

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

NURS 202 Medical-Surgical Nursing II
Spring 2025

CIP Code: 51.3801

***For assistance determining CIP Code, please refer to this webpage
<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>
or reach out to Sarah Todd at todds@canton.edu***

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**SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE
Nursing
Spring 2025**

- A. TITLE: Medical Surgical Nursing II
- B. COURSE NUMBER: NURS 202
- C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

Credit Hours: 10

Lecture Hours: 6 hours per week

Lab Hours: 3 hours per week

Clinical Hours: 9 hours per week

1 credit hour = 50 minutes of lecture or 150 minutes of lab per week or 150 minutes of clinical per week for 15 weeks.

Course Length (# of Weeks): 15

*Clinical hours in this course are typically completed over 14 weeks.

D. WRITING INTENSIVE COURSE: No

E. GER CATEGORY: No

Does course satisfy more than one GER category? If so, which one?

F. SEMESTER(S) OFFERED: Spring

G. COURSE DESCRIPTION:

This course focuses on application of nursing process to care of adult patients experiencing medical-surgical conditions along the health-illness continuum. Topics covered include those related to acute/complex cardiovascular, neurologic, hematologic, integumentary, immunologic, sensory, reproductive, emergency, and disaster events or disorders. Students will apply their learning to clients in medical-surgical clinical settings. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting.

H. PRE-REQUISITES:

NURS 201: Medical Surgical Nursing I

NURS 200 Pharmacology III

BIOL 209: Microbiology

SOCI 101: Introduction to Sociology

CO-REQUISITES:

NURS 203 Professional Trends and Issues in Nursing

NURS 204 Pharmacology IV

I. STUDENT LEARNING OUTCOMES:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>	<u>EPSLO</u>

Utilize the nursing process in integrating theory, evidence-based research, ethical and legal principles, standards of practice in prioritizing the delivery of nursing care to promote health and improve client outcomes	Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.		Critical Thinking	Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.
Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.	Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical standards consistent with the Registered Nurse in conduct and care.		Social Responsibility-Ethical Reasoning	Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the ramifications of decisions and actions.
The RN student will prioritize patient needs, implement appropriate nursing interventions within their scope, evaluate care effectiveness, and collaborate with healthcare teams to enhance patient care outcomes, all within ethical and legal practice boundaries of the RN licensure. .	Students will consistently analyze and apply standards of nursing practice in functioning with integrity as a safe entry level nurse.		Industry, Professional, Discipline-Specific Knowledge and Skills	The RN student will prioritize patient needs, implement appropriate nursing interventions within their scope, evaluate care effectiveness, and collaborate with healthcare teams to enhance patient care outcomes, all within ethical and legal practice

				boundaries of the RN licensure.
By the end of the Registered Nursing (RN) program, the student will be able to demonstrate effective communication strategies to document and deliver written and oral communications that are developmentally appropriate, culturally sensitive, and comprehensive in conveying all required information to patients, families, and healthcare team members.	Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.		Communication	By the end of the Registered Nursing (RN) program, the student will be able to demonstrate effective communication strategies to document and deliver written and oral communications that are developmentally appropriate, culturally sensitive, and comprehensive in conveying all required information to patients, families, and healthcare team members.
Apply the nursing process, critical thinking, ethical principles and legal standards in the provision of nursing care to promote health.	Students will plan and implement educational activities that empower individuals, families, groups and communities to manage their health care at the local, national, and global level.		Foundational Skills	The RN student will be able to demonstrate proficiency in foundational nursing skills essential for care that is safe, holistic, effective, and patient-centered across the lifespan.

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]

2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT: Yes X No _____

If Yes, select one or more of the following categories:

Classroom/Lab_X__	Civic Engagement____
Internship____	Creative Works/Senior
Project____	
Clinical Practicum_X__	Research____
Practicum____	Entrepreneurship____
Service Learning____	(program, class, project)
Community Service____	

K. TEXTS: ATI Bundle

L. REFERENCES: None

M. EQUIPMENT: Technology enhanced classroom

N. GRADING METHOD: A-F

***A grade of C+ or better** is required for successful completion of all nursing courses and grade of C or better is required for all co-requisite courses to continue in the program. **There is no rounding of grades.**

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams
Final Exam
ATI Standardized Exam
Assignments

P. DETAILED COURSE OUTLINE:

I. Alterations in Cardiovascular Function

- A. Review of circulatory A&P
- B. Assessment of clients with disorders of perfusion
- C. Management of clients with disorders related to myocardial perfusion

- D. Management of clients with a cardiac arrhythmia
- E. Management of clients with congestive heart failure
- F. Management of clients with a congenital heart defect
- G. Management of clients with structural heart disorders and inflammatory cardiac disorders

II. Alterations in Hematological Function

- A. Review of hemopoietic system A&P
- B. Management of clients with disorders related to red blood cells
- C. Management of clients with disorders related to white blood cells
- D. Management of clients with disorders related to platelets

III. Alteration in Sensory Function

- A. Review of visual, auditory A&P
- B. Assessment of clients with visual and auditory disorders
- C. Management of clients with visual and auditory disorders

IV. Alterations in Nursing Care in Specialized Settings

- A. Management of Critical Care
- B. Management of Shock & Shock States
- C. Management Emergency, Terrorism, & Disaster nursing

V. Alterations in Neurological Function

- A. Review of neurological A&P
- B. Assessment of neurological system
- C. Management of clients with acute intracranial problems
- D. Management of clients with stroke
- E. Management of clients with chronic neurological problems
- F. Management of clients with Alzheimer's disease, Dementia, and Delirium
- G. Management of clients with peripheral nerve and spinal cord problems

VI. Alterations in Reproductive Function

- A. Review of reproductive A&P
- B. Assessment of clients with reproductive disorders
- C. Management of clients with breast disorders
- D. Management of clients with sexually transmitted diseases
- E. Management of clients with female reproductive disorders
- F. Management of clients with male reproductive disorders

VII. Alterations in Immunological Function

- A. Review of immune system A&P
- B. Management of clients with altered immune response
- C. Management of clients with infection and human immunodeficiency

VIII. Alterations in Urinary Function

- A. Review of urinary and renal A&P
- B. Assessment of urinary and renal systems
- C. Management of clients with renal and urological problems
- D. Management of clients with acute kidney injury and chronic kidney disease

IX. Alteration in Integumentary System

- A. Assessment of Integumentary
- B. Assessment of clients with integumentary disorders and burns
- C. Management of clients with integumentary disorders and burns

Q. LABORATORY OUTLINE:

- A Cardiac Rhythms
 - 1. Health Assessment
 - 2. Rhythm recognition
- B. Central Lines
 - 1. Dressings
 - 2. CVAD
- C. Anaphylaxis
 - 1. Shock
 - a. Hemodynamic
 - b. Septic
 - 2. Arterial Access management
- D. Bladder treatments
 - 1. Continuous bladder irrigation (CBI)
 - 2. Review of aseptic technique with Foley insertion
- D. Reproductive System
 - 1. Hysterectomy
 - 2. Testicular and breast exams
 - 3. Breast, lymphatics, rectum & genitourinary
- E. Neurological
 - 1. Paraplegia
 - 2. Autonomic dysreflexia
 - 3. Stroke
- F. Sensory
 - 1. Cranial Nerve Assessments
 - 2. Eye disturbances
 - a. color blindness
 - 3. Audio Disturbances
 - A Hearing testing
- G Burn management
 - 1. Rule of Nines
 - 2. Fluid resuscitation
 - 3. Care of burn wounds
- G. Emergency/ET tubes
- H. Triage/Mass casualty Disaster