

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

SYLLABUS

I. GENERAL INFORMATION

Course title	:	ADULT CARE PRACTICE I
Code and Number	:	NURS 1232
credits	:	TWO (2)
Academic Term	:	
Teacher	:	
Office Location and Hours	:	
Office Telephone	:	(787) 250-1912 EXT. 2159 and 2202.
Email	:	

II. DESCRIPTION

Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating the skills of communication, care management and research. Emphasis on management of dysfunctions in the functional patterns of health: perception-management, nutritional-metabolic and elimination. Requires a total of 90 hours of clinical practice in diverse scenarios. Requirements: NURS 1111, 1112 and 1130. Concurrent with NURS 1231.

III. OBJECTIVES

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

It is expected that, at the end of the course, the student will be able to:

1. Demonstrate up-to-date clinical skills in therapeutic interventions when offering customer care during the health-illness continuum in structured scenarios. (AAS)
2. Know critical thinking skills to make critical judgments and to use research findings for the continuous improvement of nursing practice. (BSN)

GENERAL OBJECTIVES (COURSE STUDENT LEARNING OUTCOMES)

1. Apply the nursing process by providing humanistic care for adults and the elderly with higher incidence acute and chronic dysfunctions that affect functional patterns: perception - management, nutritional – metabolic, and elimination.
2. Demonstrate critical thinking skills in integrating the science of the nursing process.

3. Use Team Steps (Hands Off) strategies during the report delivery.
4. Demonstrate cultural sensitivity and awareness when administering care to nursing patients from diverse cultures.
5. Demonstrate knowledge of health literacy by providing education to the patient.
6. Use technology to access research information to conduct evidence-based practice to advance National Targets for Patient Safety.

IV. COURSE CONTENT

A. Health Perception and Management Pattern

Unit I. Fundamentals of Medical-Surgical Nursing, Patient Safety Goals and Competencies Clinics:

1. National Patient Safety Goals 2022 - Joint Commission - <https://www.jointcommission.org/standards/national-patient-safety-goals/hospital-national-patient-safety-goals/>
2. “Team STEPPS”
3. I'M SAFE
4. SBAR
5. “I PASS THE BATON”.
6. Cultural Competence Tutorial
7. Evidence-Based Practice (PICO) Tutorial
8. Admissions
9. Discharges (Continuity of Care)
10. Patient Transfers
11. Health Literacy and Teach Back (Education to patients).
12. Taking Medical Orders
13. Documentation Process
14. Development of an Educational Plan
 - i. Plan
 - ii. Written educational talk (Booklet or PowerPoint).
 - iii. Written evaluation method.
 - Questions and answers and/or rubric if it is a skill.
15. National Institute on Minority Health and Health Disparities (NIMHD) - <http://www.nimhd.nih.gov/>
16. Think Cultural - <https://ccnm.thinkculturalhealth.hhs.gov/>.
17. National League of Nursing - Simulation Innovation Resource Center (SIRC) - <http://sirc.nln.org>

Unit II. Perioperative Patient Management

1. Pre-Operative

- a. Pre-operative check sheet.
- b. Notification of critical laboratory values.
- c. Breathing exercises and use of a spirometer.
- d. Anti-embolic and pneumatic stockings.

2. Intra-Operative

- a. Sterile dressing and surgical scrub.
- b. Identification of patients, procedure, and identification of the place and side of the surgical procedure (Simulation).

3. Post Anesthesia Care Unit (PACU)

- a. "Hands off report".
- b. Preparation of a sterile field for different procedures.
- c. Management of surgical drains.
 - Jackson-Pratt (Simulation)
 - Penrose (Simulation)
 - Hemovac (Simulation)

4. Post-Operative

- a. "Hands off report".
- b. Pain management:
 - "Clinical Guidelines" Acute pain.
 - PCA (Patient Controlled Anesthesia).
- c. Skincare and dressing change.
 - (Implement best practices to prevent infections in surgical areas).
- d. Surgical wound healing and irrigation.

B. Metabolic Nutritional Pattern

Unit III. Dysfunctions in the Metabolic Nutritional Pattern

1. Insertion, irrigation, removal, and management of tube N/G.
2. N/G tube feeding and/or gastrostomy parenteral nutrition.
3. Medication administration by N/G tube and/or gastrostomy.
4. Management of complications.
6. Use of "Feeding pumps".
7. Use of gastric suction equipment.
 - a. Portable and/or wall.
8. Fluid and electrolyte balance
 - a. Entry and exit of liquids (I&O).
 - b. Interpretation of laboratory results (electrolytes, CBC, BUN, and Creatinine).
9. Parenteral Drug Administration (Subcutaneous, ID, IM, and IV).
 - a. Insulin administration
 - b. Evaluation of hypo and hyperglycemia.
10. Obtaining blood samples by venipuncture.
11. Vein cannulation Administration of IV fluids.
12. Taking medical orders and documentation.
13. Clinical practice with people who have alterations in the Metabolic Nutritional Pattern.
14. Skin integrity
 - a. Evidence-Based Practice Clinical Guidelines
 - Prevention of pressure ulcers.
 - Braden Scale (Risk Assessment).

- Estimate of pressure ulcers.
 - Management of pressure ulcers.
- b. Topical agents.
 - c. Types of ulcer debridement.
 - d. Types of dressings for pressure ulcers.

