



COURSE OUTLINE : NS 203
D Credit – Degree Applicable
COURSE ID 005030
Cyclical Review: July 2020

COURSE DISCIPLINE : NS
COURSE NUMBER : 203
COURSE TITLE (FULL) : Nursing Seminar III
COURSE TITLE (SHORT) : Nursing Seminar III

CATALOG DESCRIPTION

NS 203 provides an enrichment opportunity for all level three nursing students to further explore the application of medical-surgical and maternal-child health classroom content to the clinical situation. Lifespan scenarios are given application emphasis. This course includes discussion, demonstration, computer simulation, guided practice, and audiovisual presentations.

CATALOG NOTES

Note: This is an optional but strongly recommended class in the Registered Nursing curriculum. This course is graded Pass/No Pass only.

Total Lecture Units:1.00

Total Laboratory Units: 0.50

Total Course Units: 1.50

Total Lecture Hours:18.00

Total Laboratory Hours:27.00

Total Laboratory Hours To Be Arranged:0.00

Total Contact Hours: 45.00

Total Out-of-Class Hours: 36.00

Prerequisite: NS 212 (Generic Nursing Program) or NS 217 (Career Ladder LVN-RN Nursing Program) or previous completion of equivalent coursework. Recommended Corequisite: NS 213 and NS 223 or equivalent.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|---------|--------|-----------------------------|---|---------|
| 1 | NS | 212 | Medical-Surgical Nursing II | Use the Hierarchy of Human Needs as a holistic framework for assessing and providing nursing care for patients/clients; | Yes |
| 2 | NS | 212 | Medical-Surgical Nursing II | utilize the nursing process in the care of the patient/client with increasingly complex health care needs in a variety of settings; | Yes |
| 3 | NS | 212 | Medical-Surgical Nursing II | identify and describe nursing goals and behaviors associated with preventing illness, promoting health, and restoration of the wellbeing of patients/clients and family; | Yes |
| 4 | NS | 212 | Medical-Surgical Nursing II | demonstrate increasing clinical skill by providing safe, organized, patient-centered, and effective care for 2 - 3 patients/clients; | Yes |
| 5 | NS | 212 | Medical-Surgical Nursing II | provide care designed to reduce risk factors including, but not limited to, common physiological and cultural consideration in aging adults, such as a decline in physical function, social isolation, and increasing disability; | Yes |
| 6 | NS | 212 | Medical-Surgical Nursing II | demonstrate a satisfactory level of growth and proficiency in clinical competencies and indicators as measured on the clinical evaluation tool; | Yes |
| 7 | NS | 212 | Medical-Surgical Nursing II | identify and discuss complex interrelated variables which impact acutely ill patients and their families; | Yes |
| 8 | NS | 212 | Medical-Surgical Nursing II | incorporate knowledge of scientific principles, psychosocial needs, and developmental concepts, as well as previously learned nursing knowledge/skills into individualized patient care; | Yes |
| 9 | NS | 212 | Medical-Surgical Nursing II | apply knowledge of medical-surgical health problems, treatment modalities, and nursing skills in the clinical setting with increasing proficiency; | Yes |
| 10 | NS | 212 | Medical-Surgical Nursing II | interpret results of appropriate laboratory and diagnostic tests, differentiating values for older adults; | Yes |
| 11 | NS | 212 | Medical-Surgical Nursing II | plan and demonstrate appropriate communication techniques when collaborating with patients, family members, peers, and other members of the health care team; | Yes |



