

**Template for Course Plan (Medical-Surgical Nursing II (practical))**

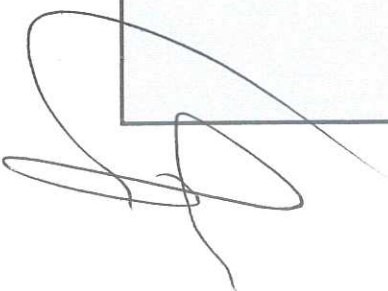
**I. Course Description:**

The course concerns on the development of medical student's skills and practices needed in hospital setting. Utilize the nursing process in formulating and evaluating adult individualized plans of care for clients experiencing the different body systems alteration such as respiratory, digestive, cardiology, immunology, Urinary tract infection and perioperative nursing.

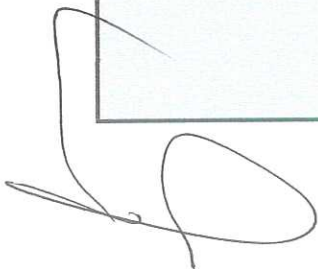
**B - Practical Aspect:**

Order	Tasks/ Experiments	Number of Weeks	contact hours
1	Orientation to the course (2 weeks)		
2	<p><b>1. Orientation to the new clinical area</b></p> <ul style="list-style-type: none"> <li>▪ Documentation systems</li> <li>▪ Sign floor orientation tool as a group</li> <li>▪ Introduce ourselves to supervisor &amp; staff nurses.</li> </ul> <p><b>2. Perform vital signs, bed making, provide medication, catheter care, wound care, exercise, take diagnostic sample</b></p> <ul style="list-style-type: none"> <li>▪ Review <b>medical waste</b></li> <li>▪ Review <b>asepsis, safety precautions, isolation principles</b></li> <li>▪ Review <b>proper communication</b> rules during the clinical day</li> </ul> <p><b>3. Assign 1 patient to 2 or 3 students to be interviewed, document all admission and subjective data parts.</b></p>	1 <sup>st</sup> – 2 <sup>nd</sup> Weeks	8

	<ul style="list-style-type: none"> <li>▪ <b>Theory focus:</b> <i>Students are expected to review:-</i> <ul style="list-style-type: none"> <li>○ <b>Endocrine system</b></li> </ul> </li> <li>4. <b>Distribute assignments with due dates to students to discuss prevention of:</b> stress &amp; adaptation, dialysis, pain, and bleeding during hospitalization.           <ul style="list-style-type: none"> <li>○ Students are expected to deliver a handwritten material to their instructors.</li> </ul> </li> </ul> <p><i>Start meetings (between group &amp; their teacher)</i></p>		
3	<p>1. <b>Wound care and dressing</b></p> <ul style="list-style-type: none"> <li>☒ <b>Skill focus on:</b> <ul style="list-style-type: none"> <li>▪ Wound care &amp; simple dressing</li> <li>▪ Gluco-check &amp; insulin inj, if possible.</li> <li>▪ <u>Start IV care, intake &amp; output charting.</u></li> </ul> </li> <li>☒ <b>Note instructors: start skill: -</b> <ul style="list-style-type: none"> <li>✓ <u>Catheterization care;</u></li> <li>✓ Traction (skin, skeletal traction)</li> <li>✓ <u>Drain and dressing;</u> and</li> <li>✓ Students refer to skill manual for steps and safety points).</li> </ul> </li> </ul> <p>2. <b>Theory focus: Review the following conditions</b></p> <ul style="list-style-type: none"> <li>▪ Diabetes mellitus</li> <li>▪ Pituitary disorders</li> <li>▪ Fractures</li> <li>▪ Osteomylytis</li> <li>▪ Brain tumours</li> <li>▪ CVA</li> <li>▪ Nursing assessment &amp; care</li> </ul> <ul style="list-style-type: none"> <li>○ <b>Skill focus:</b> <ul style="list-style-type: none"> <li>✓ Subcutaneous injection</li> <li>✓ Traction (skin,</li> </ul> </li> </ul>	3 <sup>rd</sup> – 4 <sup>th.2.</sup> week	14

