

**CASE WESTERN RESERVE UNIVERSITY FRANCES**

**PAYNE BOLTON SCHOOL OF NURSING**

**SYLLABUS FALL 2023**

**COURSE NUMBER:** NURS 339

**COURSE TITLE:** Care of the Perioperative Patient

**COURSE DESCRIPTION:** This course will provide the student with a dynamic learning experience in a perioperative interprofessional environment to enhance the knowledge, cognitive and psychomotor skills to care for patients undergoing operative or invasive procedures. Course didactic, lab, and clinical components will be guided by The Quality and Safety Education for Nurses (QSEN) competencies. The Perioperative Patient- Focused Model (Association of perioperative Registered Nurses) will be introduced. Communication skills, advocacy and leadership will be emphasized in the context of nursing care within and outside of the perioperative environment.

**CREDIT/CLOCK HOURS FOR SEVEN WEEK COURSE:**

	Total	Classroom	Planned Clinical	Planned Lab	Combined Clinic & Lab
Credit Hours:	3.5	1.0	1.75	0.75	2.5
Clock Hours:	133	14	98	21	119

**PRE-REQUISITE: NURS 212, NURS 240, NURS 342, NURS 317NURS 240, NURS 342, NURS 317**

**CO-REQUISITE: NURS 338**

**FACULTY/COURSE COORDINATOR:**

**Instructor:** Angela M. Campana, MSN, RN

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**Lab Teaching Assistant (TA):**

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**Clinical Faculty Supervisors/Teaching Assistants:** Emily Rose Vance, MSN, RN [exv116@case.edu](mailto:exv116@case.edu)

Susanna Seiber, BSN, RN [sms522@case.edu](mailto:sms522@case.edu)

**CLASS DAYS/TIMES:**

**Clinical:** Monday and Wednesday 7am — 3:00 pm or as arranged per instructor

**Lecture:** Tuesday 10:00am - 12:00pm in SMSN 163

**Skill Laboratory:** Thursday 8:00am -10:00am, 10:00am - 12:00pm in Periop/AC3

Approved by curriculum committee: Course approval dates must remain in the footer on page 1. Use this link for directions to keep footer on the first page only: [Footer First Page Only](#).)

Approved by FPB faculty:

## **COURSE OBJECTIVES:**

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

1. Analyze existing alterations in health status and risk factors for adverse outcomes for patients experiencing operative and invasive procedures.
2. Recognize the knowledge, skills, and attitudes needed for leadership in the perioperative setting.
3. Apply quality improvement and safety standards of infection control and asepsis using the perioperative environment as an exemplar.
4. Provide patient-centered care as a part of an interprofessional team in the delivery of nursing care during operative and invasive procedures.
5. Describe the principals of pharmacological treatments for patients undergoing operative and invasive procedures.
6. Apply evidence-based practices to the care of patients undergoing operative and invasive procedures.

## **CLINICAL OBJECTIVES:**

1. Demonstrate progressive mastery of skills and activities in the perioperative suite.
2. Provide safe patient centered care for assigned perioperative patient.

## **Hospital Clinical Assignments:**

The clinical objectives are a collaborative effort — designed by the course coordinator and the clinical educators. The objectives are outlined for each clinical experience and align with each learning Unit. Clinical onsite faculty and preceptors will orient students to the clinical site and guide student learning.

**Attire:** Students are to wear the FPB uniform (clinical whites) to and from clinical. ID badges are required to be worn at all times. Surgical scrubs will be

provided at the clinical locations. Scrubs are not to leave the facilities to avoid transmitting biohazard contamination.

**Personal belongings:** Lockers may be assigned at the clinical site and may be shared. Please keep all valuable items at home- Belongings from the outside brought into or worn in the surgical environment are prohibited, so any belongings brought from home will have to be locked up (i.e., book bags, coats, boots).

### **LABORATORY OBJECTIVES:**

1. Identify complications and health related outcomes resulting from patient positioning.
2. Describe the components of a comprehensive preoperative assessment to identify surgical risk factors.
3. Discuss anatomical and physiological considerations of surgical patients positioned on OR beds and equipment.
4. Describe the role of the nurse in ensuring patient safety during the intraoperative period. Apply principles of surgical asepsis.
5. Describe the immediate preoperative preparation of the patient.

### **PROGRAM STUDENT LEARNING OUTCOMES:**

1. Demonstrates the ability to integrate principles of evidence-based practice and quality improvement to deliver safe patient-centered care.
2. Exhibits leadership skills to optimize health care outcomes, influence health policy and advance the nursing profession.
3. Demonstrates clinical reasoning that promotes a culture of quality and safety to individuals, families, and populations.
4. Collaborates with interprofessional teams, fostering open communication and shared decision making to ensure safe, high quality and cost-effective care.
5. Integrates behaviors, values, and the professional code that reflects the nursing profession.
6. Explains the benefits of utilizing health care information systems and technologies to promote safe, patient-centered care and support decision making.
7. Recognizes the individual as a full partner in coordinating care that promotes health and well-being based on respect of their preferences,

values and needs.

## **EDUCATIONAL SUPPORT:**

The course faculty is to meet to discuss requests for academic accommodations after the student has registered with the [Office of Accommodated Testing and Services](#) (OATS. Scars 440). Accommodations cannot be provided retroactively.

In accordance federal law. if you have a documented disability, you may be eligible to request accommodations from [Disability Resources](#). In or to be considered for accommodation you must first register with the [Disability Resources](#). Please contact their office to register at 216.368.5230 or get more information on how to begin the process. Accommodations cannot be provided retroactively.

