



NURP 1104

Course: NURP 1104

Title: Medical Surgical Nursing I

Catalog Description:

The course is designed to introduce students to the active role of the practical nurse in health care delivery. Focus is on application of the nursing process to include health promotion and chronic and disabling conditions of the adult. This course prepares students for clinical settings in various health care agencies to gain knowledge and understanding of the varied disease processes and conditions that affect the client and their families. Students will also gain an awareness of the roles of other health care team members and community resources. Students must be accepted into the practical nursing program to enroll.

General Education Requirements: N/A

Semesters Offered: TBA

Credit/Time Requirement: Credit: 6; Lecture: 5; Lab: 3

Clock/Hour Requirements: 120

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

This course is an important component of the education of a practical nurse to understand the disease processes and conditions that affect the client and families they will be caring for. Component of the Susan Ferguson Service Model are incorporated throughout the course. Nursing process will also be introduced with an emphasis on assessment, interventions, and evaluation. The course is necessary to provide safe, responsible, and competent care. Med/Surg I provides the basic knowledge and skills used in the clinical component Med/Surg II (NURP 1105). This course has been accepted by Weber State University and other nursing programs in the state for those students who desire to further their nursing education.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions in primary and secondary health care settings
- apply basic principles of communication when relating to clients, family members, health care team members, and faculty
- apply principles of teaching/learning needed to teach basic health care concepts to clients in primary and secondary health care settings
- begin to identify individual's socio-cultural and spiritual values and to include these when planning and implementing nursing care
- recognize responsibility of nursing care utilizing ethical and legal principles

- identify and utilize appropriate resources for learning and personal growth
- demonstrate knowledge and skills to safely follow established procedures for selected psychomotor skills used at the primary and secondary level of care
- develop a basic knowledge of the more common primary and secondary care diseases and conditions, as well as applying the nursing process into the client's care with emphasis on assessment, interventions, and evaluation for each disease process or condition
- demonstrate a knowledge of basic laboratory values and how they relate to the care of the client in the primary and secondary health care setting
- demonstrate the understanding and skill of blood glucose monitoring.

Content:

Students will be taught theory of the above objectives and the disease processes and conditions of primary and secondary health care, which include the following areas:

- concepts of client care
- cancer
- neurologic disorders
- cardiovascular disorders
- digestive disorders
- urologic disorders
- musculoskeletal disorders
- endocrine disorders
- reproductive disorders
- integumentary disorders
- disorders of the eyes, ears, nose, and throat
- medical and surgical care
- physiologic responses to illness.

Students will develop skills needed to perform responsibly with competence and safety in a health care setting. Students will demonstrate the ability to provide individualized and holistic care.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students acquire key information from the written text. Exercises in an accompanying workbook will assess student understanding of the concepts covered in the written materials.

2) Write clearly, informatively, and persuasively.

Students demonstrate writing skills by submitting comprehensive written reports pertaining to specific class curriculum. Reports are returned with feedback for improvement.

3) Speak effectively in a variety of contexts.

Students develop speaking skills as demonstrated through effective personal presentations. Students receive written feedback for improvement.

6) Apply computational skills to a variety of contexts.

Students must demonstrate ability to convert metric equivalents, household equivalents, and temperature equivalents when converting drug dosages, laboratory values, and medication administration.

7) Apply scientific reasoning to a variety of contexts.

Students apply critical thinking skills to interpret scientific information obtained from real and hypothetical patient situations.

8) Apply ethical reasoning to a variety of contexts.

Students demonstrate knowledge of legal and ethical aspects, scope of practice, acquiring information from the written text, videos, and guest lectures through quizzes and written exams.

Key Performance Indicators:

In class:

- The student's final score will be based on: 80% tests, quizzes, and other assignments and 20% from the final exam.
- An overall score of 75% is required in order for a student to continue in the practical nursing program.

Following class:

- Students will successfully pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

Representative Text and/or Supplies:

- Adrienne Dill Linton, *Introduction to Medical-Surgical Nursing*, current edition, W. B. Saunders Company, Philadelphia, PA (text and workbook).
- *Diagnostic: An A to Z Nursing Guide to Laboratory Test and Diagnostic Procedures*, current edition, Springhouse Incorporation, Springhouse, PA.
- Judith M. Wilkinson, *Nursing Diagnosis and Intervention Pocket Guide*, current edition, Addison-Wesley Nursing, Redwood City.

Optimum Class Size: 20

Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Amber Epling, MSN, Associate Professor

I hereby find this course consistent with the goals and resources of the Department:

Michael P. Medley, MBA, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Division:

Amber Epling, MSN, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)