

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

SYLLABUS

I. GENERAL INFORMATION

| | |
|------------------------|---|
| Course Title | : CARE OF NURSERY TO FAMILY AND COMMUNITY |
| Code and Number | : NURS 4180 |
| Credits | : FOUR (4) |
| Academic Term | : |
| Professor | : |
| Place and Office Hours | : |
| Office Phone | : 787-250-1912 EXT. 2202 |
| Email | : |

II. DESCRIPTION

Analysis of the selected theories and concepts that facilitate the study of the family as an integral part of the community client. It includes revising the principles and concepts of epidemiology, biostatistics, and public health demographics. Discussion of the nursing process for family and community care, emphasizing health and wellness promotion. Ethical-legal, humanistic, and research concepts. Study of the roles of the nursing profession in a culturally diverse community. Requirements: NURS 3140 and 3190. Concurrent with NURS 4914.

III. OBJECTIVES

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

It is expected that upon completing the course, the student should be able to:

1. Demonstrate theoretical and practical knowledge integrated into the safe and effective nursing care provided to individuals, families and communities. (BSN)

COURSE STUDENT LEARNING OUTCOMES

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

1. Analyze the theories, concepts and principles that facilitate the study of family and community as clients.
2. Use the principles and concepts of epidemiology, biostatistics, demographics and public health to study vulnerable populations to implement safe and effective interventions to prevent disease and maintain health.
3. Apply the nursing process to the family and community as a customer, including eldest adult care to incorporate safety guidelines, critical thinking skills, the communication process, and evidence-based knowledge with an emphasis on health and wellness promotion.
4. Demonstrate competencies in the application of customer safety guidelines, evidence-based therapeutic findings, computer and technology skills, health protection and promotion, and health literacy for family and community health nursing practice.
5. Use the decision-making process with and for the client, family and community that incorporates ethical-legal concepts, cultural competence, humanist/spiritual care, research and management and leadership concepts.

IV. COURSE CONTENT

Unit I: Concepts, Fundamentals and Theories, which facilitate the study of the Family as a client.

HEALTHY PEOPLE 2030 ALIGNED TO FAMILY AND COMMUNITY.

- A. Basics
 1. Family
 2. Family as a Customer.
 3. Family Health.
- B. Home Visit Process.
 1. Home visitation process: Phases and activities.
 2. Ethical principles: Respect, autonomy, justice, truthfulness, charity and confidentiality (HIPAA).
 3. Sensitive matters during the interview process (Humanist Care).
- C. Theoretical foundations for the promotion of Family Health
 1. Family functions.
 2. Family life cycle.
 3. Family strengths.
 4. Characteristics of functional or healthy families.

- D. Theories, Conceptual Frameworks or Models for the Study of the Family as a Client.
- E. Roles, Standards and Scenarios for Community Health nursing and Public Health Practice.

Unit II: Nursing process applied to the family as a customer.

- A. Dear Family Health Assessment.
 - 1. Methods, instruments and sources for family estimate.
 - a. Guidelines for family health estimates.
 - b. Culture and ethnotherapy guide.
 - c. Ecomap (CC)
 - d. Genogram
 - e. Family culture
 - 2. Categories of the estimated data collection.
 - a. 12 categories of data.
 - b. 11 Functional Health Patterns.
 - 3. Analysis process: Inferences, Evidence-Based Findings.
- B. Nursing diagnoses
 - 1. Welfare diagnoses.
 - 2. Deficiency diagnoses (deficit).
- C. Expected Results
- D. Family Planning
 - 1. Priorities: Factors and criteria for prioritizing.
 - 2. Health and wellness promotion through the Health Teaching Plan.
- E. Family implementation and interdisciplinary teamwork.
- F. Family evaluation.
 - 1. Purpose
 - 2. Types

Unit III. Concepts, Fundamentals and Theories, which facilitate the study of vulnerable groups in the community.

- A. Basics
 - 1. Public Health Nursing.
 - 2. Biostatistics
 - 3. Demographics
 - 4. Public health.
 - 5. Epidemiology
- B. Community Health Nursing Basics.
 - 1. Types of communities.
 - 2. Community functions.
 - 3. Community components.
 - 4. Types of community leaders.

5. Types of communications in the community.
 6. Healthy community features.
 7. Public health principles.
 8. Cultural diversity.
- C. Theories or Conceptual Frameworks for community health nursing practice
1. Epidemiological triad model.
 2. Model of 11 functional health patterns - Marjorie Gordon.
 3. Nightingale Ambient Theory.
 4. Nola Pender Health Promotion Model.

