  *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions. * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient- centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice. |  |
| **Unit 7 – Client-Centered Care – Burns** | * Quantitative analytical * Critical/creative thinking * Formulate strategies |
| **Unit 7 Objectives**   1. Debate the causes and methods of preventing burn injuries 2. Categorize the parameters used to determine severity of burn injuries 3. Formulate the nursing implications for burn management in the emergent, acute, and rehabilitation phases of care 4. Apply principles of fluid and electrolyte balance during the acute phase 5. Integrate the nutritional and psychosocial aspects of burn rehabilitation 6. Explain the nursing interventions for pain management 7. Compare and contrast the use of antimicrobial agents 8. Modify the nursing process to provide individualized care to clients and their families |  |
| **Unit 7 Content** |  |
| 1. Risk for burns 2. Types and characteristics of burns 3. Laboratory and diagnostics 4. Common nursing interventions 5. Mental health considerations 6. Nutritional considerations 7. Rehabilitation care 8. Documentation 9. Teaching |  |
| *EPSLO 2: Implement safety and quality initiatives in the delivery of holistic client-centered care. (MDC Learning Outcomes 3) (Core Component 5 & 7)*   * Identify safety risks and environmental hazards in health care settings. * Practice performance of psychomotor skills that minimize safety risks and environmental hazards.   *EPSLO 3: Utilize technological resources to effectively deliver care which enhances positive client outcomes. (MDC Learning Outcomes 4, 8 & 9) (Core Component 4)*   * Use patient care technologies effectively when assessing and monitoring patients. * Implement strategies that protect the integrity of patient information when managing patient-centered care.   *EPSLO 4: Deliver compassionate care to diverse populations with respect to individuality and client needs. (MDC Learning Outcomes 1, 2) (Core Components 1, 2, & 7)*  *EPSLO 5: Uses relevant evidence to improve client outcomes within a dynamic environment. (MDC Learning Outcomes 2,4,9,10) (Core Components 5 & 7)*   * Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings. * Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes. * Model culturally sensitive care for patients, families, and groups from diverse backgrounds. * Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes. * Advocate for patients, families, and groups regarding nursing care issues and health care decisions.   *EPSLO 1: Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing. (MDC Learning Outcomes 1,6) (Core Components 3, 4 & 6)*   * Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups. * Analyze best current evidence for its application to practice when providing and managing patient-centered care. * Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice |  |

Means of ouTCOME Assessment

Course Evaluation/Grading Policy/Assessment Methods:

Three Exams (20% each) 60%

Comprehensive Final Exam 30%

Standardized Proctored Examination and Remediation 10%

Total 100%

Grading Scale:

A 93-100%

B 85-92%

C 77-84% (>77% required for passing course)

D 69-76%

F < 69%

**Required Text**

Brunner & Suddarth's Textbook of Medical-Surgical Nursing (2021).

ISBN/ISSN:9781975161057

**Textbooks/Resources/Supplies:**

Doenges, M., Moorhouse, M. (2016). Nurse’s pocket guide: Diagnoses, prioritized interventions, and rationales. (14th ed.). Philadelphia, Pa: F. A. Davis Company. ISBN: 13:978-0- 8036-4475-5

Faculty. Associate degree nursing curriculum (2001). (Reviewed & Revised 2014). Miami: MDC

Hoffman, J. J. & Sullivan, N. J. (2020). Medical Surgical Nursing: Making Connections to

Practice. (2nd ed.). Philadelphia, PA: F. A. Davis Company. ISBN: 978-0-8036-7707-4

Taber’s cyclopedic medical dictionary. (23rd ed.). (2017). Philadelphia: F. A. Davis Company. *ISBN: 978-0-8036-5904-9*

Van Leeuwen, A., Poelhuis-Leth, D. & Bladh, M. (2015). Davis’s comprehensive handbook of laboratory diagnostic tests with nursing implications. (6th ed.). Philadelphia: F. A. Davis Company. ISBN: 978-0-8036-4405-2

**Course/Departmental Policies:**

***Attendance:***

Attendance is required for students to successfully meet the course objectives. Students who miss any scheduled lectures are responsible for acquiring the missed information.

