HERZING UNIVERSITY

Course Syllabus

Course Title: Medical Surgical I & Mental Health Nursing
Course Code: NSG525 Clinical II
Credit hours: 3.0
Clinical: 135 total hours (45 contact hours per credit)
Description:

This course is designed to develop application of the nursing process in the care of acutely and chronically ill patients, as well as patients with mental health disorders. The roles of medical-surgical and mental health nurses are examined across roles, including the role of coordinator of care transitions. Interprofessional collaboration is emphasized to enhance safe, quality nursing care in a variety of clinical settings. Clinical experiences integrate the concepts of caring, collaboration, communication, cultural sensitivity, community, and clinical judgment to facilitate the well-being of individuals and to prepare the student as a provider of care. In the clinical setting, students will care for patients with select medical, surgical, and/or mental health problems in various settings, demonstrate knowledge of pathophysiology and psychosocial dynamics, apply the nursing process, utilize information technology, interact with other health care professionals, and practice clinical decision making and critical inquiry while caring for culturally diverse, ill adults.

Program: MSN Nursing

Program Outcomes:

Upon completion of their program, the student should be able to:

1. Prioritize patient-centered care using clinical judgment and the nursing process. (Knowledge for Nursing Practice, Person-Centered Care)
2. Collaborate with patients, families and team members to provide safe and culturally competent care. (Population Health, Quality and Safety)
3. Integrate evidence-based practice within diverse clinical settings to deliver optimal care. (Scholarship, Systems-Based Practice)
4. Minimize risk of harm to patients and providers through both systems effectiveness and individual performance. (Quality and Safety)
5. Use informational technology to communicate, mitigate error, support decision making, and manage patient care. (Informatics and Healthcare Technologies)
6. Evaluate quality improvement processes to enhance patient outcomes. (Quality and Safety)
7. Integrate professionalism and advanced leadership skills within the interdisciplinary healthcare environment. (Interprofessional Partnerships, Professionalism, Personal, Professional, and Leadership Development)

8. Analyze national and global policies, legislative concepts, and economics to address population outcomes. (Professionalism)

Course Learning Objectives:

Upon completion of this course, the student will be able to:

1. Provide safe and effective care to enhance patient outcomes in adult medical surgical and mental health patient care settings.
2. Demonstrate patient-centered care using clinical judgment in the decision-making process.
3. Demonstrate professionalism and interdisciplinary collaboration.
4. Utilize effective communication and documentation techniques when providing nursing care in adult medical surgical and mental health clinical settings.
5. Demonstrate an ethically and culturally sensitive nursing process while caring for diverse patients in adult medical surgical and mental health patient care settings.

Upon successful completion of simulations, students should be able to:

1. Integrate scientific evidence from nursing and biopsychosocial disciplines, and safety and quality improvement when caring for adult medical surgical and mental health patients in a structured setting.
2. Integrate concepts of standardized nursing care to adults with physical and/or mental health disorders in a structured setting.
3. Demonstrate evidence-based prioritization of care and safe and effective clinical decision- making when caring for standardized adult medical surgical and mental health patients.
4. Demonstrate professional communication and collaboration with peers, faculty, and standardized patients within a simulated environment.
5. Implement the use of information technology to research, document, and complete activities.
6. Effectively demonstrate use of the electronic health record (EHR) to promote safe and effective interprofessional communication based on assimilation of the standardized patient care experience.

Upon successful completion of the clinical experience, students should be able to:

1. Synthesize theories, models and research findings inherent to nursing practice, education and management to provide patient care in the adult medical surgical and mental health populations focused on the achievement of successful outcomes.
2. Incorporate organizational and culturally sensitive client and population centered concepts in the planning, delivery, management, and evaluation of direct and indirect evidence-based health promotion care and services to the adult medical surgical and

mental health populations.

3. Demonstrate effective communication and documentation techniques when providing nursing care in the adult medical surgical and mental health clinical settings
4. Use informational technology to communicate, mitigate error, support decision making, and manage patient care in the adult medical surgical and mental health care settings.
5. Evaluate quality improvement processes to enhance safe and effective patient outcomes.