Unit IV. Nursing process applied to the community as a customer. HEALTHY PEOPLE 2030 ALIGNED TO FAMILY AND COMMUNITY

- A. Estimated Community Health
1. Types of estimates.
 2. Estimate Methods and Sources of Information.
 3. Characteristics of the nursing process applied to the Community as a customer.
- B. The data analysis process: Inferences/knowledge based on scientific evidence
1. Organizing data
 2. Guides or principles.
 3. Application of Theories, Models and Standards.
 4. Computing in the search for research data.
- C. Community nursing diagnoses
1. Welfare diagnoses.
 2. Deficiency Diagnostics (Deficit).
- D. Community planning
1. Discussion of the process of organizing activities: Health locking.
 2. Prioritizing
 - a. Factors or criteria for prioritizing.
 - b. Ethical decision-making.
 3. Types of direct/indirect nursing interventions.
- E. The implementation process
1. Preparation
 2. Actions/Activities.
- F. Evaluation
1. Purpose
 2. Types of assessments.

Unit V. Contemporary public health problems and vulnerable populations.

- A. Violence affecting the family.
- B. Infectious and Communicable Diseases.
- C. Substance abuse.
- D. Vulnerable populations.
- E. Environmental health.
- F. Disaster and terrorism.
- G. Wanderer Population.
- H. Migrant population.
- I. Confined/population in prisons.
- J. Comunidad LGBTQA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual/Aromatic).

V. TEACHING AND LEARNING ACTIVITIES

- A. Conferences
- B. Cooperative/Collaborative Group Work (Team STEPPS).
- C. Special Assignments and Learning Exercises.
- D. Case Studies (Critical Thinking).
- E. News Analysis (Critical Thinking).
- F. Group Discussion (Team Steps).
- G. Using Internet Links (Web-cites) (Computer Science and Technology).
- H. Electronic communication (Communication and technology).
- I. Pre-Post Short Tests.
- J. Avalúo Activities (Assessment).

VI. EVALUATION

| Criteria | Score | % OF THE FINAL NOTE |
|---|--------------|----------------------------|
| Two Partial Exams (20% each) | 200 | 40% |
| Comprehensive Final Exam | 100 | 25% |
| Oral Presentation | 100 | 5% |
| Evidence-Based Practice | 100 | 10% |
| ATI tests <ul style="list-style-type: none">• RN Community Health• RN Leadership | 100 | 10% |
| Contact Hours | 100 | 10% |
| TOTAL | 400 | 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 Guidance Office with Dr. María de los Ángeles Cabello at email mcabello@metro.inter.edu

B. **Honesty, fraud, and plagiarism**

Dishonesty, fraud, plagiarism, and any other inappropriate behavior in relation to academic work constitutes major infractions sanctioned by the General Student Regulations. The major infractions, as stated in the General Student Regulations, may have as a consequence, suspension from the University for a definite period greater than one year or the permanent expulsion from the University, among others 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 or not 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 grivera@metro.inter.edu.

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

VIII. EDUCATIONAL RESOURCES

Textbook:

Rector & Stanley. (2021). *Community & Public Health Nursing*. (10th ed.). Elsevier
ISBN: 978-1975123048

Audiovisual Electronic Resources:

ANA Enterprise/ American Nurses Association: <https://www.nursingworld.org/>

ATI Testing: Nursing Education: NCLEX Exam Review:
<https://atitesting.com/>

Community Health Nursing – The Home Visit/Family Assessment & The Nursing
Bag Technique.

Differentiating research, evidence-based practice , and quality improvement:
<http://www.americannursestoday.com/differentiating-research-evidence-basedpractice-and-quality-improvement/>

Humanistic: Eight principles of patient-centered care:
http://cgp.pickerinstitute.org/?page_id=1319

International Council of Nurses / ICN International:
<https://www.icn.ch/>

Quality and Safety Education for Nurses (QSEN) -
<http://www.qsen.org/>

Nursing Process: NANDA-NIC -NOC for Safe Patient Care -
<http://www.nanda.org/nanda-i-nic-noc.html>

Healthy People 2030| health.gov -
<https://health.gov/healthypeople>

Cultural Competition - <https://ccnm.thinkculturalhealth.hhs.gov>

National Patient Safety Goals - <https://www.jointcommission.org>

REV. January 2022.