



INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
FACULTY OF SCIENCES AND TECHNOLOGY
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

SYLLABUS

I. General Information:

Course Title	:	Practice of Adulto II
Course and Number	:	NURS 2234
Credits	:	“Two” (2)
Academic Term	:	_____
Professor	:	_____
Place and Office Hours	:	_____
Telephone	:	250-1912 Ext. 2159, 2202
Email Address	:	_____

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. Prerequisites: NURS 1231, 1232. Corequisites: NURS 2142, 2233.

III. TERMINAL OBJECTIVES

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

1. Perform the nursing process in providing care to the humanist of the adult and old with acute and chronic dysfunctions of higher incidence affecting the functional patterns: Cognitive-perceptual, activity and exercise and sexual-reproductive.
2. Demonstrate critical thinking skills in the integration of the sciences of the nursing process.
3. Use strategies of "TeamSteps" (Hand off) to communicate during the delivery of report.
4. Demonstrate sensitivity and cultural awareness when manages nursing care to patients of diverse cultures.
5. Demonstrate knowledge of literacy in health by providing education to the patient.
6. Use technology to access information of research to conduct evidence-based practice to promote national goals for Patient Safety.

V. TEMATIC CONTENT:

A. "Unit I. Humanistic Nursing Practice and Critical Thinking in providing care to the adult and old with acute and chronic conditions".

1. Patient Safety

- a. National Patient Safety Goals 2017- Joint Commission”
<http://www.jointcommission.org/PatientSafetyGoals/>.
- b. Pharmacology
 - i. Drug Calculations
 - ii. Drug Safety
 - iii. High Risk Medications
 - iv. Look-alike/sound-alike drug list
 - v. Prototype medicamentos - neurological, respiratory, cardiovascular, hematological, musculoskeletal and antineoplastics

2. Communication

- a. Patient Education (Health Literacy)
- b. Cultural sensitivity and awareness
- c. Team STEPPS
- d. Nursing Plan of Care
- e. Documentation

3. Evidence Based

- a. Information Technology
- b. PICOT

B. Unidad II. Functional Health Pattern: Cognitive Perceptual:

1. Evidence-based practice and patient safety

- a. Basic Assessment of the Neurological System
- b. Glasgow Coma Scale
- c. Management of seizures
- d. Stroke Assessment (Tx. <http://www.jointcommission.org/assets/1/6/Stroke.pdf>)

A. Unit III. Functional Health Pattern: Activity and Exercise

1. "Evidence Based Nursing Practice and Patient Safety: Cardiovascular"

- a. Cardiovascular Assessment
 - i. Electrocardiogram (EKG)
 - ii. Auscultation of heart sounds S1 y S2
 - iii. Peripheral pulses
- b. Management of Cardiac Arrest Cart
 - i. Medication and equipment
 - ii. Monitor and defibrillator verification report collating
- c. Medication used during ACLS (2015-2020 Guidelines)
 - i. <https://acls-algorithms.com/acls-drugs/>

- d. Safe Practice : https://www.jointcommission.org/core_measure_sets.aspx
 - i. Anticoagulant Therapy
 - ii. Prevention of Venous Thromboembolism(https://www.jointcommission.org/assets/1/6/VTE_Fact_sheet_Jan_2014.pdf)

2. Evidence Based Nursing Practice & Patient Safety: Respiratory

- a. Basic Assessment of the Respiratory System
- b. Auscultation of Respiratory Sounds
- c. Peak Flow meter
- d. Oxygen Therapy
 - i. Nasal
 - ii. Simple Mask
 - iii. Venturi Mask
 - iv. Rebreather & Non-rebreather mask:
- e. Management of Artificial Airways
- f. Suction
 - i. Nasotracheal Suctioning
 - ii. Oral Tracheal Suctioning
 - iii. Tracheostomy suctioning and cleaning
- g. Safe Practice: Care of patient on Ventilator

3. Nursing Practice Based on Evidence and Patient Safety: “Hematology”

- a. Basic Assessment of the Hematological System
- b. PRBC (Packed red blood cells):
- c. Platelets
- d. FFP (Fresh frozen plasma)
- e. WBC’s (White blood cells)
- f. Critical lab values

