INTERAMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
SCIENCE AND TECHNOLOGY FACULTY
CARMEN TORRES DE TIBURCIO NURSING DEPARTMENT

SYLLABUS

I. GENERAL INFORMATION

Course Title	:	PRACTICE OF FUNDAMENTALS OF NURSING
Code and Number	:	NURS 1112
Credits	:	TWO (2)
Academic Term	:	
Professor	:	
Office Location and Hours	:	
Office Telephone	:	787-250-1912 EXT. 2202
Email	:	

II. DESCRIPTION

Application of the nursing process in adult care with common dysfunctions in functional health patterns that support physical functioning. Beginning of the development of clinical skills to exercise the areas of competence of care providers. Requires a total of 90 lab hours in diverse scenarios. Corequisite: NURS 1111.

III. OBJECTIVES

END OF PROGRAM STUDENT LEARNING OUTCOMES (GRADUATE PROFILE OF COMPETENCIES)

It is expected that upon completing the course, the student should be able to:
1. Demonstrate care management coordination skills and effective collaboration as a member of the interdisciplinary team. (AAS)
2. Use assessment and therapeutic skills when providing nursing care in diverse scenarios so they can improve the expected health care results. (BSN)

GENERAL OBJECTIVES (COURSE STUDENT LEARNING OUTCOMES)

1. Demonstrate basic safe nursing skills, humanistic and evidence-based at the primary level by offering care to stable, acute, and chronic adults in various.
2. Apply effective communication skills within the interpersonal, intercultural, teamwork, and use of technology context when intervening with adults.

3. Execute clinical skills to prevent disease, and promote, protect, and maintain adult health.
4. Create a Care Plan that integrates the Health Pattern Model Marjory Gordon to provide safe, quality care.
5. Apply evidence-based nursing interventions.

IV. COURSE CONTENT

Unit I. Clinical skills of nursing interventions according to the functional pattern of health.

A. Scientific principles and skill development in Functional Health Patterns.

1. Security (Application of Measures).

a. National Patient Safety Goals - Joint Commission for Accreditation of Health Organizations (JCAHO) - http://www.jointcommission.org/PatientSafetyGoals/
b. Institute of Medicine of National Academy of Sciences (IOM).
c. National Patient Safety Foundation (NPSF).
d. "I'M SAFE" checklist.

2. Pattern: Perception and Health Management.

a. Prevention of the transfer of microorganisms (Application of Integrated Sciences in Skills).
b. Infection control:
   1) Asepsis Measures
      a. Hand hygiene (dry wash with soap and water) [CDC].
   2) Universal precaution:
      a. Protective measures: mask, protective eyewear, and gloves.
         1. Insulation
         2. Ambient Management:
            1) Physical security
               a. Fall prevention.
               b. Protocols for physical Restriction.
                  1) Personal hygiene of the patient.
                  2) Unit Arrangement.

3. Pattern: Activity and Exercise Functional.

a. Body mechanics
b. Alignment and mobility.
c. Active and passive movements.
d. Change of position, transfer, and ambulation.
e. Cardiorespiratory surveillance.
   1) Pulse

2) Breathing
3) Blood Pressure
4) Oxygen saturation

4. Pattern: Metabolic Nutritional.

   a. Nutritional History
   b. Weight and Height
   c. Thermoregulation
      1) Temperature
   d. Integumentary System
   e. Maintain skin integrity of mucous membranes.
   f. Injuries of the skin tissue.

5. Pattern: Elimination.

   a. Placement of female bedpan and male urinal.
   b. Intake and Outcome (I&O).
   c. Evaluation of stool.

6. Pattern: Rest – Sleep.

   a. Sleep history
   b. Resting environment

7. Pattern: Perceptual Cognitive.
   a. Pain assessment
   b. Relaxation techniques

Unit II. Applying the Nursing Process by Offering Adult Care.