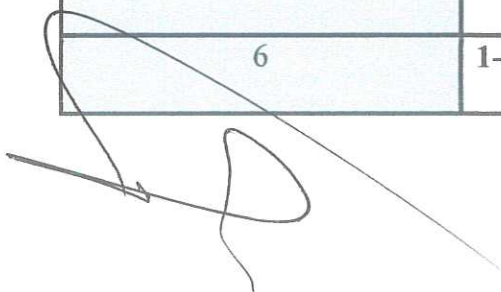
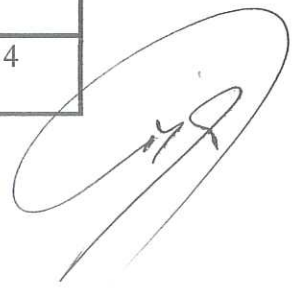



	<p>skeletal)</p> <ul style="list-style-type: none"><li>✓ Moving, transfer,</li><li>✓ General exercise, Chest exercise,</li><li>✓ Chemotherapy administration</li></ul> <p>Start medication preparation simulation training in a private room before moving forwards to work with clients'</p> <p>3. Assign each student to patient (Nursing Care Plan) include: <u>general survey</u>, <u>Head &amp; neck</u>, <u>chest &amp; abdomen physical exam</u>, <u>lab results</u>, <u>extra-diagnostics</u> &amp; <u>medications</u>). Then, review comments with teacher.</p> <ul style="list-style-type: none"><li>○ <b>Physical exam focus:</b> <i>review done at home, by students independently.</i></li><li>○ <b>Students</b> ⇒ <u>work in couples</u> to enhance <i>peer to peer learning</i>.</li></ul> <p>4. Apply <u>pain assessment</u> to clients in pain</p> <p>-<b>Theory focus:</b> <i>students are expected to review pain management chapter at home</i> -</p> <p><b>Physical exam focus:</b> <i>Students are expected to perform</i> ⇒ <u>general survey</u>, <u>eyes</u>, <u>ENT</u>, <u>musculoskeletal</u>, &amp; <u>neurological physical exams</u> at home.</p> <ul style="list-style-type: none"><li>▪ <b>Theory focus:</b> <i>Read about most Common cases</i></li><li>▪ <b>Fractures, Skeletal traction</b></li><li>▪ <b>Open reduction</b></li><li>▪ <b>Burn</b></li><li>▪ <b>CVA</b></li></ul>		
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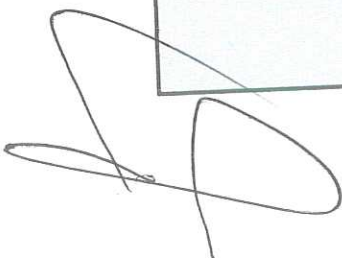
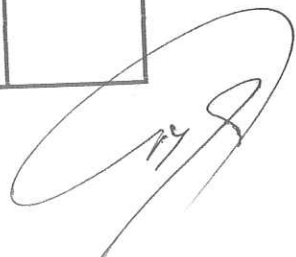


	<ul style="list-style-type: none"> <li>▪ Brain tumor</li> <li>▪ Diabetic foot ulcers</li> <li>▪ Assignment focus: Start discussing distributed assignments, here.</li> </ul>		
4	<p>1. Apply general preoperative &amp; postoperative care Theory focus: review perioperative chapter, consent forms, at home.</p> <p>2. Drains types: free, negative, positive; assessment &amp; nursing care**</p> <ul style="list-style-type: none"> <li>▪ Skill focus:</li> <li>▪ Start cast, traction skills, and mobilization exercises, (medical and surgical wards).</li> <li>▪ Start medication preparation and administration. Explain medication rights here</li> <li>▪ Physical exam focus: Students are expected to review <u>neuro</u>, <u>musculoskeletal</u> and <u>skin exam</u> parts, at home.</li> </ul> <p>3. CVA and Musculoskeletal nursing assessment and care</p> <p>4. Discuss and apply diagnostic tests:</p> <ul style="list-style-type: none"> <li>✓ CBC, KFT, LFT,</li> <li>✓ Coagulation profile,</li> <li>✓ Electrolytes,</li> <li>✓ Fasting blood sugar,</li> <li>✓ Random blood sugar and HBA1c.</li> <li>▪ Note: review and <u>memorize values</u> in e-learning.</li> </ul> <p>5. Integrate complete <u>nursing care plan</u> implementation on a daily basis, with feedback</p>	5 <sup>th</sup> – 6 <sup>th</sup> .2 weeks	14

