



## COURSE OUTLINE: BSCN2100 - MEDICAL-SURGICAL II

Prepared: Liz Ubaldi, RN, BA, MN, CCNE

Approved: Bob Chapman, Dean, Health

<b>Course Code: Title</b>	BSCN2100: MEDICAL-SURGICAL NURSING II THEORY
<b>Program Number: Name</b>	3401: HONOURS BSCN
<b>Department:</b>	BSCN - NURSING
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	This course is a continuation of Medical-Surgical I. It continues to focus on experiences with complex health challenges from a foundational perspective. Opportunities are provided to apply the nursing process, demonstrate pattern recognition, increase evidence-informed and self-directedness.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	36
<b>Prerequisites:</b>	BIOL2060, BSCN2000, BSCN2010, BSCN2011, PATH2050
<b>Corequisites:</b>	BSCN2102, BSCN2110, PATH2160
<b>This course is a pre-requisite for:</b>	BSCN3000, BSCN3002, BSCN3010, BSCN3101
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3401 - HONOURS BSCN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario.
	VLO 2 Provide safe, competent, holistic care to diverse individuals, groups and populations in a variety of contexts based on the principles of nursing knowledge, ways of knowing, ethics, relationships, and cultural safety.
	VLO 3 Build professional relationships in a collaborative environment with other health care providers and actively engage in collaborative decision making around client care.
	VLO 4 Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning.
	VLO 5 Utilize critical thinking and reasoning to make evidence-informed clinical judgements.
	VLO 6 Practice nursing while demonstrating advocacy and leadership at the professional, political, and societal levels, in accordance with the values of social justice and equity.
	VLO 7 Utilize available technologies to communicate, educate, and provide appropriate care in a variety of contexts.
	VLO 8 Manage the care of people across the lifespan who have stable and unstable outcomes.
	VLO 9 Practice in a broad range of settings, with an emphasis on rural communities.



	VLO 10 Practice with an understanding of the history, ways of knowing, and culture of the Indigenous Peoples of Canada.								
	VLO 11 Identify, support, and effect appropriate change in healthcare.								
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>								
<b>Course Evaluation:</b>									
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	Course hours are represented as follows: Theory: 36 total hours								
<b>Books and Required Resources:</b>	Sherpath for Tyreman Lewis`s Medical-Surgical Nursing in Canada - Access Card by Elsevier Publisher: Elsevier Canada Edition: 5th ISBN: 9780323879798								
<b>Course Outcomes and Learning Objectives:</b>	<table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Comprehension of theoretical concepts in the context of clients experiencing complex health challenges.</td> <td>           1.1 Differentiate between an acute and chronic condition.            1.2 Apply nursing process to multi-system conditions.            1.3 Discuss the role of the multi-disciplinary team in the provision of care.            1.4 Integrate knowledge of diagnostic findings to specific conditions across the lifespan.            1.5 Apply knowledge of epidemiology to disease and management of the condition.            1.6 Apply subjective and objective data to support decision making.            1.7 Describe the needs of special populations.         </td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Increased integrative</td> <td>2.1 Apply knowledge of health assessment in the context of</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Comprehension of theoretical concepts in the context of clients experiencing complex health challenges.	1.1 Differentiate between an acute and chronic condition. 1.2 Apply nursing process to multi-system conditions. 1.3 Discuss the role of the multi-disciplinary team in the provision of care. 1.4 Integrate knowledge of diagnostic findings to specific conditions across the lifespan. 1.5 Apply knowledge of epidemiology to disease and management of the condition. 1.6 Apply subjective and objective data to support decision making. 1.7 Describe the needs of special populations.	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Increased integrative	2.1 Apply knowledge of health assessment in the context of
Course Outcome 1	Learning Objectives for Course Outcome 1								
1. Comprehension of theoretical concepts in the context of clients experiencing complex health challenges.	1.1 Differentiate between an acute and chronic condition. 1.2 Apply nursing process to multi-system conditions. 1.3 Discuss the role of the multi-disciplinary team in the provision of care. 1.4 Integrate knowledge of diagnostic findings to specific conditions across the lifespan. 1.5 Apply knowledge of epidemiology to disease and management of the condition. 1.6 Apply subjective and objective data to support decision making. 1.7 Describe the needs of special populations.								
Course Outcome 2	Learning Objectives for Course Outcome 2								
2. Increased integrative	2.1 Apply knowledge of health assessment in the context of								

	thinking including relevant health assessment, pharmacology, laboratory and diagnostic findings and pathophysiology in the planning of nursing care.	specific disease and health conditions. 2.2 Explore evidence-based practice to support sound clinical judgement to clients and families experiencing an acute or exacerbation of a chronic health challenge. 2.3 Discuss relevant laboratory and diagnostic findings to specific conditions/disease. 2.4 Integrate knowledge of pharmacology into the nursing care plan. 2.5 Apply knowledge of pathophysiology in the context of disease.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	3. Development of pattern recognition and critical decision-making to support safe nursing practice.	3.1 Identify cues to support clinical reasoning in the context of varying conditions/disease. 3.2 Analyze primary and secondary information to support nursing process. 3.3 Differentiate among comprehensive, focused, and red flags in assessments in terms of indications, purposes, and nursing process. 3.4 Understand prioritization in the context of problem solving and the nursing process.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Identify the impact of client beliefs, values and cultural/spiritual practices in the context of health challenges.	4.1 Explain the links between cultural competence, patient safety, and patient-/family centered care. 4.2 Describe strategies for demonstrating cultural competence and promoting health equity in care encounters. 4.3 Identify the determinants of health and health inequities for Indigenous populations.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Case Study	20%
Final Exam	35%
Presentation Assignment	10%
Sherpath Quizzes	10%
Term Test	25%

**Date:** December 9, 2024

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.