



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

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## SYLLABUS

### I. GENERAL INFORMATION

Course Title	: FUNDAMENTAL OF ADULT CARE I
Code and Number	: NURS 1231
Credits: Two (2)	
Academic Term:	
Teacher	:
Office Hours:	
Office Telephone	: (787) 250-1912 Ext. 2159 and 2202
Email	:

### II. DESCRIPTION

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

### III. OBJECTIVES

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

1. Apply the nursing process by providing humanistic care for adults and the elderly with acute and chronic dysfunctions of greater incidence that affect the functional patterns: Perception-management, nutritional-metabolic and elimination.
2. Demonstrate critical thinking skills in the integration of the nursing process sciences.
3. Use "Team Steps" (Hands off) strategies when communicating during report delivery.
4. Demonstrate cultural sensitivity and awareness when administering nursing care to patients of diverse cultures.
5. Demonstrate knowledge of literacy in health by offering education to the patient.
6. Use technology to access research information to conduct evidence-based practice to promote the National Patient Safety Goals.

## IV. THEMATIC CONTENT:

### A. Pattern of Perception and Health Management

#### Unit I. Foundations of Medical-Surgical Nursing, Patient Safety Goals, Competencies Clinics

1. National Patient Safety Goals 2018 - Joint Commission  
<http://www.jointcommission.org/PatientSafetyGoals/>
2. "Team STEPPS"
  - a. I'M SAFE
  - b. SBAR
  - c. I PASS THE BATON "
3. Tutorial of cultural competence
4. Evidence-based practice tutorial (PICO)
5. Admissions
6. High (Continuity of care)
7. Patient transfers
8. Health Literacy, Teach back (Patient Education)
9. Taking medical orders
10. Documentation process
11. Development of Educational Plan
  - Plan
  - Written educational talk (Opuscle or Power Point)
  - Written evaluation method
  - Questions and answers and / or rubric if it is a competence

#### Unit II Patient Management Peri operator

1. Pre-operative
  - a. Pre-operative comparison sheet
  - b. Notification of critical laboratory values
  - c. Respiratory exercises and use of a spirometer
  - d. Anti embolic and pneumatic socks
2. Intra-operative
  - a. Sterile clothing and surgical scrub
  - b. Patient Identification, procedure and identification of place and side of surgical procedure (Simulation)
3. Post Anesthesia Care Unit (PACU)
  - a. "Hands off report" (Care transition 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. Skin care and changing bandages

(NPSG 07. 05. 01) Implement best practices for prevention surgical site infections)

d. Healing and irrigation of surgical wound

B. Metabolic Nutritional Pattern

Unit III. Dysfunctions in Metabolic Nutritional Pattern

1. Insertion, irrigation, removal and handling of tube N / G
2. Tube feed N / G and / or gastrostomy
3. Parenteral feeding
4. Administration of medications by tube N / G and / or gastrostomy
5. Management of complications
6. Use of "Feedings pumps"
7. Use of gastric suction equipment
  - a. Portable and / or wall
8. Balance of liquids and electrolytes
  - a. Intake and discharge of liquids (I & O)
  - b. Interpretation of laboratory results (electrolytes, CBC, BUN,

Creatinine)

9. Administration of parenteral medications (Subcutaneous, ID, IM, IV)
  - a. Administration of insulins
  - b. Evaluation for hypo or hyperglycemia
10. Obtaining blood samples by venous puncture
11. Vein canals Fluid management IV
12. Taking medical orders and documentation
13. Clinical practice with people who have an alteration in the Metabolic

Nutritional

14. Integrity of the skin
  - a. Evidence- Based Practice Clinical Guidelines
    - Prevention of pressure ulcers
    - Braden Scale (Risk assessment)
    - Estimation of pressure ulcers
    - Pressure ulcer management
      - o Topical agents

Types of ulcer debridement

Types of bandages for pressure ulcers

Unit IV. Dysfunctions in the Elimination Pattern

1. Urinary elimination

- a. Insertion of straight or permanent urinary catheter
- b. Care of a permanent urinary catheter
- c. Withdrawal of a urinary catheter
- d. Placement of a urinary catheter
- e. Dialysis

