



South Central College

NURS 2540 Semester 4 Med-Surg Acute

Common Course Outline

Course Information

Description This course synthesizes knowledge from previous semesters to provide care for hospitalized patients with complex medical-surgical needs. (Prerequisites: NURS 2410, NURS 2450, BIOL 270, COMM 130)

Total Credits 3

Total Hours 48

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

NURS 2410

BIOL 270

COMM 130

NURS 2450

Course Outcomes

- 1. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of intracranial regulation and neurological function.**

Learning Objectives

Explain normal anatomy and physiology, components of neurological assessment, changes associated with aging, and developmentally appropriate care related to problems of neurological function.

Describe the clinical manifestations of common pharmacological agents used to treat complex neurological conditions.

Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex disorders of neurological function and intracranial regulation.

Synthesize collaborative clinical management strategies including best practices related to diseases of neurological function.

- 2. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of cardiac output and perfusion.**

Learning Objectives

Explain normal anatomy and physiology, components of cardiovascular assessment, changes associated with aging, and developmentally appropriate care related to problems of cardiovascular function.
Describe the clinical manifestations of common pharmacological agents to treat complex cardiovascular conditions.
Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex disorders of cardiac output and tissue perfusion.
Synthesize collaborative clinical management strategies including best practices related to diseases of cardiovascular function.

3. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of gas exchange and acid-base balance.

Learning Objectives

Explain normal anatomy and physiology, components of respiratory assessment, arterial blood gas interpretation, changes associated with aging, and developmentally appropriate care related to oxygenation problems.
Describe the clinical manifestations of common pharmacological agents including used to treat complex oxygenation disorders.
Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex oxygenation disorders.
Synthesize collaborative clinical management strategies including best practices for complex oxygenation disorders.

4. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of regulation and metabolism.

Learning Objectives

Explain normal anatomy and physiology of the endocrine system, components of assessment, changes associated with aging, and developmentally appropriate care related to endocrine dysfunction.
Describe the clinical manifestations of common pharmacological agents used to treat complex endocrine disorders.
Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex problems of regulation and metabolism.
Synthesize collaborative clinical management strategies including best practices related to endocrine dysfunction.

5. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of clotting and the hematological system.

Learning Objectives

Explain normal anatomy and physiology of the hematological system, components of assessment, changes associated with aging, and developmentally appropriate care related to hematological dysfunction: blood formation, blood and blood products, hematopoietic cells, coagulation factors.
Describe the clinical manifestations of common pharmacological agents used to treat complex hematologic disorders.
Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex problems of the hematologic system.
Synthesize collaborative clinical management strategies including best practices for complex problems of hematologic dysfunction.

6. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of nutrition and elimination.

Learning Objectives

Explain normal anatomy and physiology of the gastrointestinal system, components of assessment, changes associated with aging, and developmentally appropriate care related to nutrition and elimination.
Describe the clinical manifestations of common pharmacological agents used to treat complex gastrointestinal disorders.
Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex problems of the gastrointestinal system.
Synthesize collaborative clinical management strategies including best practices for complex problems of nutrition and elimination.

7. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of excretion.

Learning Objectives

Explain normal anatomy and physiology of the renal system, components of assessment, changes associated with aging, and developmentally appropriate care related to renal system dysfunction.

Describe the clinical manifestations of common pharmacological agents used to treat complex renal system disorders.

Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex problems of the renal system.

Synthesize collaborative clinical management strategies including best practices to plan care delivery for complex problems of the renal system.

8. Evaluate correct clinical judgment and reasoning to promote optimal patient care for critical and complex problems of integumentary and immune systems.

Learning Objectives

Explain normal anatomy and physiology of the integumentary system and inflammatory systems, components of assessment, changes associated with aging, and developmentally appropriate care related to system injury and dysfunction.

Describe the clinical manifestations of common pharmacological agents used to treat complex integumentary and immune system disorders.

Describe the etiologies, pathophysiology, clinical manifestations, and complications for patients who have selected critical and complex problems of the integumentary and immune system disorders.

Synthesize collaborative clinical management strategies including best practices to plan care delivery of integumentary and immune system disorders.

9. Integrate use of evidence-based resources using the nursing process for complex medical-surgical conditions.

Learning Objectives

Discuss appropriate nursing interventions for patients with medical and surgical conditions, with an emphasis on patient safety and comfort.