***Make-up Tests:***

There are no make-up tests in this course. If a student is unable to attend class on the day a test is scheduled, the weight of the final exam will be increased by the weight of each missed test. If more than one test is missed, the student may be asked to withdraw*.*

***Illness/Emergency:***

Notify the instructor regarding absence or tardiness.

***Academic Honesty:***

Academic dishonesty will not be tolerated. Students involved in any form of academic dishonesty including copying from others during an exam or allowing others to copy from your exam or otherwise helping other students with answers during an exam will face disciplinary sanctions in accordance with the College’s Student Rights and Responsibilities Handbook. For more information, please obtain a copy of the Handbook at the Student Life Department or review it in the MDC student website.

***Progression:***

To progress to the following semester, students must earn a grade of “S” (clinical) and/or “C” (lecture) or higher in every nursing course required this semester. Please see co-requisites.

***Remediation:***

Students who are not meeting course objectives and or requirements are responsible for seeking tutorial remediation. It is the student’s responsibility to make an appointment with the course instructor for direction regarding remediation.

***Smart Plan Policy:***

The Benjamin Leon School of Nursing’s goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

1. Be advised and referred by their course instructor.
2. Meet with a Retention Specialist who will initiate the SMART Action Plan.
3. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student’s program Department Chairperson.
4. The Chairperson will be responsible for re-enrolling the student into courses and notifying the student’s instructor of your completion status.
5. Please see your Department Chairperson for more information.

***Method of Communicating Grades:***

Grades for each test will be distributed within one week of taking the test.

***Test Review:***

Faculty will review exam content when test results are distributed. Students who wish to review their own test results must schedule an appointment with the faculty within two weeks of receiving individual results.

***Practice Assessment and Remediation:***

1. At designated times during the course, the student will take two Practice Assessment tests from home.
2. The results of the Practice Assessment A will generate a remediation plan.
3. The student must complete the assigned ATI Remediation Plan prior to taking the Practice Assessment B.
4. At the completion of the assigned ATI Remediation Plan, the student will complete Practice Assessment B.
5. In order to receive the full points, the student must complete all areas of the 2 Practice Assessments and the Remediation Plan.

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| **2 %** | **2 %** | **2 %** |
| *Practice Assessment A* | *Remediation Plan* | *Practice Assessment B* |
| Complete Practice Assessment A. | * Complete ATI Assigned Remediation Plan. * For each topic missed complete:   + An active learning template   + Identify three critical points to remember | Complete Practice Assessment B |

***Standardized Proctored Assessment:***

The Standardized Proctored Assessment is mandatory and is given towards the end of the course (*courses include Fundamentals, Pharmacology, Obstetric, Pediatric, Psychiatric, Medical-Surgical, and Advanced Medical-Surgical*). The student can earn up to a total of 4 % based on the level achieved on the Standardized Proctored Assessment. The following scale will be used for the Standardized Proctored Assessment:

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| **STANDARDIZED PROCTORED ASSESSMENT** |
| Level 3 Equivalent = 4 points |
| Level 2 Equivalent = 3 points |
| Level 1 Equivalent = 1 point |
| Below Level 1 Equivalent = 0 points |

**Special Note:**

The Standardized Proctored Assessment is a mandatory course requirement. Failure to complete the Standardized Proctored Assessment will result in no points being awarded. Failure to complete the assigned remediation plan and Practice Assessment A and B will result in no points being awarded.

***Testing Center Policy:***

Refer to student handbook p. 12-16

<https://www.mdc.edu/nursing/docs/ASN-Student-Handbook.pdf>

***Mobile Phones:***

Repeated ringing of mobile phones is disruptive during a lecture or discussion and is disturbing to peers and the professor. Please set mobile phones to either flash, vibrate, or silent. If ringing occurs, the student may be asked to remove his-/her- self from the classroom. Mobile phone use during any course examination is strictly prohibited.

***Materials:***

Students must bring the required textbook to each class session for reference.

**Available Support Services:**

***ACCESS Statement:***

By providing a variety of services that address a spectrum of disabilities, the ACCESS department works to ensure equal access and opportunity throughout the college experience. Students with a documented disability are encouraged to contact the campus ACCESS (Disability Services) Department **in advance** for information on appropriate policies and procedures for obtaining assistance. Retroactive auxiliary aids and services cannot be provided. The ACCESS department is located in Building 1, Room 1113, and can be reached at

(305) 237-4027. Please note it is the **student’s responsibility to self-identify** at each campus where they are taking courses and seeking services.