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| 12 | NS | 212 | Medical-Surgical Nursing II | identify specific patient/client knowledge deficits (cognitive and psychomotor) and, considering cultural factors, implement an individualized teaching plan to meet these learning needs; | Yes |
| 13 | NS | 212 | Medical-Surgical Nursing II | identify problems and strategies in assessing pain in cognitively impaired older adults; | Yes |
| 14 | NS | 212 | Medical-Surgical Nursing II | identify guidelines that provide the nurse with the direction needed to address ethical issues and problems. | Yes |
| 15 | NS | 217 | Advanced Placement Nursing Bridge Course | discuss the components of the Department Philosophy and Unifying Theme of the GCC Nursing Program; | Yes |
| 16 | NS | 217 | Advanced Placement Nursing Bridge Course | define and apply the nursing process to the theoretical care of patients of different ages with a variety of health problems; | Yes |
| 17 | NS | 217 | Advanced Placement Nursing Bridge Course | analyze the manner in which the Standards of Nursing Practice have influenced the development of the Nursing Department Philosophy and Unifying Theme; | Yes |
| 18 | NS | 217 | Advanced Placement Nursing Bridge Course | differentiate the role/responsibilities of the vocational nurse from those of the registered nurse; | Yes |
| 19 | NS | 217 | Advanced Placement Nursing Bridge Course | list some of the components of effective communication and their implementation with the patient, members of the nursing team, and other disciplines | Yes |
| 20 | NS | 213 | Medical-Surgical Nursing III | Use the Human Needs Hierarchy as a framework for assessing and providing safe, patient-centered nursing care to meet the complex healthcare needs of adults/older adults and their families; | Yes |
| 21 | NS | 213 | Medical-Surgical Nursing III | utilize and apply the nursing process to acute care nursing practice in a variety of settings; | Yes |
| 22 | NS | 213 | Medical-Surgical Nursing III | perform a complete and thorough physical assessment for the adult and older adult which reflects increased knowledge and skill competence in the medical-surgical area; | Yes |
| 23 | NS | 213 | Medical-Surgical Nursing III | identify actual and anticipated deviations from normal assessment attributed to aging; | Yes |



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| 24 | NS | 213 | Medical-Surgical Nursing III | retrieve and use reliable healthcare information from electronic sources to support classroom and clinical activities; | Yes |
| 25 | NS | 213 | Medical-Surgical Nursing III | describe nursing goals and behaviors associated with prevention of illness and promotion of health and well-being of the patient/client and family; | Yes |
| 26 | NS | 213 | Medical-Surgical Nursing III | interpret the multiple variables that interact and impact the acutely-ill patient and family; | Yes |
| 27 | NS | 213 | Medical-Surgical Nursing III | incorporate scientific principles, psychosocial needs, developmental concepts, and previously learned nursing knowledge and skills into the individualized care of the patient/client with a complex health problem; | Yes |
| 28 | NS | 213 | Medical-Surgical Nursing III | provide safe, patient-centered care for groups of patients, with emphasis on the complex, unmet needs of older adults; | Yes |
| 29 | NS | 213 | Medical-Surgical Nursing III | identify guidelines that provide the nurse with basic direction to address ethical issues for patients with complex health problems. | Yes |
| 30 | NS | 213 | Medical-Surgical Nursing III | identify specific physiological, cognitive, and psychomotor deficits; develop and implement individualized teaching which considers sociocultural factors to meet these learning needs; | Yes |
| 31 | NS | 213 | Medical-Surgical Nursing III | apply, with increasing proficiency, knowledge of medical-surgical health problems, treatment modalities, and nursing skills in the clinical setting; | Yes |
| 32 | NS | 213 | Medical-Surgical Nursing III | demonstrate safe planning of nursing task delegation and supervision; | Yes |
| 33 | NS | 213 | Medical-Surgical Nursing III | apply appropriate communication techniques when interacting with patients and family members, as well as peers, staff, and other healthcare team members when collaborating in patient/client care; | Yes |
| 34 | NS | 213 | Medical-Surgical Nursing III | observe/participate in the collaborative discharge planning process for adults/older adults; | Yes |
| 35 | NS | 213 | Medical-Surgical Nursing III | demonstrate increased growth and proficiency in clinical competencies as measured in the clinical evaluation tool. | Yes |
| 36 | NS | 223 | Maternal Child Health | apply the principles inherent in the Human Need Hierarchy as a holistic framework for providing and prescribing nursing care for the family; | Yes |