A. Nursing Process
   1. Assessment
   a. Application of the Cultural Competence Model.
   - Campinha-Bacote Cultural Competencies Model
   - Cultural
   - Cultural awareness
   - Cultural skills
   - Cultural encounters
   - Cultural desire
   - Cultural self-assessment
   - Madeleine Leininger's Culture Care: Diversity and Universality Theory
   b. Communication Techniques
   1) Team STEPPS
   2) SBAR
   3) Interview
      a) Health History is based on Functional Health Patterns.
      b) Therapeutic Communication
   c. Humanistic Care
   d. Patient-Centered Care

2. Nursing Diagnostics
  a. Diagnostic according to NANDA.
  b. Technology integration.

3. Planning and Expected Results (NOC)
  a. Expected results according to NOC.
  b. Indicators
  c. Establishment of priority diagnostic.
  d. Selection of Nursing Intervention (NIC).

4. Implementation
  a. Interventions of Nursing Activities.
  b. Scientific Rational.

5. Evaluation
  a. Measuring achievement of expected.
  b. Documentation of the result obtained.

V. ACTIVITIES

1. Pre and Post Conference
2. Assigned reads and other assignments.
3. Demonstrations
4. Group Discussion
5. Cultural Case Studies
6. Audiovisual Resources.
7. Clinical simulation.
8. Case Study
9. Application of the nursing process.
10. ATI.

VI. EVALUATION

CRITERIA	SCORE	% FINAL NOTE
Pharmacology Midterm Exam.	**100**	**10%**
Nursing Care Plan & Documentation (DAR format).	**100**	**10%**
ATI modules/ assignments.	**100**	**5%**
Lab/Clinical Simulation.	**100**	**15%**
ECOE – Final Exam.	**100**	**10%**
Clinical Performance.	**100**	**50%**
TOTAL	**600**	**100%**

VII. SPECIAL NOTES

A. **Auxiliary services or special needs**
   All students who require auxiliary services or special assistance must request these at the beginning of the course or as soon as they know that they need them through the proper registry in the Office of the Coordinator of Services to Students with Disabilities, Dr. María de los Angeles Cabello, located in the Counseling Program, Room 419, on the fourth floor of the John Will Harris Building, 787-250-1912, extension 2306.

B. **Honesty, fraud, and plagiarism**
   Dishonesty, fraud, plagiarism, and any other inappropriate behavior with academic work constitute major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may consequently be suspension from the University for a definite period greater than one year or permanent expulsion from the University, among other sanctions.

C. **Use of electronic devices**
   Cellular telephones and any other electronic device that could interrupt the teaching and learning processes or alter the environment leading to academic excellence will be deactivated. Any urgent situation will be dealt with, as appropriate. The handling of electronic devices that allow students to access, store, or send data during evaluations or examinations is prohibited.

D. **Compliance with the provisions of Title IX**
   The Federal Higher Education Act, as amended, prohibits discrimination because of sex in any academic, educational, extracurricular, and athletic activity or in any other program or function, sponsored or controlled by a higher education institution, whether it is conducted within or outside the property of the institution if the institution receives federal funds.

   In harmony with current federal regulations, in our academic unit an Assistant Coordinator of Title IX has been designated to offer assistance and orientation in relation to any alleged incident constituting discrimination because of sex or gender, sexual harassment, or sexual aggression. The Assistant Coordinator, Mr. George Rivera, can be reached by phone at (787) 250-1912 extension 2147, or by e-mail at grivera@metro.inter.edu.

   The Normative Document Titled **Norms and Procedures to Deal with Alleged Violations of the Provisions of Title IX** is a document that contains the institutional rules to direct any complaint that appears to be this type of allegation. This document is available on the Web site of the Inter-American University of Puerto Rico (www.inter.edu).