***Tutoring Services:***

<https://libraryguides.mdc.edu/rn>

***Nursing Skills Lab:***

<http://www.mdc.edu/nursing/nursing-skills-lab.aspx>

***Clinical Simulation Lab:***

<https://www.mdc.edu/medical/campus-information/facilities-simulation-hospital.aspx>

**Policy on Change(s) to Course Syllabus:**

The professor retains the right to make changes to the course syllabus. Changes will be communicated to students verbally, in writing, or both.

**Course Outline**

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| **Week/**  **Date** | **Topic and Disorders** | **Reading Assignments** | **Learning Activities and Exams** |
| Outcomes: 1,2,3,4,5,6  Unit Objectives: **Unit 5** | | | |
| Week 1  08/22 and 25 | * Course Orientation * **UNIT: Genitourinary System: Care of the patient with Genitourinary and Renal Disorders**. * Renal Assessment * Acute Kidney Injury * Chronic Renal Failure * Renal Replacement Therapies * Benign Prostatic Hyperplasia (BPH) * Prostate Cancer | **Curriculum – pp. 33-39** |  |
| Outcomes: 1,2,3,4,5,6,  Unit Objectives: **Unit 5 and Unit 6** | | | |
| Week 2  08/29 and 9/1 | * **UNIT: Genitourinary System: Care of the patient with Genitourinary and Renal Disorders**. * Renal Assessment * Acute Kidney Injury * Chronic Renal Failure * Renal Replacement Therapies * Benign Prostatic Hyperplasia (BPH) * Prostate Cancer |  |  |
| Outcomes: 1,2,3,4,5,6,  Unit Objective: **Unit 6** | | | |
| Week 3  09/05 and 8 | * **UNIT: Hepatobiliary System: Care of the Patient with Hepatic and Biliary Disorders** * Hepatitis * Hepatic Cirrhosis * Liver Failure * Cholecystitis * Cholelithiasis * Pancreatitis |  | ATI Medical Surgical Practice A opens  **Test 1 -** |
| Outcomes: 1,2,3,4,5,6  Unit Objective: **Unit 1** | | | |
| Week 4  09/12 and 15 | * **UNIT Endocrine System Care of Patient with Endocrine Disorders.**   **Day One 06/02/22**   * Hyper and hypo states: Thyroid, Parathyroid, Pituitary, Adrenals * Hyper and hypo states: Thyroid, Parathyroid, Pituitary, Adrenals |  |  |
| Outcomes: 1,2,3,4,5,6  Unit Objective: **Unit 4** | | | |
| Week 5  09/19 and 22 | * **UNIT: Care of the Patient Requiring Advanced Nursing Skills (Multi-System)**   **Day One 06/03/22**   * EKG * Cardiac arrhythmias * Hemodynamics * ARDS * Shock * Chest Trauma * Acute Respiratory Failure * Pulmonary Embolism * Chest Tubes * Bioterrorism |  | * Remediation Practice A due @ 11:59pm   ATI Medical Surgical Practice B opens  **Test 2** |
| Outcomes: 1,2,3,4,5,6  Unit Objective: **Unit 2** | | | |
| Week 6.  09/26 and 29 | * **UNIT: Neurological System: Care of the Patient with Degenerative Disease** * Myasthenia Gravis * Multiple Sclerosis * Guillain-Barre Syndrome * Amyotrophic Lateral Sclerosis * Spinal Cord Injury |  |  |
| Week 7  10/3 and 6 | * **UNIT: Hematologic System: Care of the Patient with Hematologic Disorders.** * Anemia * Polycythemia * Leukemia * Transfusions * Bone Marrow Transplantation   Chemotherapy, and Radiation Therapy |  | **Test 3** |
| Week 8  10/10 and 13 | **UNIT:  Care of Patient with Burn Injuries** |  |  |
| Week 9  10/17 and 20 | ATI  FInal |  | Proctored End of Course Exam at 0800  Cumulative Final Exam – |

**BlackBoard**

All assignments will be administered via blackboard. Students are expected to adhere to the instructions provided along with assigned due dates.