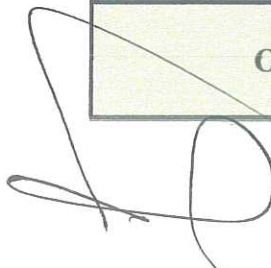
	from your learning facilitator.		
	Midterm exam	7 <sup>th</sup> week	2
5	<p>1. Provide preoperative and postoperative care for surgical cases</p> <p>2. Hypoglycemia and hyperglycemia management</p> <ul style="list-style-type: none"> <li>▪ Theory focus: <i>students are expected to read about those drugs at home, including <u>effects</u>, <u>side effects</u>, <u>nursing interventions</u> and <u>assessments</u>, and related <u>necessary blood tests</u>.</i></li> <li>▪ Physical exam focus: <i>Students are expected to review <u>musculoskeletal</u> and <u>neurological systems</u> physical exams, at home</i></li> </ul> <p>3. Students are expected, at this point, to be fully knowledgeable and familiar with how to write a complete nursing care plan along with the <u>necessary assessments</u>, <u>physical</u>, <u>labs</u>, <u>extra-diagnostics</u>, <u>medication</u> profile and <u>nursing diagnoses</u>, NANDA statements, related to, evidence by, SMART <u>goals</u>, <u>planned</u> and <u>actual nursing interventions</u> supported with appropriate scientific and well referenced rationales, and how to evaluate clinical outcomes, rationalize and modify.</p> <p>4. Sign skill list form for your students, take notes, and return them back.</p>	2	4
6	1- Orientation to the new clinical wards and sign	2	4

	<p>orientation tool</p> <p>2- Introduce yourselves to staff and supervisor</p> <p>3- Wound Care and dressing**</p> <p>○ Note: starting point for the skills of: <u>skin &amp; skeletal traction</u>, <u>nasogastric tube care</u>, <u>colostomy care</u>, <u>urine sample</u>. While reinforce <u>medication administration</u> skills &amp; previously covered skills on first rotation.</p> <p>4- Oncology nursing care</p> <p>5- Diabetic foot ulcer care</p> <p>6- Fracture care</p> <p>7- CVA care &amp; care of immobile client (prevention health education and discharge planning).</p>		
6	<p>1- Preoperative and post-operative care for surgical cases **</p> <p>▪ Note: received surgical cases include, but not limited to</p> <p>▪ Consent forms Plus Cases.</p> <p>2- Drains: types and care</p> <p>3- Help patients with self-care activities</p> <p>4- Work with clients utilizing the nursing care plan plat form</p> <p>5- Continue skill reinforcement with special safety focus</p> <p>6- Fracture complications &amp; neurological complication implications*</p> <p>Theory Focus: Read about Fracture and CVA at home</p> <p>Physical exam focus: review <u>neurological</u> and <u>musculoskeletal physical exams</u>, at home.</p> <p>7- Return nursing care plans to</p>	2	4

	<p><b>students</b></p> <p><b>8- Announce official first rotation's grades to students and allow review for two days</b> <i>Note: Toss for oral exam order between students. Committees should be coordinating sequence of exams soon together.</i></p>		
7	<p>1- Continue skill reinforcement with special safety focus</p> <p>2- Work with most common medical and surgical available cases utilizing the nursing care plan plat form</p> <p>3- Provide care for a diabetic, cancer and burn clients</p> <p>4- Sign skill list form from second rotation instructor</p>	2	4
8	<p>1- Complete training: skills, knowledge, NCP parts, here.</p> <p>2- Feedback from instructors</p> <p>3- Complete virtual and class meetings</p> <p>4- Complete clinical and class discussions</p> <p>5- Commit necessary reviews before final oral and written exams</p> <ul style="list-style-type: none"> <li>▪ <i>Instructor's note: Evaluate student's performance now out of 10.</i></li> <li>▪ <i>Note: Remind students to evaluate teachers at end of the 2<sup>nd</sup> rotation.</i></li> </ul>	1	4
9	- Examine students, oral exam out of 20 grades.	1	2
	<b>Final written exam</b>	16	60
Number of Weeks /and Units Per Semester			
<b>B- Practical Aspect:</b>			
<b>Order</b>	<b>Topics List</b>	<b>Week Due</b>	<b>Contact Hours</b>




1	Nursing care of patients by applying nursing process	1	2
2	Nursing procedures	1	2
3	Diabetes Nursing Skills	2	4
4	Orthopedic Nursing Skills	2	4
5	Midterm exam	1	2
6	Neurological Nursing Skills	2	4
7	Burn Nursing Skills	2	4
8	Oncological Nursing Skills	2	4
9	Ophthalmology & ENT	2	4
10	Final exam	1	2
<b>Number of Weeks /and Units Per Semester</b>		<b>16</b>	<b>32</b>

