

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

**SYLLABUS**

**I. GENERAL INFORMATION**

<b>Course Title</b>	:	ADULT PRACTICE II
<b>Code and Number</b>	:	NURS 2234
<b>Credits</b>	:	TWO (2)
<b>Academic Term</b>	:	
<b>Teacher</b>	:	
<b>Office Location and Hours</b>	:	
<b>Office Telephone</b>	:	787-250-1912 EXT. 2159 and 2202.
<b>Email</b>	:	

**II. DESCRIPTION**

Application of the nursing process in the care of adults with acute and chronic health dysfunctions integrating communication, care management, and research concepts. Emphasis on the management of dysfunctions related to functional health patterns: activity-exercise, cognitive-perceptual, and sexuality-reproduction. Requires a total of 90 hours of clinical practice in diverse scenarios. Requirements: NURS 1231 and 1232. Concurrent with NURS 2142 and 2233.

**III. END OF PROGRAM STUDENT LEARNING OUTCOMES  
(GRADUATE PROFILE OF COMPETENCIES)**

It is expected that, at the end of the program (EPSLO), the student will be able to:

1. Demonstrate up-to-date clinical skills in therapeutic interventions when you offer care to the client throughout the continuum of health disease 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)**

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

- a. Apply the nursing process by providing humanistic care for adults and the elderly with higher incidence acute and chronic dysfunctions that affect functional patterns: Cognitive-perceptual, activity-exercise, and sexual-reproductive.
- b. Demonstrate critical thinking skills in the integration of the sciences of the nursing process.
- c. Use “Team Steps” (Hands off) strategies when communicating during the delivery of the report.
- d. Demonstrates cultural sensitivity and awareness when administering nursing care to patients from diverse cultures.
- e. Demonstrate knowledge of health literacy by offering patient education.
- f. Use technology to access research information to conduct evidence-based practice to promote the National Patient Safety Goals.

## **IV. COURSE CONTENT**

### **A. Unit I. Humanistic Nursing Practice and Critical Thinking when providing care to Adults and the Elderly with Acute and chronic conditions.**

1. Patient Safety
  - a. Prototype of Neurological, Respiratory, Cardiovascular, Hematological, Musculoskeletal, and Antineoplastic Drugs.
  - b. Laboratory tests and exams.
2. Communication
  - a. Patient Education (Health Literacy).

### **B. Unit II. Basic Assessment of the Neurological System: Health-Cognitive Perceptual**

1. Basic Estimate of the Neurological System.
2. Glasgow Coma Scale.
3. Laboratory tests and exams.

### **C. Unit III. Basic Estimate of the Cardiovascular, Respiratory, Visual, Hearing, Hematological, and Musculoskeletal System: Activity and Exercise**

1. Cardiovascular System
  - a. Estimated Cardiovascular
    1. Electrocardiogram (EKG 12 leads)
    2. Auscultation of heart sounds S1 and S2
    3. Laboratory tests and exams
  - b. Driving the Cardio-Pulmonary Arrest car
    1. Medicines and equipment.

2. Defibrillators monitor verification and comparison reports.
- c. Medications Used in the ACLS (2015-2020 Guidelines)
  1. <https://acls-algorithms.com/acls-drugs/>
- d. Safe Practice: [https://www.jointcommission.org/core\\_measure\\_sets.aspx](https://www.jointcommission.org/core_measure_sets.aspx)
  1. Anticoagulant and Thrombolytic Therapy (diet, monitoring, and administration).

## **2. Respiratory System**

- a. Respiratory System Estimate.
- b. Oxygen therapy modalities.
- c. Driving artificial airways.
- d. Nasotracheal, orotracheal, and tracheotomy suction.
- e. Tracheostomy Cleaning.
- f. EBP and Safe Practice: VAP Clinical Practice Guidelines.
- g. Laboratory tests and exams.

## **3. Hematological System**

- a. Basic Estimate of the Hematological System.
- b. Transfusion of Blood Components.
- c. EBP and Safe Practice: Clinical Practice Guide – CLABSI.
- d. Laboratory tests and exams.

## **4. Musculoskeletal System**

- a. Client with cast
- b. Customer with traction
- c. Trauma patient immobilization

## **D. Unit IV. Basic Estimate of the Reproductive System**

### **1. Reproductive sexuality**

- a. Breast self-exam.
- b. Prostate Cancer, Management of urinary catheter, and three-way irrigation.