Identify expected patient outcomes for patients with complex medical and surgical conditions.

Develop nursing goals for patients with complex medical and surgical conditions with consideration of the patient's physical, social and psychological needs.

SCC Accessibility Statement

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm, surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

Contact us: Faribault A116 (507) 332-5847. North Mankato E112 (507) 389-7222. ds@southcentral.edu
www.southcentral.edu/disability

Academic Honesty- Nursing

Nursing - Academic Honesty

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same

credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a test for someone else or permitting someone else to take a test for you.

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Accessibility Statement- Nursing

SCC Accessibility Statement

If you have a disability and need accommodations to participate in the course activities, please contact college Disability Services at the Academic Support Center on your campus, as soon as possible. North Mankato room B-132, 507-389-7222 or at Faribault room A-116, 507-332-5847. Or you can contact Disability Director, Marilyn Weber at 507-389-7339 or 507-331-4291 or TTY: 711 or 1.800.627.3529, marilyn.weber@southcentral.edu For more information see SCC Disability Services web page at <http://southcentral.edu/disability-services/disability-services.html>

Campus Closing- Nursing

Nursing - Campus Closings

If it is determined by the college administration or the governor that emergency conditions have developed which change the college's normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXLP (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at <http://southcentral.edu/campus-security/star-alert.html>

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if campus is closed or if classes are delayed or

cancelled.

Communication- Nursing

Positive, direct and timely communication is expected.

Use of messaging by e-mail is encouraged.

Only southcentral.edu e-mail addresses will be used.

E-mail will be answered as timely as possible. No response should be expected until the following day if message is received after 6pm.

E-mail will not be routinely responded to over the weekend.

E-mail received Friday after 3pm has no guarantee of response until Monday, after class.

Instructor is known to be on the computer after 8pm, do not assume communication will be guaranteed.

E-mail etiquette is expected. The following rules should be utilized:

Include a brief entry in the Subject line.

In the Subject line, include either "response requested" or "no response needed".

Never send a message when angry or emotionally upset.

Re-read the message before sending to make sure content is appropriate and professional.

E-mail messages will be returned with "Inappropriate message" in the Subject line when the above is not followed.

Include your first and last name when signing off.

Desire to Learn or D2L- Nursing

Nursing - Desire to Learn or D2L

Students are expected to know how to access and use the D2L site for this course. This includes but is not limited to the drop box, discussions, e-mail functions, and grade book. Communication will occur through this route. You are to check D2L several times each week to read announcements and requirements.

Course Evaluation- Nursing

Nursing - Course Evaluation

Course evaluation will be based on computer examinations, class assignments, participation, rubric expectations, and D2L requirements.

Instructor reserves the right to change evaluation tools and outlines in D2L used for grading.

Grading will be based on percentage of the total points possible.

Students will be given advanced notice of dates for exams and assignments.

Unscheduled quizzes and/or activities may be introduced at any time during the semester.

It is the student's responsibility to keep track of point postings in D2L.

Grading Scale- Nursing

Nursing - Grading Scale

All grading will be based on a percentage of the total points possible (points earned by the student, divided by total points possible). Percentages will not be rounded up. The grade percentage will be translated to a letter grade on the following scale: A =100 %- 94%, B = 93%- 87%; C = 86%- 80%; 79% or below = F.

The D2L Course Gradebook automatically calculates total earned points/percentages for midterm and final grades. In order for this course to meet the program requirements for nursing a final grade point average of 80% or greater must be achieved in order to pass this course. Students are responsible for keeping a record of their total points earned and percentages so they will be aware of their academic standing.

Guidlines to Success- Nursing

Nursing - Guidelines to Success

Each student is expected to perform the following:

