Course Title: NSG 237: Medical Surgical II Nursing

Credits: 6 Credits

Course Description: The nursing process is utilized in assisting adults and their families within their communities to achieve optimum health and manage selected health problems. Nursing theory is correlated with clinical practice in a variety of health care settings.

Pre-Requisite Courses: NSG213, NSG235, NSG236, NSG342

Co-Requisite Courses: NSG241, NSG238, EES242

Placement: Sixth Semester, Spring Junior Year.

Faculty:

Class:


Recommended Textbooks/Materials:

Nursing Central (online) at www.unboundmedicine.com
Includes online access to the following resources on the mobile platform:
Course Outcomes:

1. Demonstrate knowledge and use of nursing process as it applies to:
   a. The endocrine system and associated disorders
   b. The gastrointestinal system and associated disorders
   c. The musculoskeletal system and associated disorders
   d. The neurosensory system and associated disorders
   e. Hematological and oncological disorders
   f. Immunological disorders

2. Apply the nursing process, standards of care, and identified psychomotor skills to provide competent patient centered care.

3. Display change in behaviors as a result of clinical experiences.

4. Contribute to the community of interest through civic engagement.

5. Exhibit accountability and responsibility for self-directed learning behaviors as an adult-learner.

6. Utilize relevant and current evidence from the nursing literature to plan nursing car
Teaching Strategies: The following teaching strategies may be utilized:

1. Lecture
2. Power Point
3. Case Studies
4. ATI
5. Work Sheets

Description: **University Mission:**
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

**Passan School of Nursing Mission:**
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

Requirements and Evaluation Components: Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.
Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4.0</td>
<td>92 – 100%</td>
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<tr>
<td>3.5</td>
<td>88 – 91%</td>
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<tr>
<td>3.0</td>
<td>84 – 87%</td>
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<tr>
<td>2.5</td>
<td>79 – 83%</td>
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<tr>
<td>2.0</td>
<td>75 – 78%</td>
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<td>1.5</td>
<td>70 – 74%</td>
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<td>1.0</td>
<td>65 – 69%</td>
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<tr>
<td>0.0</td>
<td>less than 65%</td>
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**PROGRESSION POLICY**
In order to progress **INTO** clinical nursing courses, students must:
- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress **THROUGH** the nursing curriculum, all nursing majors must:
- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
• Meet expected outcomes in all nursing courses.
  o A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
  ▪ A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
• Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

Examination 1…………………………15%
Examination II………………………..15%
Examination III………………………15%
Final Examination……………………20%
Paper …………………………………10%
ATI……………………………………10%
Quizzes………………………………15%

Course Policies:

The link for the Passan School of Nursing Handbook is:

All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

Professionalism:
Please see policy in the Passan School of Nursing Student Handbook.

Attendance:
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

Dress Policy:
Please see policy in the Passan School of Nursing Student Handbook.
**Academic Honesty:**
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Assignment Due Dates:**
Please see policy in the Passan School of Nursing Student Handbook.
**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**
Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.
**Course Examinations:**
Please see policy in the Passan School of Nursing Student Handbook.

**Advisement:**
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
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<th>Module</th>
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<th>COURSE OUTCOMES</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Introduction</td>
<td>• Identify course requirements&lt;br&gt;• Discuss course resources in D2L/LIVE and how to locate these resources</td>
<td>Read course syllabus&lt;br&gt;Review course resources in D2L/LIVE</td>
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<td>• Review course syllabus/packet&lt;br&gt;• LIVE: Desire2Learn e-learning system&lt;br&gt;• Communication with the Older Adult</td>
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<tr>
<td>Module 2</td>
<td>Endocrine</td>
<td><strong>A.</strong> Assess the metabolic effects of hypo/hyperfunction of the endocrine glands.</td>
<td>Hinkle &amp; Cheever&lt;br&gt;Chapter 52</td>
<td>Quiz Case Studies Clinical Activities</td>
<td>1, 2, 3, 5, 6</td>
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<td></td>
<td>• Assessment of endocrine function&lt;br&gt;• Management of patients with Endocrine disorders (Thyroid, Adrenal, Pituitary disorders)&lt;br&gt;• Pharmacotherapy Diagnosis Procedures (invasive and noninvasive)</td>
<td><strong>B.</strong> Explain the epidemiological basis for identifying high-risk groups with endocrine disorders.</td>
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<td><strong>C.</strong> Compare morbidity and mortality statistics for patients with endocrine disorders.</td>
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<td><strong>D.</strong> Identify the diagnostic studies used to evaluate the client with an endocrine disorder.</td>
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### Module 3