Topics & Learning Activities

Unit	Topics & Activities	Points Possible
Unit 1 Acute Care Environment and Interpersonal Communication	**Topics**: • **Medical-Surgical**: Review of the Acute Care Environment and Role of the Acute Care Nurse, including Interprofessional Collaborative Practice • **Mental Health**: Interpersonal Communication, Legal & Ethical Issues, Treatment Modalities, Psychiatric/Mental Health Care Settings and Therapeutic Programs **Readings:** • Chapter 1, Professional Nursing • Chapter 5, Chronic Illness and Older Adults • Chapter 1, Mental Health and Mental Illness • Chapter 4, Treatment Settings • Chapter 6, Legal and Ethical Considerations • Chapter 9, Therapeutic Communication **Assignment(s):** • Sherpath Lesson: Professional Nursing Practice and Its Influences • Sherpath Lesson: Patient-Centered Care and Interprofessional Partnerships • Safety, Quality Improvement, Informatics, and Evidence-Based Practice • Unit 1: Discussion – Introduction • Unit 1: Initial Preceptor Agreement Management	10 pt/each 5 pt C/I

Unit 2 Fluid/Electrolyte /Acid-Base Balance and Legal and Ethical Issues	**Topics**: • **Medical-Surgical**: Review of Fluid/Electrolyte/Acid-Base Balance • **Mental Health**: Review of Legal and Ethical Issues and Treatment Modalities, Settings, and Therapeutic Programs **Readings:** • Chapter 17, Fluid, Electrolyte, and Acid-Base Imbalances • Chapter 4, Treatment Settings • Chapter 6, Legal and Ethical Considerations **Assignment(s):** • Unit 2: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 3 Perioperative Nursing and Psychiatric Mental Health Assessment	**Topics**: • **Medical-Surgical**: Review of Perioperative Nursing Care • **Mental Health**: Review of Psychiatric Mental Health Assessment (subjective and objective data) **Readings:** • Chapter 18, Preoperative Care • Chapter 19, Intraoperative Care • Chapter 20, Postoperative Care • Chapter 7, The Nursing Process and Standards of Care **Assignment(s)**: • Unit 3: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 4 Disorders of the Respiratory System and Loss & Grief	**Topics**: • **Medical-Surgical**: Review of Disorders of the Respiratory System • **Mental Health**: Review of Loss & Grief **Readings:** • Chapter 29, Upper Respiratory Problems • Chapter 30, Lower Respiratory Problems • Chapter 31, Obstructive Pulmonary Diseases • Chapter 32, Acute Respiratory Failure and Acute Respiratory Distress Syndrome • Chapter 30, Dying, Death, and Grieving **Assignment(s):** • Unit 4: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I

Unit 5 Disorders of the GI System and Anger, Hostility, and Disruptive Behavior	**Topics**: • **Medical-Surgical**: Review of Disorders of the Gastrointestinal System, specifically Crohn's Disease, Ulcerative Colitis, Gastroesophageal Reflux Disease, Obesity, & Diseases of Motility • **Mental Health**: Review of Anger, Hostility, & Disruptive Behavior **Readings:** • Chapter 45, Obesity • Chapter 46, Upper Gastrointestinal Problems • Chapter 47, Lower Gastrointestinal Problems • Chapter 27, Anger, Aggression, and Violence **Assignment(s):** • Unit 5: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 6 GI Disorders and Addiction and Dependence	**Topics**: • **Medical-Surgical**: Review of Gastrointestinal Disorders, specifically small and large bowel obstruction, enteral & parenteral nutrition, gall bladder disease, peptic ulcer disease, appendicitis, • peritonitis & diverticular disease • **Mental Health**: Review of Addiction & Dependence **Readings:** • Chapter 44, Nutrition Problems • Chapter 46, Upper Gastrointestinal Problems • Chapter 47, Lower Gastrointestinal Problems • Chapter 48, Liver, Biliary Tract, and Pancreas Problems • Chapter 22, Substance-Related and Addictive Disorders **Assignment(s):** • Unit 6: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 7 Cardiovascular Disorders and Anxiety Disorders	**Topics**: • **Medical-Surgical**: Review of Cardiovascular System Disorders • **Mental Health**: Review of Anxiety Disorders **Readings:** • Chapter 36, Hypertension • Chapter 37, Coronary Artery Disease and Acute Coronary Syndrome • Chapter 38, Heart Failure • Chapter 39, Dysrhythmias • Chapter 40, Inflammatory and Structural Heart Disorders	5 pt C/I