Unit IV. Dysfunctions in the Elimination Pattern

1. Urinary elimination
 - a. Straight or indwelling urinary catheter insertion.
 - b. Caring for an indwelling urinary catheter.
 - c. Removal of a urinary catheter.
 - d. Placement of a urinary collector.
 - e. Dialysis
2. Bowel elimination
 - a. Enema Administration
 - b. Ostomy Care

V. ACTIVITIES

1. Clinical Performance
2. Case Study (Case Management)
3. Cultural Case Studies
4. Short Tests
5. Patient education - Health Literacy
 - a. Design of Educational Plans
6. Simulated laboratory practice
7. Pre and Post Conference
8. Supervised Clinical Practice
9. Small group discussion
10. Research Review for Evidence-Based Practice (PICO)
11. Dosage
12. Study of drugs by category and prototype
13. Team Steps
14. ATI TESTING www.atitesting.com
15. ACLS Tutorial. <http://www.ACLS.net>

VI. EVALUATION

Criteria	Score	% Final Grade
Clinical Performance: <ul style="list-style-type: none"> • Clinical Hours (90 hours) • Practice Orientation • Clinical Documentation (submitted before AW) 	100	50%
Case Study: <ul style="list-style-type: none"> • Educational Teaching Plan 	100	10%

Criteria	Score	% Final Grade
<ul style="list-style-type: none"> • Nursing Care Plan • Pharmacological Study • Patient History 		
Pharmacology Midterm Exam	100	10%
ECOЕ- Final Exam	100	10%
Lab/ Clinical Simulation	100	15%
ATI modules/ Assignments	100	5%
Total	600	100

VII. SPECIAL NOTES

A. Ancillary 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 in relation to academic work constitute major infractions sanctioned by the General Student Regulations. Major infractions, according to the General Student Regulations, may result in suspension from the University for a defined period of more than one year or permanent expulsion from the University, among other sanctions.

C. Use of electronic devices

Cell phones and any other electronic device that could interrupt the teaching and learning processes or alter the environment conducive to academic excellence will be deactivated. Urgent situations will be addressed, as appropriate. The handling of electronic devices that allow data to be accessed, stored, or sent during evaluations or exams is prohibited.

D. Compliance with the provisions of Title IX

The Federal Higher Education Law, as amended, prohibits discrimination based on sex in any academic, educational, extracurricular, or athletic activity or in any other program or employment, sponsored or controlled by an institution of higher education regardless of whether it is carried out on or off the institution's premises if the institution receives federal funds.

By current federal regulations, an Assistant Title IX Coordinator has been appointed in our academic unit to help and provide guidance in relation to any alleged incident constituting sex or gender discrimination, sexual harassment, or sexual assault. You

can contact the Assistant Coordinator, Mr. George Rivera Rodríguez, at 787-250-1912, extension 2262, or email griverar@metro.inter.edu.

The Normative Document entitled Norms and Procedures to Address Alleged Violations of the Provisions of Title IX is the document that contains the institutional rules to channel any complaint that is filed based on this type of allegation. This document is available on the portal of the Inter-American University of Puerto Rico (www.inter.edu).

VIII. EDUCATIONAL RESOURCES

Textbooks:

Patton, Bell, Thompson & Williamson (2022). *Anatomy and Physiology*. 11th Edition. Elsevier. ISBN: 0323775713 / 978-0323775717.

Patton & Thibodeau (2018). *Study Guide for Anatomy and Physiology*. 10th Edition. Mosby. ISBN: 0323528902 / 978-0323528900.

Smeltzer, Bare, Hinkle & Cheever. (2021) *Brunner & Suddarth's Textbook of Medical–Surgical*. 15th ed. Lippincott, Williams & Wilkins. ISBN: 1975161033 / 978-1975161033.

Smeltzer, Bare, Hinkle & Cheever. (2021). *Study Guide for Brunner & Suddarth's Textbook of Medical–Surgical Nursing*. 15th ed. Lippincott Williams & Wilkins. ISBN:197-5163257 / 978-1975163259.

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. ISBN 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. ISBN 032388251X / 978-0323882514. Elsevier.

Electronic Resources

- Focus on National Institute on Minority Health and Health Disparities (NIMHD) <http://www.nimhd.nih.gov/>
- National Patient Safety Goals – <http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>.
- Institute for Health Care Improvement (IHI) Interventions to save patients' lives and prevent harm - <http://www.ih.org/Engage/Initiatives/Completed/5MillionLivesCampaign/Pages/default.aspx>
- Institute of Medicine: Core Competencies for Health Professionals - <https://qsen.org/competencies/>
- Think Cultural- www.thinkculturalhealth.org
- National Institute on Minority Health and Universality Theory (NIMHD) - <http://www.nimhd.nih.gov/>
- Prevention of Wrong Sites, Wrong Procedures, and wrong person surgery from the Joint Commission (JC) - https://www.jointcommission.org/-/media/tjc/documents/standards/universal-protocol/up_poster1pdf.pdf
- National Cancer Institute - <http://www.cancer.gov/>
- American Diabetes Association - Information for <http://www.diabetes.org/>
- New guidelines in Diabetes 2019 - <https://www.intramed.net/contentover.asp?contentid=93549>
- American Gastroenterological Association - <https://www.gastro.org/practice-guidance/practice-updates>
- American Society of Nephrology - <http://www.asn-online.org/>

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