**Gastric, intestinal, and digestive function**

- Assess the Gastrointestinal system
- Discuss various issues that can occur in the gastrointestinal (GI) system.
- Identify the diagnostic studies used to evaluate the client with a GI disorder.

**STUDENT LEARNING OUTCOMES**

| E. | Relate nursing strategies relative to health promotion of the client with an endocrine disorder. |
| F. | Identify various nursing and medical interventions employed in the care of the client with an endocrine disorder. |
| G. | Discuss accountability issues in administering care to clients with alterations in metabolic processes. |

**RESOURCES**
- Hinkle & Cheever readings

**ASSESSMENT ACTIVITIES**
- Quiz
- Case Study
- Simulation

**COURSE OUTCOMES**

1, 2, 3, 5, 6
<table>
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<tr>
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</table>
| Module 4 | Musculoskeletal | • Relate nursing strategies relative to health promotion of GI system.  
• Identify various nursing and medical interventions employed in the care of the client with a GI disorder. | Hinkle & Cheever Chapter 12, p. 186 table 11-1 | Quiz  
V Sim  
CNSC Activity  
Pass Point Exam | 1, 2, 3, 5, 6 |
<p>|        |         | A. Identify subjective &amp; objective data of a client with an alteration in musculoskeletal function | | | |
|        |         | B. Formulate a nursing diagnosis for the client with an alteration in musculoskeletal function. | | | |
|        |         | C. Discuss nursing strategies which encompass the bio psychosocial needs of the client with an alteration in musculoskeletal function | | | |
|        | A. Assessment of musculoskeletal function | | | | |
|        | B. Musculoskeletal health promotion | | | | |
|        | C. Selected mobility issues: falls, fractures, osteoarthritis, rheumatoid arthritis, osteoporosis, gout | | | | |
|        | D. Exercise programs | | | | |
|        | E. General Nursing Considerations for musculoskeletal conditions, including body alignment, assistive and supportive devices, | | | | |</p>
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|        | traction and casts, increasing joint flexibility  
F. Prevention of pain and management of pain  
G. Prevalence of pain in and how to assess various older adult clients. | client with a musculoskeletal issue  
B. Describe nursing strategies for a client with an musculoskeletal disease.  
C. Evaluate the effectiveness of nursing strategies for client with an immune system alteration | Read text: Chapter 67 Content review | ATI integrated assessment – Proctored Exam Quiz  
Case Studies Exam | 1, 2, 3, 5, 6 |
| Module 5 | Neurosensory  
Stroke/CVA  
- embolic vs hemorrhagic stroke  
- Assessment & diagnostics  
- standards of care  
- carotid bruits  
Meningitis  
Seizures | A. Identify subjective & objective data of a client with an alteration in neurological function  
B. Formulate a nursing diagnosis for the client with an alteration in neurological function.  
C. Discuss nursing strategies which encompass the bio | | | |
<table>
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<td>Module 6</td>
<td>Hematology/Oncology (immune system)</td>
<td>Other neurological dysfunctions</td>
<td>psychosocial needs of the client with an alteration in neurological function</td>
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<td>A. Assessment/Analysis epidemiology health history, physical assessments, &amp; objective data</td>
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<td>B. Hematologic assessment (RBC's, WBC's, Platelets)</td>
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<td>C. Anemia - Classifications -Clinical Manifestations -Diagnostic Findings</td>
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<td>Autoimmunity 1. Pathophysiology</td>
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<td>D. Identify subjective &amp; objective data of a client with an alteration in hematologic function</td>
<td>Hinkle &amp; Cheever Chapter 32-34 Blood Transfusion Reaction</td>
<td>Quiz Case Studies Clinical Activities Physical Exam Breasts Hospice, Concept Media</td>
<td>1, 2, 3, 5, 6</td>
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<td>E. Formulate a nursing diagnosis for the client with an alteration in hematologic function.</td>
<td>Hinkle &amp; Cheever Page: 1066-1074, 2033-2072</td>
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<td>F. Discuss nursing strategies which encompass the bio psychosocial needs of the client with an alteration in hematologic function</td>
<td>Hinkle &amp; Cheever Chapters 15,16, &amp;58 Pages: 605-610, 942-960, 1318-1327, 1410-1413, 1667-1673, 1725-1734</td>
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<td>G. Explain the concept of autoimmune disease.</td>
<td>Long-term Central Venous Access Devices, Mastering Clinical Skills Breast Health Video</td>
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<td>H. Identify subjective and objective data related to assessment of a client with an autoimmune disease (MS, myasthenia gravis, Guillain-Barre, scleroderma, lupus, rheumatoid arthritis).</td>
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### Module

