

# NURS-251: COMMUNITY AND ACUTE MEDICAL- SURGICAL NURSING CARE I

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Associate Science Nursing Degree Revisions

Course

- NURS-251: Community and Acute Medical- Surgical Nursing Care I
- NURS-253: Nursing Capstone

**Effective Term**

Fall 2025

**CC Approval**

12/06/2024

**AS Approval**

02/13/2025

**BOT Approval**

02/20/2025

**COCI Approval**

04/15/2025

**SECTION A - Course Data Elements**

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
Nursing (Master's Degree)	Or
Nursing Science/Clinical Practice (Any Degree and Professional Experience)	

**Subject Code**

NURS - Nursing

**Course Number**

251

**Department**

Nursing (NURS)

**Division**

Health Occupations (HEOC)

**Full Course Title**

Community and Acute Medical- Surgical Nursing Care I

**Short Title**

Comm & Acute Med - Surg Care I

**CB03 TOP Code**

1230.10 - \*Registered Nursing

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

C - Clearly Occupational

**Rationale**

According to the BRN we have more units than required and more hours than most programs and we need to reduce our overall hours and units and they are also considering the difficulty in student placements, faculty shortages, nursing shortages, and the ramifications of Title IX in regards to unit limitations. We also have struggled getting the clinical hours met based on clinical site availability and faculty limitations. The BRN recommends 8-10 student to instructor ratios for clinical depending on the clinical experience. Many of the clinical sites have reduced maximum student cohorts to 8 students per placement. Students and the faculty have found it challenging as at times they have to complete two 13-hour shifts per week and then lecture hours and other lab hours on top of that in order to complete the required BRN approved hours. Now we are going from an 18-week semester to a shorter 16-week cycle. And for these reasons maintaining the current number of hours is not feasible. The BRN has stated that the revisions we have made look reasonable and are in line with their requirements. Once we get them approved via the college channels, they will formally approve the entire curriculum revisions. Our revisions are primarily decreased units and slightly adjusted time frames. Last year, 3 FT faculty retired, and we only replaced two of them and we are currently on overload, so the reduction in hours would not displace any current FT tenure-track faculty positions. In actuality, we will need to evaluate in a year or so if (even with the reductions suggested) we would benefit from another instructor as we have to utilize many adjuncts to cover the clinical hours. Our overall Nursing Course reductions will result in an overall reduction from 47 units to 41 units.

**SECTION B - Course Description****Catalog Course Description**

In this course the student will be required to integrate knowledge and skills obtained from previous courses, with a focus on clinical reasoning and clinical judgment. Healthcare populations may include any combination of chronic, acute, or medical surgical conditions, including multi-system, or trauma. Students will need to demonstrate that they are able to communicate effectively with the healthcare team, accurately assess and record their findings, and demonstrate the use of clinical reasoning to guide their decision making, in order to provide safe, ethical, equitable, evidence-based effective care for a wide variety of clients in a healthcare setting.

**SECTION C - Conditions on Enrollment****Open Entry/Open Exit**

No

**Repeatability**

Not Repeatable

**Grading Options**

Letter Grade Only

**Allow Audit**

Yes

**Requisites****Prerequisite(s)**

Completion of NURS-155 with a minimum grade of C.

**Requisite Justification****Requisite Description**

Course in a Sequence

**Subject**

NURS

**Course #**

155

**Level of Scrutiny**

Requisite Established by Statute/Regulation

**Explanation**

The BRN requires courses in sequence and clinical and theory must be concurrent.

## SECTION D - Course Standards

Is this course variable unit?

No

**Units**

10.00

**Lecture Hours**

90.00

**Lab Hours**

270.00

**Outside of Class Hours**

180

**Total Contact Hours**

360

**Total Student Hours**

540

## Distance Education Approval

Is this course offered through Distance Education?