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| 37 | NS | 223 | Maternal Child Health | utilize the nursing process in the care of the well family and the family with unmet needs in a variety of settings; | Yes |
| 38 | NS | 223 | Maternal Child Health | perform developmentally appropriate and thorough physical assessments of intra- and postpartum mothers, the newborn, and children of varying ages; | Yes |
| 39 | NS | 223 | Maternal Child Health | retrieve, evaluate, and use reliable healthcare information from electronic sources to support classroom and clinical activities; | Yes |
| 40 | NS | 223 | Maternal Child Health | collaborate with the family to establish desirable family outcomes by using nursing interventions to prevent illness and promote health; | Yes |
| 41 | NS | 223 | Maternal Child Health | provide safe and quality nursing care for members of the family, both well and ill, in a variety of settings; | Yes |
| 42 | NS | 223 | Maternal Child Health | explain the reciprocal relationship of biological, psychosocial, cultural, spiritual, environmental, and socioeconomic factors that may influence the wellbeing and individualized care of the family; | Yes |
| 43 | NS | 223 | Maternal Child Health | incorporate scientific principles, psychosocial theory, developmental concepts, and previously learned nursing knowledge and skills into the individualized care of the assigned patient/family; | Yes |
| 44 | NS | 223 | Maternal Child Health | apply knowledge of medical-surgical health problems, treatment modalities, and nursing skills to the pediatric population; | Yes |
| 45 | NS | 223 | Maternal Child Health | utilize therapeutic communication techniques when interacting with patients and family members, peers, staff, and members of the multidisciplinary healthcare team; | Yes |
| 46 | NS | 223 | Maternal Child Health | identify specific family knowledge deficits (cognitive and psychomotor) and implement a teaching plan which considers sociocultural aspects and developmental knowledge to meet learning needs; | Yes |
| 47 | NS | 223 | Maternal Child Health | identify and employ guidelines that provide the nurse with direction to address ethical and legal issues affecting the healthcare of the family. | Yes |



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EXIT STANDARDS

- 1 Examine more complex simulated patient situations involving unmet needs resulting from specified medical-surgical and/or maternal-child health problems;
 - analyze the situation/scenario from a nursing perspective;
 - formulate an appropriate course of action for the nurse;
 - function competently within own scope of practice as a member of the healthcare team in situations;
- 2 demonstrate mastery of selected previously demonstrated and practiced nursing skills and procedures.

STUDENT LEARNING OUTCOMES

- 1 collaborate as a group and collectively select and research a Complementary and Alternative Medicine topic (CAM) for presentation
- 2 formulate and discuss appropriate courses of nursing action for maternity and pediatric patients and families within an assigned workgroup

COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|--|----------------|------------|--------------------|
| 1 | Medical-Surgical Content / Enrichment • Third semester level assessment of body systems • Analysis, interpretation, and treatment of cardiac rhythms • Discussion/group work (e.g. case studies) | 8 | 13 | 21 |
| 2 | Maternal-Child Health • Vaginal and Cesarean delivery practice • Comprehensive infant/child assessment • Child and family communication needs and assessment • Growth and development and age-appropriate care | 8 | 14 | 22 |
| 3 | Mass Casualty Incident/Triage (e.g. earthquake, laboring woman) | 2 | 0 | 2 |



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|---|--|---|----|-----------|
| 4 | Laboratory • Checking IV fluids and medication compatibility and administration • Analysis of cardiac rhythm strips • Comprehensive neurological assessment that includes cranial nerves • Interpretation of the arterial blood gases • Presentation of complementary and alternative medicine topics • Case studies: fetal monitoring, interpretation and nursing management • Emergency delivery (e.g. precipitous birth) • Analysis and interpretation of fetal heart rate rhythm • Newborn prophylactic medication administration • Newborn care (e.g. bathing, swaddling, diaper changing, burping) • Newborn feeding methods: breastfeeding vs. formula • Case studies: The nursing process and families with children with health challenges • Discussion of alterations in pediatric cardiovascular function • Group activity: Fundamentals of pediatric nursing | 0 | 18 | 18 |
| | | | | 63 |

OUT OF CLASS ASSIGNMENTS

- 1 digital learning (e.g. watch YouTube “How to Bathe a Neonate”);
- 2 student group meeting with CAM (Complementary and Alternative Medicine) expert practitioner and interview for group project;
- 3 group project (e.g. a comparison of alternative medicine success in the treatment of a common neonatal health concern).

METHODS OF EVALUATION

- 1 attendance;
- 2 participation in group presentations/projects;
- 3 instructor’s critique of presentations/projects.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion



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- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | IBSN | Date |
|---|-------------|-----------------------------------|----------------|---------------|-----------------------|-------------------|-------------|
| Medical-Surgical Nursing: Assessment and Management of Clinical Problems. | Required | St. Louis: Mosby | 10 | Print | Lewis, Sharon, et al. | 978-0323328524 | 2017 |
| Maternal & Child Nursing Care. | Required | Upper Saddle River: Prentice-Hall | 5 | Print | London, Marcia et al. | 978-0-13-416722-0 | 2017 |