## **V. ACTIVITIES**

1. Using “Team Steps”.
2. Cultural Case Studies
3. Teaching Plan
4. Supervised Clinical Practice
5. [www.atitesting.com](http://www.atitesting.com)

## VI. EVALUATION

<b>Criteria</b>	<b>Score</b>	<b>% Final Grade</b>
Clinical Performance: <ul style="list-style-type: none"><li>• Clinical Hours (90 hours)</li><li>• Practice Orientation</li><li>• Clinical Documentation (submitted before AW)</li></ul>	100	50%
Case Study: <ul style="list-style-type: none"><li>• Educational Teaching Plan</li><li>• Nursing Care Plan</li><li>• Pharmacological Study</li><li>• Patient History</li></ul>	100	10%
Pharmacology Midterm Exam	100	10%
ECOЕ - Final Exam	100	10%
Lab/ Clinical Simulation	100	15%
ATI / Assignments	100	5%
<b>Total</b>	<b>600</b>	<b>100</b>

## 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.

In accordance with current federal regulations, an Assistant Title IX Coordinator has been appointed in our academic unit to help and guidance in relation to any alleged incident constituting sex or gender discrimination, sexual harassment, or sexual assault. Contact the Assistant Coordinator, Mr. George Rivera Rodríguez, at 787-250-1912, extension 2262, or email [griverar@metro.inter.edu](mailto: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](http://www.inter.edu)).

### **VII. EDUCATIONAL RESOURCES**

#### **Textbooks:**

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

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

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

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

### **IX. BIBLIOGRAPHY (OR REFERENCES)**

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

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

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

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

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

## **Sites Web**

[Loud Noise Can Cause Hearing Loss | NCEH \(cdc.gov\)](#)

[What is Alzheimer's Disease? | CDC](#)

[Multiple Sclerosis Center | Johns Hopkins Neurology and Neurosurgery \(hopkinsmedicine.org\)](#)

[Parkinson disease \(who.int\)](#)

[Meningitis | CDC](#)

[Epilepsy | CDC](#)

[Traumatic Brain Injury / Concussion | Concussion | Traumatic Brain Injury | CDC Injury Center](#)

[About Stroke | cdc.gov](#)

[Stroke Signs and Symptoms | cdc.gov](#)

[Acute Spinal Cord Injury | Johns Hopkins Medicine](#)

[Coronary Artery Disease | cdc.gov](#)

[Heart Attack Symptoms, Risk, and Recovery | cdc.gov](#)

[Algorithms | American Heart Association CPR & First Aid](#)

[Pacemaker | American Heart Association](#)

[Heart Failure | cdc.gov](#)

[Cardiogenic Shock - What is Cardiogenic Shock? | NHLBI, NIH](#)

[Atherosclerosis - What Is Atherosclerosis? | NHLBI, NIH](#)

[Peripheral Arterial Disease \(PAD\) | cdc.gov](#)

[What is Venous Thromboembolism? | CDC](#)

[High Blood Pressure | cdc.gov](#)

[Bone Cancer | American Cancer Society](#)

[Hip Fractures Among Older Adults | Fall Prevention | Injury Center | CDC - Patient & Caregiver Resources | STEADI - Older Adult Fall Prevention | CDC Injury Center](#)

[Amputation | Johns Hopkins Medicine](#)

[Osteomyelitis | Johns Hopkins Medicine](#)

[Rheumatoid Arthritis | CDC](#)

[ACS Breast Cancer Screening Guidelines](#)

[Prostate Cancer | Prostate Cancer Information and Overview](#)

[Asthma | CDC](#)

[Coronavirus Disease 2019 \(COVID-19\) | CDC](#)

[Chronic Obstructive Pulmonary Disease \(COPD\) | CDC](#)

[Pneumonia | CDC Vaccines for Pneumococcal | CDC](#)

[Lung Cancer | CDC](#)

[Tuberculosis \(TB\) | CDC](#)

[Pneumothorax | Johns Hopkins Medicine](#)

[Deep Vein Thrombosis & Pulmonary Embolism | CDC Yellow Book 2024](#)

[FastStats - Anemia \(cdc.gov\)](#)

[Learn More About Sickle Cell Disease | CDC](#)

[Aplastic Anemia | Johns Hopkins Medicine](#)

[Polycythemia Vera | Johns Hopkins Medicine](#)

[Leukemia \(cancer.org\)](#)

[Hodgkin Lymphoma | Hodgkin Disease \(cancer.org\)](#)

[Learn More About Blood Disorders | CDC](#)

[Blood Safety and Hemophilia | CDC](#)

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

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