

Allegany College of Maryland

Basic Medical Surgical Nursing 150

I. PURPOSE:

A. DESCRIPTION:

Nursing 150 considers the needs of adult clients across the health continuum experiencing common medical-surgical and/or mental health conditions. The nursing process, basic needs. And core components are applied as a foundation of the course into the course theory content campus laboratory and planned experiences in the in a variety of healthcare settings. Students are required to assimilate a broad base of knowledge, which enables them to begin to apply and analyze content related to the care of the client. The course prepares students to promote personal and professional growth.

Rationale for Organization of Content:

The foundation of the organizing framework of Allegany College of Maryland's Nursing Program incorporates the core values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness and is based on two major concepts: 1) Nursing Process and 2) Man's Basic Needs. The cornerstone of nursing practice is the nursing process that includes: assessment, nursing diagnoses, planning, implementation, and evaluation of services provided. Man's basic needs which have been identified by the faculty as basic needs are Comfort, Oxygen, Nutrition, Communication, Elimination, Psycho-Social, Teaching-Learning, and Safety. Needs are organized according to Maslow with high- level needs emerging as lower level needs are met. Needs as they are affected by man's developmental stage are addressed according to Erickson's Theory of Development.

The core components of professional behaviors, communication, assessment, clinical decision- making, caring interventions, teaching and learning, collaboration, and managing care are essential elements of the curriculum. These core components operationalize the integrating concepts of context and environment, knowledge and science, personal and professional development, quality and safety, relationship-centered care, and teamwork. They serve to guide the students through an increasingly complex application of theory to practice. This framework provides a structure for sequentially organized curriculum implementation throughout each of the four semesters of the nursing program. Each sequential course builds upon prior course content, which you the learner are held accountable to know as evident by passing prior nursing and general education courses. A variety of classroom, campus lab/simulation, clinical experiences, and out of class assignments are utilized to assist you in learning new essential nursing knowledge and skills to meet critical behaviors and course outcomes - all of which require self-awareness and independent study on your part.

This clinical nursing course has three (3) components which must be completed satisfactorily. There is a classroom (theory) component (letter grade), assignments/projects (Satisfactory/Unsatisfactory) and a clinical experience component (Pass/Fail or Complete/Incomplete).

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B. COURSE OUTCOMES:

Upon comprehension of course material, by the end of the course, the student will use evidenced based practice, clinical reasoning skills and the core components* of nursing practice to provide care for clients in diverse health care settings to:

1. With minimal guidance, perform assessment of eight basic needs on clients and identify how these needs are affected by various pathologies, related to course content.
2. With minimal guidance, identify all actual and high risk nursing diagnoses of clients with complex health care needs based on an analysis of assessment data.
3. With minimal guidance, utilize information gathered in the assessment to formulate a plan of care for individual or multiple clients with complex health care needs, related to course content.
4. With minimal guidance, implements caring and deliberative nursing actions for clients with complex health care needs in a safe, efficient and cost effective manner.
5. With minimal guidance, evaluate the effectiveness of the plan of care, based on client outcomes for clients with complex health care needs and revise as necessary.
6. With minimal guidance, perform more selected skills and bases performance of all skills on scientific principles in a safe, efficient, accountable and effective manner.
7. Perform activities which promote own personal professional growth by independent study, self-direction in clinical, and self-evaluation.
8. In **All** interactions throughout the course, including with client, staff, faculty and peers, students must reflect professional attitude and values of respect, altruism, autonomy, human dignity, integrity, and social justice.

*Core Components: Professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care.