Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: NURS 120 **Year: 2023-2024**

Course Title: Critical Thinking in Medical Surgical Nursing **Credit Hours: 9**

I. Course Description: Utilizing and building upon previously-learned critical thinking skills and habits of mind, nursing concepts, and clinical skills, the student learns to apply nursing process, caring behaviors, and therapeutic communication to the care of clients in acute-care settings, particularly those with alterations in Gordon's functional health patterns of activity/exercise and nutrition/metabolism. The student applies clinical judgment to providing evidence-based nursing care, with emphasis on clients' learning needs for self-care and other aspects of secondary prevention. Course experiences provide an active learning environment in a variety of settings. Prerequisites: NURS 110; C or better grade in ENGL 101 & BIOL 131 or BIOL 201; prior completion of, or concurrent enrollment in, BIOL 132 or BIOL 202. 9 Cr. (4 Lec., 15 Lab). Spring semesters.

II. Additional Course Information:

1. NURS 120 is open only to students matriculated in the nursing program and is the second course in a four-semester sequence of required nursing courses.
2. This course is a prerequisite for NURS 208.
3. NURS 120 builds on the skills and fundamental concepts learned in NURS 110 and prepares the student for the second year of the nursing program by providing hands-on client care experiences based on an understanding of scientific principles.
4. This course requires basic computer skills, including keyboarding, word processing, email and internet use, and use of Blackboard, a course management system.
5. This is an approved SUNY Applied Learning course in the Community Service category.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Act in accordance with professional, legal, and ethical standards of nursing practice to provide safe nursing care.
2. Apply previously-learned critical thinking skills and habits of mind as well as analyzing, predicting, and contextual perspective to learning new concepts and making evidence-based decisions about client care.
3. Support clients' self-care efforts and optimal wellness by providing encouragement, information, and access to resources.
4. Apply a contextual perspective to client situations by considering growth and development, family, culture, and environment, and use this perspective in communicating with and caring for diverse clients.
5. Demonstrate the ability to care safely for at least two ill clients at one time using learned concepts.

IV. Tompkins Cortland General Education & SUNY Competency Goals

☒ Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Course outcomes include: Apply previously-learned critical thinking skills and habits of mind as well as analyzing, predicting, and contextual perspective to learning new concepts and making evidence-based decisions about client care.

Students are evaluated on this outcome weekly in clinical and must demonstrate mastery to pass clinical and the course. Research paper requires selection and in-depth investigation of a topic related to a disease process. Students create nursing care plans for clients during the semester which require gathering and interpretation of physical and psychosocial assessment findings as well as evaluation of the effectiveness of care plans in assisting clients to reach their optimal levels of wellness.

☒ Social/Global Awareness
Culture is integrated throughout the 4 semesters. We use Gordon's Functional Patterns as our organizing framework for assessment, which includes a pattern called Values & Beliefs. This pattern includes culture, and is introduced in Nursing 110. It is then threaded through every course. Cultural and global considerations are on the weekly agenda for course meetings, and these aspects of all conditions covered in class are discussed. Course goals include: Apply a contextual perspective to client situations by considering growth and development, family, culture, and environment, and use this perspective in communicating with and caring for diverse clients. Social/global awareness may also be addressed through the following course learning activities/assignments: clinical practice, care plans, classroom discussion, exam questions, weekly clinical evaluations and weekly reflective journaling.

☒ Information Management
Students in every nursing course are required to utilize a variety of information management skills. All courses have an online component which currently uses Blackboard (the college's LMS). All exams are taken online utilizing a cloud-based, secure testing platform. All courses require clinical experiences in which students must learn and utilize the electronic medical records system and medication administration systems of the clinical site in which they are placed. All courses require at least one written research assignment; to complete this assignment students must utilize the information management systems of the college library as well as other credible sources.

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Basic nursing care skills including: IV administration and management (central and peripheral, continuous and intermittent, gravity and pump, insertion), pediatric assessment and medication administration, insertion and care of NG tubes, blood transfusions, complex dressing changes, chest tube management, nasopharyngeal and tracheal suctioning, tracheostomy care, and EKG interpretation
2. Principles of pharmacology
3. Care of the acute hospitalized client and perioperative nursing
4. Care planning
5. Activity and exercise (disorders of oxygenation, circulation, and perfusion)
6. Nutrition and metabolism (disorders of ingestion, digestion, absorption, metabolism [endocrine functioning], excretion, fluid and electrolyte balance, and acid-base balance)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams (four or five unit exams and a cumulative final)	90%
2. Research paper	10%
3. Clinical (lab and field)	Pass/Fail

VII. Texts – ☒ Required ☐ Recommended ☒ Used for more than one course (list courses)

1. Current fundamentals text (also used in NURS 110)

2. Current lab skills checklist (also used in NURS 110, 208, & 225)
3. Current medical/surgical nursing text (also used in NURS 208 & 225)

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Current references for care planning, medications, and lab values
2. Current review texts such as ATI Comprehensive Review and/or Saunders NCLEX Review

IX. Other Learning Resources

Audiovisual: Films on Demand via the library
Electronic: CINAHL, STAT!Ref, Board Vitals (all via the library)
Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.