**Academic Honesty**

This procedure establishes a process for addressing charges of academic dishonesty in a manner that preserves the professional integrity of the faculty member as well as the due process rights of the student. Academic dishonesty includes the following actions, and those that are similar in nature, with respect to a student’s academic performance.

A. Cheating on an examination including unauthorized sharing of information

B. Collaborating with others in work to be submitted, if contrary to the stated rules of the course

C. Plagiarizing, taking and claiming as one’s own the ideas, writings, or work of another, without citing the sources

D. Submitting, work from another course unless permitted by the instructor

Some related actions of academic dishonesty, such as stealing examinations or course material and falsifying records, may be directly addressed through Procedure 4030 Student Disciplinary Procedures. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4035.pdf>

**STUDENT DISCIPLINARY ACTIONS**

All alleged student violations of the Code of Conduct of the College are referred to the Office of the Student Dean at the respective campus. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4030.pdf>

**sTANDARDS OF ACADEMIC PROGRESS (SOAP)**

The main purpose for the Standards of Academic Progress (SOAP) Procedure is to establish a formal process through which the faculty, staff, and administration at Miami Dade College may identify and provide support to students who experience academic difficulty and fall below a Combined Cumulative Grade Point Average (GPA) of 2.0 (Calculated from the combined graded units for GPA). The combined Cumulative GPA includes computation of grades for both MDC and posted transfer courses. Good Academic Standing is defined as 2.0 or higher for the Combined Cumulative GPA.A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4010.pdf>

**Guidelines for Appeal of the Standards of Academic Progress**

To establish a procedure for review and consideration regarding adjustment to students’ academic standing of suspension or dismissal as outlined in College Procedure 4010 Standards of Academic Progress (SOAP). A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4015.pdf>

**Services Provided For Students With Disabilities**

To provide general information and guidelines concerning services available for students with disabilities, including the granting of auxiliary aids, substitutions, modifications, academic adjustments or waivers of requirements for admission to the College, its programs of study, its entry requirements to the upper division, or graduation for students with disabilities. To provide the College with procedures relating to students that may pose a direct threat to the health and safety of others. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4055.pdf>

**Student Appeal of Grades**

This College procedure for the student appeal of grades ensures that both students and faculty will be aware of the processes that are to be followed when a course grade is challenged. The responsibility for academic evaluation and the assignment of grades is that of the faculty member who has been assigned responsibility for a course. When a student believes that he/she has not been evaluated as prescribed in the course syllabus, an avenue of appeal must be provided. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter8/8301.pdf>

**INCOMPLETE GRADES**

An incomplete grade is submitted when the student's work in a course is incomplete, and the student has obtained the instructor's permission to finish the course. An Incomplete is normally given only where extenuating circumstances exist, or where research or performance needs to be extended beyond the normal limits of the term. If a grade of B-D is possible, this grade may be granted, even though the student and instructor may agree that a higher grade is possible with further effort on the part of the student.

Student may request a grade of Incomplete only after the drop/withdraw date has passed. The decision to grant such a request will rest with the individual course instructor. The students have an opportunity to appeal the course instructor's decision, if it is negative, to the immediate supervisor of the course instructor. This would be a one-step final appeal process.

If the decision is reached by the course instructor to grant an Incomplete, this must be accompanied by a written and signed agreement between the course instructor and the student. The Agreement Form will contain the following points:

1. The time period in which the course requirements must be completed. As a standard rule, this work should be completed by the last day of the next major term (Fall or Winter). An extension of this time limit may be granted by the appropriate Department Head after consultation with the instructor, if the reasons are determined to be beyond the control of the student – severe illness, accident, etc. (In the event the Incomplete grade is carried past the next major term, faculty must maintain course records for the student up until the next major term from the time at which the grade is recorded on the student transcript.)

2. The specific requirements that must be completed and the manner in which they are to be completed.

(This might include some reference to grading criteria).

3. A provision that if the requirements have not been met by the end of the next major term, a Failure will be recorded as the grade for the course. A student does not remove an Incomplete by registering in a subsequent term to re-take the course.

**WITHDRAWLS**

If you are thinking of withdrawing from a class, speak first with your professor. If you still choose to withdraw, please keep the following in mind:

• A course withdrawal is not an automatic process; you need to withdraw either online or at the registration office.