1. Be responsible for own learning.
2. Actively participate in online activities and discussions.
3. Complete and turn in assignments/projects on time.
4. Participate in D2L expectations. This course utilizes the Desire 2 Learn (D2L) platform to deliver grades, communication within the class, assignments, and course content. It is expected all students will be familiar and able to utilize this technology and check it frequently for updates and course information. *This includes the expectation the home page is checked daily.*
5. Spend approximately two (2) hours minimum studying for each credit of class (ten hours per week).
6. Devote additional time for other projects assigned.
7. Contact instructor and share with classmates by using D2L Discussion: Talk with Teacher.
8. Contact instructor by email with personal questions or concerns.
9. Submit all written work on time, via D2L Dropbox. Make sure work is professional in appearance with accurate spelling and grammar. APA formatting will be expected (cover page, citation within body of paper, and reference page). Helpful information for APA formatting is available under course content.
10. Understand and utilize the rubrics provided for all written work assigned.
11. Act in a professional manner during class and in meetings with instructor. Refer to the Student Professional Expectation Guideline in the South Central Student Handbook.
12. Adhere to the Code of Honor. Review the academic standards in the SCC On-line Student and Nursing Handbook.
13. Recognize fellow classmate as part of the classroom team. Please note the importance of every single person on the team in the mastery of this course.

Late Policy- Nursing

Nursing - Late Policy

Students are responsible for keeping up with the class as scheduled. Unless otherwise specified assignments and exams will be open for a week. Actual dates and times will be visible in D2L, but as a general rule, all assignments will be due **Fridays at 1800**. Late assignments will incur a 5% loss of total points for each school day that the assignment is late. If a student knows he or she will not be able to complete an assignment within the specified time frame and notifies the instructor in advance, provisions *may* be made for submission at the discretion of the faculty member. However, even if the instructor is notified in advance, late assignments may incur a loss of points as outlined above.

SCC Email- Nursing

Nursing - SCC Email

Students are responsible for checking their South Central College email. If instructors need to contact students that is how we will do it. We cannot use other e-mail addresses for privacy reasons. If there is another email that you check more often, arrange for SCC messages to be forwarded to that email account.

SCC Handbooks- Nursing

Nursing - SCC Handbooks

Refer to the information and policies in the current SCC Catalog and Nursing Handbooks. You are a member of our SCC learning community and are responsible for knowing and following these requirements. The Nursing Handbook can be found at <http://southcentral.edu/nursing/nursing-handbook.html> , SCC College policies are at <http://southcentral.edu/academic-policies/academic-dishonesty.html>

Technology Expectations- Nursing

Nursing - Technology Expectations

You will need access to a computer for this course. This may be through your personal home computer, a public library, or the school computer lab. Required software includes the following:

1. Adobe Acrobat Reader
2. Microsoft Word (version 2003 or later)
3. Not only are you required to have access to these software programs and platforms, you are expected to know the basic functions of their use. "I don't know or didn't know how" are not valid excuses for incomplete or late assignments. If you don't know something, it is expected you seek out the information required of you to complete the assignment. Additional information and instruction about D2L can be accessed through the SCC website.
4. Directions for Microsoft Word can be found by clicking on help within the program, utilizing help sheets in the college library, or access the Microsoft website directly at www.microsoft.com.
5. If you don't have Microsoft on your computer, strongly consider purchasing this program through SCC. The student

version is quite affordable and includes all aspects of the program.

6. Atomic Learning is a D2L site with a wide array of tutorials.

7. [Openoffice.org](https://www.openoffice.org) is available as a substitute for Microsoft; it is easy to use, and free. It is the leading open source office software suite for word processing, spreadsheets, presentations, graphics, and more. It can be downloaded and used completely free of charge for any purpose. It will allow you to submit your papers in a format acceptable for this class!

Teacher Expectations of Students- Nursing

Nursing - Teacher Expectations of Students

1. It is expected that you attend all clinical hours; you will contribute to pre/post clinical activities.
2. Due to illness or family death you are to contact the instructor ASAP prior to the clinical. As outlined above, an alternate assignment may be available but the clinical time cannot be made up.
3. You will come to clinical early enough to be completely ready to begin at the scheduled time. It is your responsibility to be prepared for clinical experiences in terms of proficient knowledge specific to the clinical site and goals of the experience.

Online - Instructor Role and Responsibilities

As your instructor, I am responsible for providing an environment in which an opportunity for learning exists. I will work with you and assist you in your quest for understanding. I cannot make you learn anything. As a resource person and facilitator, I will organize the course, schedule learning activities, and evaluate the short-run "products" of your learning process. Recognizing that even asynchronous online communication is time sensitive, I will monitor threaded discussions and respond to queries within 48 hours of the time they were posted. Since the Writing and Thinking Skills and Individual Reflections are significant pieces of writing, it may take a little longer to assess them. I will be giving your work, as well as that of your fellow learners, careful consideration.

Online - Learner Role and Responsibilities

You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.