	• Chapter 15, Anxiety and Obsessive-Compulsive Disorders **Assignment(s):** • Unit 7: Discussion Clinical Reflection • Clinical Hours Report	
Unit 8 Disorders of the Hematological System and Somatic Symptom Illnesses	**Topics**: • **Medical-Surgical**: Review of Disorders of the Hematological System, specifically anemias, thrombocytopenia/platelet defects, and peripheral vascular occlusion disease) • **Mental Health**: Review of Somatic Symptom Illnesses and Sleep/Wakefulness Disorders **Readings:** • Chapter 34, Hematologic Problems • Chapter 41, Vascular Disorders • Chapter 17, Somatic Symptom Disorders • Chapter 19, Sleep-Wake Disorders **Assignment(s):** • Unit 8: Discussion Clinical Reflection • Clinical Hours Report • Unit 8: Mid-Term Preceptor Agreement Management	5 pt C/I C/I
Unit 9 Disorders of the GU and Renal Systems and Mood Disorders	**Topics**: • **Medical-Surgical**: Review of Disorders of the Genitourinary & Renal Systems • **Mental Health**: Review of Mood Disorders **Readings:** • Chapter 50, Renal and Urologic Problems • Chapter 13, Bipolar and Related Disorders • Chapter 14, Depressive Disorders **Assignments**: • Unit 9: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I

Unit 10 Disorders of the Neurological System And Eating and Obsessive-Compulsive Disorders	**Topics**: • **Medical-Surgical**: Review of Disorders of the Neurological System, specifically Dementia, Alzheimer's disease, Parkinson Disease, and Headache • **Mental Health**: Review of Eating & Obsessive- Compulsive Disorders **Readings:** • Chapter 64, Dementia and Delirium • Chapter 63, Chronic Neurologic Problems • Chapter 15, Anxiety and Obsessive-Compulsive Disorders • Chapter 18, Eating and Feeding Disorders **Assignments**: • Unit 10: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 11 Seizures, Epilepsies, and Personality Disorders	**Topics**: • **Medical-Surgical**: Review of Seizures and Epilepsies • **Mental Health**: Review of Personality Disorders **Readings:** • Chapter 63, Chronic Neurologic Problems • Chapter 24, Personality Disorders **Assignments:** • Unit 11: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 12 Hypo/ Hyperthyroidism and Schizophrenia	**Topics**: • **Medical-Surgical**: Review of Hypo/Hyperthyroidism • **Mental Health**: Review of Schizophrenia **Readings:** • Chapter 54, Endocrine Problems • Chapter 12, Schizophrenia Spectrum Disorders **Assignment(s):** • Unit 12: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I

Unit 13 Diabetes Mellitus and Neurodevelopmental & Cognitive Disorders	**Topics**: • **Medical-Surgical**: Review of Diabetes Mellitus • **Mental Health**: Review of Neurodevelopmental & Cognitive Disorders **Readings:** • Chapter 53, Diabetes • Chapter 11, Childhood and Neurodevelopmental Disorders • Chapter 23, Neurocognitive Disorders **Assignment(s):** • Unit 13: Discussion Clinical Reflection • Clinical Hours Report	5 pt C/I
Unit 14 Disorders of the Immune System And Abuse, Violence, Trauma and Stressor Related Disorders	**Topics**: • **Medical-Surgical**: Review of Disorders of the Immune System • **Mental Health**: Review of Abuse, Violence, Trauma, & Stressor Related Disorders **Readings:** • Chapter 14, Immune Responses and Transplantation • Chapter 16, Trauma, Stressor-Related, and Dissociative Disorders • Chapter 28, Child, Older Adult, and Intimate Partner Violence **Assignment(s):** • Unit 14: Discussion Clinical Reflection • Clinical Hours Report • Final Clinical Evaluations	5 pt C/I C/I
Unit 15 Disorders of the Musculoskeletal System and Suicide	**Topics**: • **Medical-Surgical**: Review of Disorders of the Musculoskeletal System • **Mental Health**: Suicide **Readings:** • Chapter 67, Musculoskeletal Trauma and Orthopedic Surgery • Chapter 68, Musculoskeletal Problems • Chapter 69, Arthritis and Connective Tissue Diseases • Chapter 25, Suicide and Nonsuicidal Self Injury **Assignment(s):** • Unit 15: Discussion Clinical Reflection	5 pt