VIII. EDUCATIONAL RESOURCES

Textbooks

Craven, R.F., Hirnle, C.J, & Henshaw, C. (2020). Fundamentals of Nursing: Concepts and Competencies for Practice. (9th ed.). Lippincott Williams & Wilkins. ISBN: 978-1975120429

Patton, K., Bell, F., Thompson, T., & Williamson, P. (2022). Anatomy & Physiology. (11th ed.). Elsevier. ISBN: 978-0323775717

Perry, Porter, Ostendorf & Laplante (2021). Clinical Nursing Skills and Techniques. (10th ed.). Mosby. ISBN: 978-0323708630

Engelkirk & Duben-Engelkirk. (2018). Burton's Microbiology for the Health Sciences. (11th ed.). Jones & Bartlett Learning. ISBN: 978-1496380463

IX. BIBLIOGRAPHY (OR REFERENCES)

Herdman & Kamitsuru (2017). *Nursing Diagnoses 2018-2020: Definitions and Classification*. 11th ed. ISBN 978-1626239296. Thieme.

Moorhead, Swanson & Johnson (2023). *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes*. 7th ed. IBSN 0323882528 / 978-0323882521. Elsevier.

Pagana, Pagana & Pagana (2021). *Mosby's Manual of Diagnostic and Laboratory Tests*. 7th ed. ISBN 0323697038 / 978-0323697033. Mosby.

Tucker (2022). *Lippincott Pocket Drug Guide for Nurses*. 11th ed. ISBN 1975198603 978-1975198602. Lippincott Williams & Wilkins.

Wagner, Butcher, Bulechek, Dochterman & Clarke (2023). *Nursing Interventions Classification (NIC)*. 8th ed. IBSN 032388251X / 978-0323882514. Elsevier.

Electronic Resources

American Association of Colleges of Nursing http://www.aacn.nche.edu/education-resources/essential-series

American Nurses Association (ANA) http://www.nursingworld.org/.

Campinha-Bacote Cultural Competencies Model http://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services/

Colegio de Profesionales de la Enfermería de P.R. http://cpepr.org/reglamento.htm
http://www.cpepr.org/codigodeetica.htm

Electronic Health Record (EHR) https://www.cms.gov/Medicare/E-health/EHealthRecords/index.html

Estadísticas vitales de PR Informe Anual Estadísticas Vitales - Inventario de Estadísticas - PR.gov

Ética http://lce.coqui.org/bioetica

Focus on National Institute on Minority Health and Health Disparities (NIMHD) http://www.nimhd.nih.gov/

Information Access Center-CAI http://www.metro.inter.edu/centro-acceso-informacion/

Introduction to Patient Centered-Care (PCC) https://idainstitute.com/what_we_do/pcc_definitions

Leyes y jurisprudencia de P.R. http://www.lexjuris.com

Manejo del dolor http://www.ahcpr.gov/clinic

National Institute of Nursing Research (NIH) http://www.nih.gov/ninr/.

National Patient Safety Goals http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/

OSHA https://www.osha.gov/

Práctica basada en la evidencia en la evidencia (EBP) www.cochrane.org/

Profesionalismo y valores personales http://www.nursetogether.com/professionalism-in-nursing-what-does-it-re

Transcultural http://transculturalcare.net/

U.S. Census Bureau http://www.census.gov

U.S. Centers for Disease Control (CDC) http://www.cdc.gov/spanish/default.htm

U.S. Department of Health & Human Services Agency for Healthcare Research & Quality http://teamstepps.ahrq.gov/

STANDARD NURSING CARE PLANS

Clasificación (NOC) de Resultados Esperados http://www.nursing.uiowa.edu/noc

Cuidados de Enfermería Planes de Cuidado Estandarizados
http://teleline.terra.es/personal/duenas/home.htm
http://www.nursingworld.org/ojin/tpc7/tpc71.htm

Diagnósticos de Enfermería (NANDA) http://www.nanda.org

Intervenciones de Enfermería (NIC) http://www.nursing.uiowa.edu/nic

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