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| • Multiple Sclerosis  
• Myasthenia Gravis  
• Guillain-Barre Syndrome  
• Scleroderma  
• Lupus  
• Rheumatoid Arthritis  
• Huntington’s Disease  
• Amyotrophic Lateral Sclerosis  
2. Plasmapheresis  
D. Nursing strategies for a client with autoimmune disease | I. Describe nursing strategies for a client with an autoimmune disease.  
J. Evaluate the effectiveness of nursing strategies for client with an immune system alteration | Concepts in Action Animations: Oncology Cell Cycle  
Concepts in Action Animations: Epidemiology of the malignant process |  
II. Cellular Proliferation Alteration  
E. Explain the epidemiological basis for identifying high-risk groups for cancer.  
F. Compare and contrast normal cell and abnormal cell proliferation.  
H. Assessment/analysis of the client with an alteration in cellular proliferation (uterine, ovarian, cervical, breast, prostate, pancreatic, colorectal, lung, leukemia, lymphoma and multiple myeloma).  
-Epidemiology  
-Pathophysiology of the malignant process. |  
I. Nursing diagnosis of the client with cancer. |
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<tr>
<td>G.</td>
<td>Describe subjective and objective data for the client with cancer of the uterus, breast, and/or leukemia, lymphoma, and multiple myeloma</td>
<td>J. Planning/intervention of nursing strategies to promote/restore health: -Nursing implications of Radiation therapy</td>
<td>Hinkle &amp; Cheever Chapter 37</td>
<td>Required View CNSC:</td>
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<tr>
<td>H.</td>
<td>Formulate a nursing diagnosis for a client with cancer.</td>
<td>K. Assessment/analysis of the client with AIDS. -Epidemiology -Clinical manifestations -Diagnostic studies -Potential for nosocomial infection</td>
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<tr>
<td>I.</td>
<td>Identify appropriate nursing diagnoses for the client with cancer of the uterus, breast, and/or leukemia.</td>
<td>L. Nursing diagnosis for the client with AIDS.</td>
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<td>J.</td>
<td>Discuss the immunological dysfunction present in the client with AIDS.</td>
<td>M. Planning/intervention of nursing strategies to promote and restore health: -Education -Prevention -Drug therapy -Nursing management -Psychosocial impact -Legal/ethical issues</td>
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<td>K.</td>
<td>Explain why certain segments of the populations are at high risk for AIDS.</td>
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<td>L. Identify subjective and objective data presented by the client with AIDS.</td>
<td>AIDS Save Our Future, Protect Our Children, Allied Services</td>
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<td>M. Explain nursing strategies used to promote health among high-risk groups.</td>
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