



MASTER COURSE OUTLINE

A. NURS 2420 Acute Care and Leadership

B. COURSE DESCRIPTION:

This course completes the acute care concepts started in NURS 2400 Medical/Surgical Nursing II and also introduces leadership to the professional nursing role. Safe, quality care, scope of practice, human flourishing, personal and professional growth, teamwork, nursing judgment, caring, professional identity and spirit of inquiry are all reviewed in the professional nurse role. This course will focus on transitioning students to the role of the professional nursing graduate. Physiological concepts with diagnostic procedures, pharmacotherapeutic agents, common medical treatments, and nutrition are integrated into patient care. Emphasis is placed on nursing care of clients experiencing acute and traumatic health experiences.

The second half of this course focuses on prioritization, delegation, and supervision of nursing care of clients across the lifespan. Healthcare policy, finance, and regulatory environment issues are analyzed. Emphasis is on planning, collaborating and coordinating care for individuals and groups across the care continuum. Lab experiences will be off-campus.

Prerequisites: NURS 2400, NURS 2410, BIOL 1070, and PSYC 1240. Co-requisites: NURS 2430, NURS 2440, or NURS 2450, PHIL 1030.

(5.5 Cr – 3.0 lecture, 2.5 lab) (Lecture hours/week: 3.0; Off campus lab hours/semester: 120)

C. *Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

Acute and critical care concepts and standards of practice within the client, community, and health care environment.

Nursing care of clients with disruptions to physiological integrity:

- Oxygenation and perfusion
- Regulatory mechanisms
- Trauma
 - Ethical and legal issues
 - Triage
 - Mechanisms of injury
 - Complications of trauma
 - Special management considerations
 - Disaster preparedness

Understands leadership concepts to act as a leader in providing safe, holistic nursing care to diverse clients across the lifespan.

- Leadership and management skills and styles
- Prioritization
- Time management
- Supervision, delegation, and assignment
- Healthcare policy
- Regulatory environment issues

F. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

| <u>GOAL TYPE</u> | <u>OBJECTIVES</u> | <u>OUTCOMES</u> |
|----------------------------|--|---|
| | Students will be able to | The student will successfully |
| * <u>Critical Thinking</u> | recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. | <ol style="list-style-type: none"> 1. reflect on one’s own professional role development when transitioning from nursing student to professional nursing graduate. 2. reflect on one’s own attitudes, behaviors, concepts, and beliefs about the professional nurse role. 3. determine scope of practice for levels of nursing personnel and which nursing actions can be delegated and to whom. |
| <u>CS</u> | provide safe care that is culturally and developmentally appropriate and is centered on building and sustaining positive healthful relationships with individuals, families, groups and communities. | <ol style="list-style-type: none"> 1. demonstrate safe and effective nursing care for clients experiencing common health issues. 2. demonstrate strategies to reduce risk of harm to self and others when providing care for the client in the acute/emergency care setting. 3. apply technology and informatics |

| | | |
|-----------|---|--|
| | | management tools to support safe care. |
| <u>CS</u> | practice within a legal, ethical, and professional scope of practice that is guided by the accepted standards of practice. | <ol style="list-style-type: none"> 1. identify and demonstrate the role and scope of the professional nurse, and accepted standards of practice in the care acute, complex, and trauma clients. 2. analyze healthcare policy, finance, and regulatory processes and their impact on the nursing profession. 3. demonstrate skills of supervision, delegation, prioritization, and time management in the professional nurse role. |
| <u>CS</u> | advocate for clients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. | <ol style="list-style-type: none"> 1. identify client needs and intervene effectively and advocate for clients who need referrals and teaching. 2. collaborate with health care team to provide optimal care to clients. |
| <u>CS</u> | make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe quality care that promotes the health of clients within a family, group and rural community context. | <ol style="list-style-type: none"> 1. utilize evidence-based practice to guide nursing cares. 2. provide optimal nursing care to clients in multiple complex or emergent situations. |
| <u>CS</u> | assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the healthcare team. | <ol style="list-style-type: none"> 1. explore and reflect on personal experiences applying leadership and management skills while interacting with the healthcare team. |

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodation should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code O, J/Class Maximum: 32, 10; Letter Grade

Revision date: 09/17/19; 02/06/24

AASC Approval date: 10/22/19; 04/21/20; 03/19/24

*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

**These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland’s MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

| *Riverland Community College Core Themes | MnTC Goal Number |
|---|-------------------------|
| Critical Thinking (CT) | 2 |
| Human Diversity (HD) | 7 |
| Global Perspective (GP) | 8 |
| Ethical and Civic Responsibility (EC) | 9 |
| People and the Environment (PE) | 10 |

| **Riverland Community College Discipline Areas | MnTC Goal Number |
|---|-------------------------|
| Communication (CM) | 1 |
| Natural Sciences (NS) | 3 |
| Mathematics/Logical Reasoning (MA) | 4 |
| History and the Social & Behavioral Sciences (SS) | 5 |
| Humanities and Fine Arts (HU) | 6 |