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent

## SECTION E - Course Content

**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Develop clinical decision making and implement nursing care to individuals with acute and/ or multi-system medical-surgical alterations in a variety of settings.
2.	Establish own professional nursing practice in accordance with the ethical and legal guidelines in The Nurse Practice Act, ANA Code of Ethics, and Nurse Practice Standards.
3.	Initiate effective therapeutic communication with individuals, families, groups, and members of the health care team.
4.	Evaluate theory and evidence-based knowledge, using quality improvement, evidence, teamwork, and collaboration for decision making to guide nursing practice.
5.	Manage safe and effective nursing care for a group of individuals with complex multi-system alterations in health, in collaboration with the inter-disciplinary team.
6.	Generate a plan for continued personal and professional growth inclusive of improving clinical performance.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Develop and implement nursing care to individuals with acute and/ or multi-system medical- surgical alterations in a variety of settings.
2.	Establish own professional nursing practice in accordance with the ethical and legal guidelines in The Nurse Practice Act, ANA Code of Ethics, and Nurse Practice Standards.
3.	Initiate effective therapeutic communication with individuals, families, groups, and members of the health care team.
4.	Evaluate theory and evidence-based knowledge, using quality improvement, evidence, teamwork, and collaboration for decision making to guide nursing practice.

5. Manage safe and effective nursing care for a group of individuals with complex multi-system alterations in health, in collaboration with the inter-disciplinary team.
6. Generate a plan for continued personal and professional growth inclusive of improving clinical performance.

### Course Content

Developing clinical reasoning skills and clinical judgment in the acute care setting to provide safe and affirming care to all clients:

1. Problems with oxygenation and ventilation: Upper and Lower respiratory alterations (Tracheostomies, Asthma, COPD exacerbation, ARDS, Pleural Effusions, & Infections)
2. Problems with oxygen transport: hematologic disorders, oxyhemoglobin dissociation curve
3. Cardiovascular Perfusion: vascular disorders (PVD, PAD), inflammatory and structural cardiac disorders, CAD, ACS, dysrhythmias, sepsis
4. Hematologic Disorders: Leukemia, Sickle Cell
5. Problems of renal and urologic function: urologic problems, acute kidney injury/ failure, CRRT, Dialysis.
6. Multi-system Cancer from multiple chapters and systems.
7. Problems with movement and coordination: Patient Centered Care related to musculoskeletal issues, ischemic stroke, connective tissue diseases, orthopedic surgeries, chronic neuro-muscular alterations (ALS, Guillain Barre, Multiple Sclerosis, myasthenia gravis), seizures, spinal cord and peripheral nerve problems; degenerative disc disease, encephalopathy, Bell's Palsy, and Meningitis.

### Methods of Instruction

#### Methods of Instruction

Types	Examples of learning activities
Group Work	In class or online group discussion, clinical case studies, are a part of our lecture time. During lab or clinical time, small group discussions, such as post-conferences, may be conducted either before, during, or after as appropriate for the clinical experience.
Lab	A combination of skills lab, simulation, virtual Simulation, Virtual simulation, development of care plans, and interactive case studies.
Lecture	A majority of the lectures are given in person, with a portion being online.
Activity	Proper documentation may be completed and will be observed or reviewed by the instructor at assigned clinical sites, during simulation, and skills.

#### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

#### Student-Initiated Online Contact Types

Discussions

#### Course design is accessible

Yes

### Methods of Evaluation

#### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Combination of online remote quizzing to gain a recommended level of knowledge with in person proctored exams in LMS platforms.
Oral Presentations	Debriefing and discussion or correction of concepts during post conference presentations
Simulation	Debriefing and discussion are a vital aspect of simulation.
Class Participation	1. Attendance is recording on paper or in Canvas by the instructor showing that the student arrived to class on time and attends class to meet BRN requirements. 2. Canvas records completion of in class or online course assignments