2. Intestinal elimination

- a. Administration of Enemas
- b. Care for Ostomy

## V. ACTIVITIES

1. Clinical Execution
2. Case Study (Case Management)
3. Quizzes
4. Patient education - Literacy in Health
  - Design of Educational Plans
5. Practice in simulated laboratory
6. Pre and Post Conference
7. Supervised Clinical Practice
8. Small group discussion
9. Research review for Evidence-Based Practice (PICO)
10. Posology
11. Study of drugs by category and prototype
12. Team Stepps
13. IT TESTING [www.atitesting.com](http://www.atitesting.com)
14. ACLS Tutorial. <http://www.ACLS.net>
15. Cultural Competence Tutorial Module 1, 2 and 3 <https://www.thinkculturalhealth.org>

## VII. EVALUATION

CRITERIA	PuntuaTION	% GRADE
<ul style="list-style-type: none"> <li>▪ 1. Execution in Clinical Practice</li> <li>▪ <input type="checkbox"/> (Concepts of the Profession: Leadership and Management, Humanitarian Attention, Communication Concept and Development of Skills)</li> </ul>	100	15
<ul style="list-style-type: none"> <li>▪ 2. <i>Concept: Nursing Process</i></li> <li>▪ <input type="checkbox"/> A. <i>(Care Plan Development) with Pte Pharmacological study and / or other assigned medications</i></li> </ul>	100	15
3. Written Educational Plan and Educational Talk (Literacy) (See Note at the end of this table)	100	15
<ul style="list-style-type: none"> <li>▪ 4. Evaluation of the Written Presentation of:</li> <li>▪ <input type="checkbox"/> Nursing Process</li> <li>▪ <input type="checkbox"/> Pharmacological study</li> <li>▪ <input type="checkbox"/> Educational Plan</li> </ul>	100	5
Laboratory skills 5	100	20
6. Short Tests and Assignments *	100	15
7. ATI		5
8. Attendance		10
Total		100

**Note:** In the next course NURS 2234 the student will use the educational plan discussed in course NURS 1232. The student will present orally in the NURS 2234 course. If the student does not present the educational plan completed in course NURS 1232 course, the student must design everything again.

## VIII. SPECIAL NOTES

- A. Auxiliary services or special needs

All students requiring auxiliary services or special assistance must request them at the beginning of the course or as soon as they acquire knowledge of those they need, through the corresponding register in the Office of the Professional Counselor, Mr. José Rodríguez, located in the Program of University Orientation.

#### B. Honesty, Fraud and Plagiarism

The lack of honesty, fraud, plagiarism and any other inappropriate behavior in relation to academic work constitute major infractions sanctioned by the General Student Regulations. Major infractions, as provided in the General Student Regulations, may result in the suspension of 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 teaching and learning processes or alter the environment conducive to academic excellence will be disabled. Emergencies will be attended, as appropriate. The use of electronic devices that allow accessing, storing or sending data during evaluations or examinations will not be allowed.

#### D. Special Requirements of Practice and Internship Centers

Some academic programs of the University require that the student perform a practice or internship in a real work setting as part of the requirements of the degree. These external centers can be state and federal agencies, hospitals and non-governmental organizations, among others. It will be the responsibility of the student to comply with the requirements of the external center in order to carry out his practice or internship. These requirements may be, depending on the center of practice, doping tests, HIV tests, immunization certificate against hepatitis, health certificate, negative criminal record or any other that the institution or center of practice requires. If the student refuses or is unable to meet any of them, they may not be able to complete their internship or practice and, consequently, may not pass the internship course or meet the graduation requirements of their academic program.

#### E. Clinical areas in various scenarios

This course considers clinical practice in various scenarios such as hospitals, diagnostic and treatment centers (CDT), extended care centers, simulation laboratories, among others.

## VIII. EDUCATIONAL RESOURCES

### REQUIRED TEXTS

Brunner & Suddarth,s (2018) Textbook of *Medical - Surgical Nursing*. 14<sup>th</sup> ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1496347992

Craven, Ruth F. EdD; RN; BC; FAAN and Hirnle, Constance J. MN; RN; BC (2017) *Fundamentals of Nursing*.8<sup>th</sup> ed. Wolters Kluwer/Lippincott William & Wilkins.

Craven, Ruth F. EdD; RN; BC; FAAN and Hirnle, Constance J. MN; RN; BC (2017) *Procedure Checklist for Fundamentals of Nursing*.8<sup>th</sup> ed. Wolters Kluwer/Lippincott William & Wilkins.

**Faculty approved May 2018**