Unit 16 Final Reflection	**Topics**: • **Medical-Surgical & Mental Health**: Pulling it all Together & Looking ahead **Assignment(s):** • Unit 16: Discussion Final Reflection • Clinical Hours Report	 5 pt C/I

Graduate Grade Scale

A	90.00% -100.00%
B	80.00%-89.99%
F	0.00-79.99%

Grade Summary	Weight	Method of Scoring
Assignments (Sherpath Lessons, Discussions)	P/F	Points
Clinical Evaluation	P/F	Points
Clinical Reflections, Final Clinical Reflection Summary, Final Self-Evaluation	P/F	Points
Total	**100%**	

First "Clinical Performance Activity Violation" (handbook definition: performance in lab, simulation, clinical) = First Warning. The student will be provided a counseling session/ formal warning with documentation.
This first violation of clinical performance is cumulative and may result in a course of failure if three clinical performance violations occur. The clinical portion of this course is Pass/Fail. To pass the course, a student must obtain 80% in clinical-related assignments and must pass all clinical activities. This will be documented as a Clinical Performance Activity Violation email, is not removable, and remains part of the course record.

Second "Clinical Performance Activity Violation" (handbook definition: performance in lab, simulation, clinical) = Second Warning of impending course failure if future violations occur. The student must meet with faculty within 72 hours of the violation. The student will be provided with remediation that must be completed, including acknowledgment that a third violation will result in course failure. The clinical portion of this course is Pass/Fail. To pass the course, a student must obtain 80% in clinical-related assignments and must pass all clinical activities. This will be documented as a Clinical Performance Activity Violation email, is not removable, and remains part of the course record.

Third "Clinical Performance Activity Violation" = course failure.

A Clinical Performance Violation may include:

- Tardiness (0 to 14 minutes late)

- No Call/No Show (15 minutes or more tardy for the clinical day or not showing up with appropriate notification)
    - Students who arrive 15 minutes after the start of the clinical day will be allowed to participate, but will not receive credit for the hours
    - The extenuating circumstance policy applies to both the NCNS and 15 minutes or greater tardiness
- Being unprepared for the clinical experience, to include not having required course work completed
- Not meeting dress code standards for the clinical experience
- Not attending the entire shift of the clinical, to include the last day of clinical
- Demonstrating unsafe behaviors (refer to handbooks and catalog)
- Delivering unsafe care to assigned patient(s)/client(s) (Refer to catalog and handbook)
- Exhibiting inappropriate or unprofessional behaviors
- Not adhering to recommendations, policies, standards, or expectations of the facility or Herzing University.

*__Please note that all missed clinical time must be made up__. Please review the extenuating circumstances policy since documentation may be needed for clinical make-up.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

*Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.

Shadow Health

Specific Shadow Health assignments you are required to complete may vary depending on your program, campus, and the clinical sites secured for your learning experience. To ensure you are completing the correct assignments for your course, please refer to your instructor for detailed guidance and clarification. They will provide you with the necessary information tailored to your particular academic and clinical requirements.

Clinical Attendance Policy

Students enrolled in courses that include a clinical component are required to attend all assigned clinical experiences. Failure to attend any portion of a clinical assignment without prior approval from the instructor will result in a clinical failure for the course. Please see the 'Make-Up Policy for Missed Coursework' in the Herzing University Catalog for requirements for advanced notice of absence.

A clinical failure constitutes a failure to meet the essential requirements of the course, and the student will receive a grade of "F" for the entire course. Students who receive a clinical failure are not permitted

to continue in either the didactic or clinical component of the course and must repeat the course in its entirety to progress in the program.