## **ACADEMIC INTEGRITY:**

All students are expected to maintain academic integrity, including the avoidance of cheating and plagiarism. Students are required to adhere to all academic integrity policies as published in the [School of Nursing Handbook](#) and the 2021-2022 University General Bulletin website on Academic Integrity policies. Violations of academic integrity will be addressed by the course faculty in accordance with the policies on [Academic Integrity](#). Intellectual honesty is central to the academic experience at CWRU. Our [Academic Integrity Policy](#) prohibits submitting Artificial Intelligence (AI) generated text as one's own, just as it prohibits claiming authorship for text that was originally produced by another person.

## **PROFESSIONAL CONDUCT:**

The four major nursing metaparadigm concepts, and the basis of every nursing theory are the person, environment, health, and the nurse. These four core concepts are interrelated and define ideal delivery of nursing care. Nursing care is holistic and patient-centered meaning that we must recognize diversity and adapt to meet the needs of every patient. There is not an option to refuse care to any patient based on their race, religion, sexual identity, disability, or personal beliefs. The same holds true in this course. Having an open mind is a

requirement for successful learning. Therefore, all voices are welcome. This class is a safe space to express generate ideas, thoughtful discussions, and ask questions. For communication to be effective, interesting, and useful, it is important that you complete the pre-work assigned to each class, contribute by sharing information during class discussions, and respond to your peers and the course instructor with respectful and constructive input. The classroom is a professional environment where academic discussions and learning take place. Civility and courtesy will guide our discussions. Certain course content may evoke feelings of discomfort in some students. Please be sensitive to this potential and how it may be impacting your fellow classmates. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of others. Speak with your instructor if any concerns arise.

### **DIVERSITY, EQUITY, AND INCLUSION:**

Multiple organizations and opportunities on campus exist for any student interested in getting more involved with the promotion of diversity and inclusion on campus and in the community. You can learn more about this by visiting the website for CWRU's [Office for Inclusion, Diversity and Equal Opportunity](#).

### **CONCEPTUAL FRAMEWORK:**

Clinical nursing in the perioperative setting consists of concepts centered around specialized knowledge, care activities, application of technologies, team interactions, collaboration, and clinical management of the surgical patient. Surgical nursing practice brings a care philosophy in which the health of surgical patients depends on a state of balance among different components, mind, body and environment. In the surgical setting, high-quality shared decision-making is an important indicator of person-centered care. Thus, the person-centered care theory provides the organizing framework to include compassion, empathy, respect and responsiveness to the needs, values, and expressed desires of each individual patient.

### **LEARNING-TEACHING STRATEGIES:**

Precepted clinical experiences

Competency-based skills lab

High-fidelity Simulation

Clinical debrief discussion assignments

Instructional readings and media Group

Break-out sessions

Lectures and discussions

**REQUIRED COURSE MATERIAL:**

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author

Required readings and media are identified in each weekly discussion description, weekly lectures, and simulation and competency skill labs in the course schedule.

**EVALUATION METHODS:** A variety of evaluation methods are utilized and are described in the course syllabus.

Learning activity	% Weight	Description
Unit quizzes will be scheduled at the end of each section (3 units)	45	Quiz material is based on information presented in lectures. Student participation in 'create the quiz.' Each unit quiz is independent (non-cumulative)

Weekly discussion posts in Canvas (7)	30	Clinical debriefing via discussion posts and peer responses assigned in Canvas.
Competency Skills (Lab)and Simulation	25	Participation and skill demonstrations in simulation exercises.
Total:	100%	

### **GRADING SCALE:**

A = 100-91

B = 90.99-82

C = 81.99-73

D = 72.99-65

F = Below 65

There is no rounding up or down.

The minimum passing grade for progression in the nursing program is C in the didactic, clinical, and lab components.

### **COURSE ATTENDANCE POLICY:**

Students are to refer to the [Undergraduate Student Attendance Policy](#).

Absences for classes, clinical, and lab sessions will be documented in a Learning Improvement Plan to identify if and how make-up time will be



managed. Students should notify the course instructor regarding any absences and tardiness as soon as the occurrence is known. Extenuating circumstances happen and will be discussed with the course instructor on an individual basis.

### **CLINICAL ATTENDANCE POLICY:**

Students are to refer to the [Student Handbook](#) for the clinical attendance policy.

The FPB Student Handbook details clinical expectations for students including the Ohio Board of Nursing Policy on Student Conduct in the Clinical Setting (Rule 4723-5-12-B of the Ohio Administrative Code) at [https://case.edu/nursing/\\_sites/case.edu.nursing/\\_files/2020-09/FPB%20Student%20Handbook%202020-29-9.pdf](https://case.edu/nursing/_sites/case.edu.nursing/_files/2020-09/FPB%20Student%20Handbook%202020-29-9.pdf)

### **CLASSROOM ETIQUETTE:**

Cell Phone and other Electronic Devices: Personalized QR codes will be provided to scan with personal cell phone for attendance in lecture, lab, and assigned clinical locations. The hospital coordinators at the clinical facilities will have the student's personalized QR codes to record arrival and departure times. Proper cell phone etiquette in all academic and clinical environments is required and identified in the ACEMAPP — HIPAA competency training.

### **Copyright Infringement Notification.**

Course lectures and materials, including power point presentations, tests, outlines, case studies, and similar materials, are protected by copyright. The course instructor and/or publisher are the exclusive owners of copyright of those materials. Students enrolled in the course may take notes and make copies of course materials for their use. Neither the student, nor any other individual, may reproduce or distribute lecture notes and course materials publicly, regardless of whether or not a fee is charged, without the instructor's express written consent. This prohibition includes distribution to other Case Western Reserve University students, as well as websites such as Course Hero, etc. Any violation may result in a copyright infringement filing, as well as a report to the Office of Academic Affairs.