COURSE TITLE: Medical Surgical Critical Concepts  
COURSE NUMBER: NUR 2291C

COURSE DESCRIPTION (with prerequisites):
This course is designed to provide information to assist the student in acquiring the knowledge and skills to provide safe and effective care for clients with critical medical and/or surgical problems. This course builds upon material from basic and advanced medical concepts. The nursing process will be a guide for the student to utilize critical thinking skills to promote or restore the health of clients within a holistic framework. Clinical experience is provided in acute care setting and specialty care areas. Observational time may be scheduled to enhance learning experiences.
Prerequisites: SLS 1101, MAC 1105, BSC 2093C/L, BSC 2094C/L, MCB 2010C/L, ENC 1101, PSY 2012, Humanities Elective, NUR 1020C/L, NUR 1141, NUR 1211C/L, NUR 1422C/L, NUR 1312C/L, NUR 2522C/L, NUR 1010, NUR 1280C/L, NUR 2212C/L, NUR 2142. Corequisites: NUR 2291L, NUR 2350C/L, NUR 2450C/L, NUR 2810. 7 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Chastity Duke RN, MSN, Ed.D
850-718-2334 (office) or 850-258-4578 (cell)
dukec@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2012-13
(Spring 2013 enrollment)

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Recommended Textbooks:
GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 75 – 79
D – 60 – 74
F – 59 or less

PLEASE NOTE THAT AN UN-ROUNDED GRADE OF 75% OR ABOVE WILL BE REQUIRED TO CONTINUE PROGRESSION IN THE NURSING PROGRAM. Students must have an un-rounded unit exam average of 75% or above before they will be allowed to take the final exam. Quiz grades are added after a 75% average has been achieved on unit exams and the final.

The last day to withdraw from “a” class is March 18th. The last day to resign from “all” classes is April 2nd.

The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.

MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and
social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.
DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

Professional standards that guide the student learning outcomes include the following sources: Healthy People 2020, National Patient Safety Goals, and NLN standards.

N.1 Demonstrate knowledge of common, well-defined health needs with predictable outcomes and prioritize and perform therapeutic interventions using current nursing care standards.

N2. Apply foundational knowledge of the nursing process on providing advanced nursing care for clients throughout the life span.

N3. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the life span.

N4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations.

N5. Identify culturally diverse populations and formulate and care to reflect diversity throughout the life span.

N6. Demonstrate use of relevant technology for client care and documentation.

N7. Synthesize the use of safe, legal, and ethical practices to meet the needs of individuals throughout the life span.

Healthy People 2020
National Patient Safety Goals
NLN Standards
**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
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<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR NUR 2291C</th>
<th>DISCIPLINE-SPECIFIC COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR PROGRAM ASSESSMENT</th>
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<tr>
<td>1. Describe the etiology and pathophysiology, clinical manifestations, treatment, and nursing priorities for the various advanced disease processes, advanced trauma and body system disorders seen in the critical care setting.</td>
<td>N1-N4</td>
<td>T, pre/post, UT, Q, CF, CS, SP, Clin.</td>
<td>Port</td>
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<tr>
<td>2. Describe and demonstrate physical assessment for the various advanced disease processes, advanced trauma and body system disorders seen in the critical care setting.</td>
<td>N1–N4</td>
<td>T, pre/post, UT, Q, CF, CS, Clin.</td>
<td>Port</td>
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<tr>
<td>3. Identify advanced disease processes that can occur within the body system to include clinical manifestations, complications, and management.</td>
<td>N1-N7</td>
<td>T, pre/post, UT, Q, CF, CS, Clin.</td>
<td>Port</td>
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<tr>
<td>4. Discuss the function of the nurse in terms of appropriate nursing interventions for the various advanced disease processes, advanced trauma and body system disorders seen in the critical care setting.</td>
<td>N1-N7</td>
<td>T, pre/post, UT, Q, CF, CS, PS, Clin.</td>
<td>Port</td>
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<tr>
<td>5. Discuss the role of the nurse in psychosocial support of both the patient and the family of any culture for the different types of various advanced disease processes, advanced trauma and body system disorders seen in the critical care setting.</td>
<td>N5, N7</td>
<td>T, pre/post, UT, Q, CF, CS, Clin.</td>
<td>Port</td>
</tr>
</tbody>
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**Assessment Codes**

| T = Tests | RPT = Report/Presentation | Proj. = Projects |
| Pre/Post = Pre- and Post-Tests | SP = Skills Performance | Exp. = Experiments |
| OT = Objective Tests | SD = Skills Demonstration | Cap. Proj. = Capstone Project |
| UT = Unit Tests | W = Writing Assignments | Cap. Course = Capstone Course |
| Q = Quizzes | E = Essays | Prac. = Practicum |
| F = Final Examination | DE = Documented Essays | Intern. = Internship |
| CF = Cumulative Final | RP = Research papers | H = Homework |
| EX = Departmental Exam | J = Jury | PS = Problem Solving |
| SE = Nat’l or State Standardized Exam | R = Recital | DB = Discussion Board |
| | | | BO = Behavioral Observation |
| | | | Clin. = Clinicals |
| | | | CS = Case Study |
| | | | CP = Case Plan |
| | | | Port. = Portfolio |
| | | | Obs. = Teacher Observation |
| | | | Sk. Check = Skills Check-off |
| | | | Curriculum Frameworks |
| | | | JP = Judged |
| | | | Performance/Exhibition |
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
Lecture, discussions, projects, selected readings, handouts, audio-visuals, skills lab, return demonstration, clinical lab, simulation lab, portfolios, and/or computer lab.

ASSIGNMENT AND/OR COURSE OUTLINE
- Introduction to Critical Care Nursing
- Complex IV Therapy
- ECG Interpretations
- Cardiac Therapeutics
- Thoracic Surgery & Ventilator Management
- Hemodynamic Monitoring
- Acute Tubular Necrosis & Dialysis
- Burns
- Organ Transplants
- Trauma
- Shocks
- Coma, Intracranial Surgery, ICP Monitoring
- Multiple Organ Dysfunction Syndrome
- Perianesthesia Management
- Acute GI Bleed

Clinical Objectives:

1. Apply core values, core competencies, core knowledge, and role development to the clinical situation to facilitate a successful transition into the nursing profession.

2. Integrate the spiritual beliefs, cultural beliefs, values, and practices of individuals and families when providing nursing care.

3. Enable individual and families to access appropriate resources to meet identifies health care needs.

4. Incorporate professional standards and statutory rules and regulations pertinent to nursing into individual nursing practice.

5. Incorporate therapeutic interpersonal communication techniques in the care of individual and families.

6. Apply healthcare technologies to maximize optimal outcomes for clients in diverse healthcare settings.

7. Provide safe, effective nursing care to promote the health of individuals and families.

8. Exhibit professional behaviors that foster a positive public image of nursing.
9. Demonstrate accountability in delegating responsibilities in a manner consistent with the Nurse Practice Act.

10. Perform nursing care consistent with that which is expected of a graduate during clinical experiences, both with faculty and preceptors.

See your Instructor First Day Handout for individual instructor assignment schedule.