• If you withdraw from a course after the 100 percent refund date, it counts as an attempt and it will remain on your transcript.

• You may withdraw with a grade of “W” up to the withdrawal date. Withdrawals after that date would be considered only through the petition process. Check with your advisor for more information.

• Withdrawals are not official until processed online or at the Registrar’s Office. Get a copy of your schedule to confirm this transaction.

• Withdrawal deadlines are published in the official College calendar.

• Dropping a course may jeopardize your athletic eligibility, financial aid, veteran benefits, student visa status or participation in student activities.

**Student Complaints**

Prospective or enrolled students may voice a complaint about a College rule/regulation, procedure, or experience. The complaint may also be raised by a group of students or student government. Students must first voice their complaint to front-line staff and/or their supervisors. If the complaint cannot be resolved at that level, then the supervisors will communicate it to the next leadership level and notify the student(s). Students are expected to follow this chain of command within the complaint process and not elevate their complaint to the senior executive level of the College. Students who are unable to resolve their concerns/issues with the front-line staff and/or their supervisors may file a complaint in writing to the appropriate division head as listed in the table in this procedure. If the complaint is against a first or second level individual in the chain of command, the student should present the concern to the next level. A detailed review of the procedure can be viewed at <https://www.mdc.edu/procedures/Chapter4/4032.pdf>

**Veterans Affairs**

Our Veterans Affairs offices are available to assist all eligible U.S. veteran students and dependents who are using their V.A. educational benefits to further their education. You can get information about entitlements, filing claims to the Department of Veterans Affairs (DVA) and certifying enrollment at MDC. Connect to MDC staff/contacts, specialized services, and certification information and processing. For more information, please contact Veterans Information at 305-237-2790.

**Accessibility and Disability Services**

ACCESS (A Comprehensive Center for Exceptional Student Services) Disability Services provide and coordinate accommodations for students with documented disabilities. Federal and state laws and regulations guarantee students with disabilities equal access and equal opportunity in post-secondary education. The College has developed special support services and accommodations to assist students with disabilities in achieving equal opportunities.

**Tutoring**

To support the college's transition to remote-learning, we will be providing tutoring through Blackboard Collaborate Ultra.

**How to access a virtual tutor:**

1. Select the campus where you typically meet with a tutor
2. Select the discipline you are requesting tutoring from
3. You will be connected to a Collaborate Ultra room and a staff member will further direct you

**Need a tutor outside of the scheduled hours?** Check to see if your professor has activated Smarthinking virtual tutoring in their Blackboard course. Smarthinking will pair you with a subject specific tutor 24/7.

**SMART PLAN POLICY:**

The Benjamin Leon School of Nursing’s goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

a. Be advised and referred by their course instructor.

b. Meet with a Retention Specialist who will initiate the SMART Action Plan.

c. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student’s program Department Chairperson.

d. The Chairperson will be responsible for re-enrolling the student into courses and notifying the student’s instructor of your completion status.

e. Please see your Department Chairperson for more information.

**For more information concerning labs by campus, please visit**

<https://libraryguides.mdc.edu/c.php?g=636897&p=4456609>

**Title IX: Discrimination, Harassment, and Sexual Misconduct Reporting**:

Miami Dade College is committed to providing an institutional environment where all persons may pursue their

studies, careers, duties, and activities in an atmosphere free of threat of unwelcome and unwanted sexual

offenses and violence. The College prohibits offenses of Sexual Assault, Domestic Violence, Dating Violence

and Stalking on its campuses and has developed policies and procedures to be followed once it has been

determined that a sexual offense has occurred.

A list of resources is available at <https://www.mdc.edu/preventsexualviolence/know-your-rights.aspx>.

If you wish to report misconduct or have questions about school policies and procedures regarding Sexual Assault, Dating Violence, Domestic Violence and Stalking, please refer to MDC’s Title IX Coordinator and/or for more information, please review the procedure with contact listing information at

<https://www.mdc.edu/policy/Chapter1/01-I-20-Non-Substantive-Revised-8-17-16.pdf>

Acknowledgement of Syllabus Receipt

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received and understand the syllabus containing the policies and requirements for the NUR 2212 course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date