Homework	Completion of reading, case studies, virtual simulations, or other assignments, can be evaluated by time spent or by the ability to show as completed by our online book package.
Lab Activities	<ol style="list-style-type: none"> <li>1. Clinical evaluation tool: Student must pass clinical utilizing the clinical evaluation tool. This includes the ability to demonstrate safe practice and the development of clinical judgement. The student must successfully pass clinical in order to pass the course. According to the BRN, clinical and theory must be delivered concurrently in each course.</li> <li>2. Skills practice with direct observation &amp; return demonstration, which may include videotaping to evaluate further.</li> <li>3. Instructor reviews student documentation in the clinical chart, as well as the data collection tool and care plans for assigned clinical patients. Instructor discusses misconceptions and if incomplete student may be asked to revise or complete additional plan of care.</li> </ol>

## Assignments

### Reading Assignments

Reading in Honan: Respiratory Ch. 7,8,9, &10

Reading in Honan: Cardiovascular Ch. 11,12, 13, 14, 15, 16, & 17

Reading in Honan: Hematologic Disorders: Ch. 18 & 19

Reading in Honan: Kidney Ch. 26, 27, 33

Reading for Multi-System Cancers: Honan Text: All of Ch 5 Cancer Care. Ch 6 Read "Cancer Pain." Ch 8, Cancer of the larynx, pg 288-296. Ch 9 Chest Tumors pg 349-352. Ch 19, Blood Cancers Pg 657-668. Ch 21 Oral & Oropharyngeal Cancer Pg. 718-725, and Cancer of the Esophagus Pg 729-731. Ch 24 Hepatocellular Carcinoma Pg 842- 843 and Pancreatic Cancer pg 855-858. Ch 27 Cancer of the Bladder Pg 955-961.Ch 30 Pituitary Tumors Pg 1021 – 1024 and Thyroid Tumor & Cancer Pg 1040-1042. Ch 22 Esophageal Cancer, Gastric Cancer, & Duodenal Tumors pg 765-773. Ch 23 Masses in the Colon & Rectum, Pg 803-805 Ch 32 Cancer of the Cervix, Uterus, Ovary & Vulva Pg 1123-1130 (Stop prior to hysterectomy – this is next semester). Ch 33 "Cancer of the Prostate" Pg 1142-1144. Testicular Cancer Pg 1153-1154. Ch 40 "Bone Tumors" Pg 1317-1320 Ch 41 "Primary Brain Tumors" Pg 1399- 1409. Ch 51 "Benign Skin Tumors" and "Malignant Skin Tumors." Pg 1620-1627

Neurological Disorders: Honan Ch. 42, 45, 46

### Writing Assignments

Student's care plans, documentation in the patient's chart or virtual chart, clinical data collection or "nurse brain", and other tools that may help with the development of clinical decision making and clinical judgement, will be reviewed by the instructor or clinical instructor for their professionalism, completeness, and accuracy.

### Other Assignments

As assigned per course syllabus, a combination of online practice quizzes, videos, case studies, and Virtual Simulations.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Manual

### Author

Napa Valley College ADN Faculty

### Title

ADN Program Student Handbook

### Publisher

NVC

### Year

Updated annually in January with new cohort

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### Material Type

Other required materials/supplies

**Description**

Lippincott Online Course Package bundle by Wolters Kluwer. Course Materials & Tools including Virtual Simulation, Lippincott Skills & Videos, Remediation tools for quizzes, NCLEX PASS Point, & Case Studies.

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**Material Type**

Textbook

**Author**

Honan, L.

**Title**

Medical-Surgical Nursing: Focus on clinical judgment: with online materials Lippincott PassPoint+

**Edition/Version**

3rd

**Publisher**

Wolters Kluwer with Lippincott

**Year**

2024

**Rationale**

Updated materials, part of a package where we are able to integrate a wide variety of Lippincott course materials and directly access from Canvas. The Wolters Kluwer products have shown a higher NCLEX pass rate. They are reviewing data that is showing that it may lead to an increase of the long-term retention of course learning objectives to improve safety for the community.

**ISBN #**

Online Course Materials & Online Textbook as part of a package

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**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

No

**Only Pass/No Pass**

No