



NURP 1105

Division: Career and Technical Education

Department: Allied Health

Course: NURP 1105

Title: Medical Surgical II

Catalog Description:

This course is the main clinical component of NURP 1102, 1103, and 1104 and is designed to obtain mastery of the skills necessary in the health care setting of the practical nurse. Students also study acute and emergency conditions. Students will function as part of the health care team and provide basic nursing care within the scope of practice as mandated by the Utah State Board of Nursing. Students must be accepted into the practical nursing program to enroll. A minimum of 176 hours will be spent in various health care settings.

General Education Requirements: N/A

Semesters Offered: TBA

Credit/Time Requirement: Credit: 6; Lecture: 2; Lab: 12

Clock/Hour Requirements: 210

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

This course is an important component of the hands-on education necessary at the practical nursing level. The practical nurse spends the majority of their time giving direct client care and it is necessary that the students build upon the assessment, interventions, and evaluation skills taught in the previous semester. This course prepares students to function as a caring and committed member of the health care team. This course prepares students to take the exam for national licensure as a practical nurse and has been approved as part of the nursing program by the State Board of Nursing. This course has been accepted by Weber State University and other nursing programs in the state for those students who desire to further their education and receive their Associate Degree of Nursing/Registered Nurse (ADN/RN). Components of the Susan Ferguson Service Model are incorporated throughout the course.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- classify nursing care in an appropriate manner utilizing basic nursing skills
- safely apply established procedures for selected psychomotor skills
- apply principles of teaching/learning of basic health care concepts to clients and family in the health care setting
- apply principles of communication when relating to clients, family members, health care team members, and faculty

- identify patient socio-cultural and spiritual values and include these when planning and implementing nursing care
- recognize responsibility for nursing care utilizing ethical and legal principles
- identify and utilize appropriate resources for learning and personal growth
- participate with the nursing and health care team by contributing to assessments, planning, implementation, and evaluation of client care
- apply principles from the biological and behavioral sciences and nursing theory to determine nursing actions in the health care setting
- demonstrate integrity and commitment by completing all required clinical hours.

Content:

Students will receive additional theory on acute and emergency conditions relative to appropriate and responsible client care. Students will also demonstrate mastery and application of the concepts taught the previous semester in preparation of obtaining employment as a practical nurse. This course will also reinforce the knowledge obtained the first semester of the program. The skills and theory taught will be in compliance with the standards mandated by the Utah State Board of Nursing. Students will participate with other health care team members and give actual client care in various health care settings.

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 will 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 which prepares students for patient care in the clinical setting.

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:

- Students will be evaluated by class presentations, assignments, quizzes, tests, classroom participation, and the clinical setting. The student's final score will be based on: 37% from tests, quizzes, and other assignments, 20% from the final exam, and 43% from written assignments in the clinical setting
- In healthcare settings: clinical components is a pass/fail grade based in the clinical evaluation tool.

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).

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 Allied Health Department:

Amber Epling, MSN, Associate Professor, Chair

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

Michael P. Medley, MBA, Assistant 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)