4. Evidence Based Nursing Practice & Patient Safety:

- a. Muscle Skeletal
- b. Client with a cast
- c. Client in traction

D. Unit IV. Functional Health Pattern: Sexuality Reproductive

1. Evidence –Based Nursing Practice and Patient Safety

- a. Woman’s Health with Breast Cancer
- b. Men’s Health with Prostate Cancer, Three way Urinary catheter and Irrigation portfolio

VI. ACTIVITIES

A. Clinical Portfolio

- 1. Clinical Execution
- 2. Case Study (Case Management)
- 3. Short Quizzes
- 4. Patient Education – Health Literacy
 - a. Design and offering patient education
- 5. Simulation lab practice
- 6. Pre and Post Conference
- 7. Supervised Clinical Practice
- 8. Small Group Discussion
- 9. Review of research for Evidence Based Practice (PICO)

10. Posology
11. Study of medication by category and prototype
12. Team Stepps
13. ATI TESTING www.atitesting.com
14. ACLS Tutorial <http://www.ACLS.net>
15. Cultural Competency Model Tutorial 1, 2 y 3 <https://www.thinkculturalhealth.org>

VII. EVALUATION

EVALUATION CRITERIA	POINTS	PORCIENTO DE LA NOTA FINAL
1. Execution in the Clinical Practice (<i>Concepts of the Profession: Leadership and management, humanitarian aid, communications concept and development of skills</i>)	100	20
2. Nursing Process <i>Plan of Care</i> (Case Management): PICO y Clinical Practice Guidelines Online http://www.ahrg.gov/clinic/cpgonline.htm	100	15
3. Education Plan to the patient (written plan and educational talk) “Health Literacy and teach Back”	100	10
4. Written Presentation of: a. Nursing Process b. Pharmacology Study c. Teaching Plan	100	05
5. Evaluation of Competencies of Clinical Skills in the Laboratory	100	20
6. Short Quizzes and Assignments	100	20
7. Attendance	100	10
TOTAL	600	100

VIII. SPECIAL NOTES

A. Supporting Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in the office of Mr. Jose Rodriguez, at the University Orientation Program located at the first floor of Harris Building.

B. Honesty, Fraud and Plagiarism

The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, according to General Regulation Students, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among others sanctions.

C. Use of Electronic Devices

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

D. Special Requirements of Practice and Internship Centers

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. It is students' responsibility to comply with the external center's requirements in order to complete their practice or internship. Depending on the practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore, will not pass the practice or internship course or meet the graduation requirements of their academic program.

E. Clinical practice in diverse scenarios

This course considers clinical practice in diverse scenarios such as hospitals, diagnostic and treatment centers (CDT), elderly care centers, extended care centers, and simulation laboratories, among others. There is a minimum of four weeks period, at the school laboratory to acquire skills before going to the clinical scenario. In the event of the occurrence of special situations which would be beyond of the School of Nursing an alternate plan would be considered.

F. Compliance with the provisions of Title IX

If an institution receives federal funding, the law on graduate higher education as amended prohibits discrimination on the basis of sex in any academic activity, education, extracurricular, athletic or any other program or employment sponsored or controlled by an institution of higher education independently of it being celebrated within or out of the territories of the institution, if the institution receives federal funding.

In accordance to the federal regulations, our academic unit has designated a coordinator Title IX auxiliary, which will offer assistance and orientation in regards to any a ledge incident related to discrimination based on sex or gender, sexual harassment or sexual assault. Contact the Auxiliary Coordinator George Rivera, Security Director, at phone number 787-250-1912, extension 2147, or email grivera@metro.inter.edu.

The regulatory document entitled rules and procedures that address alleged violations of the provisions of title IX is the document containing institutional rules to channel any complaint addressing on this type of allegation. This document is available on the gateway of the Interamerican University of Puerto Rico (www.inter.edu)

IX. EDUCATIONAL RESOURCES:

TEXTBOOKS

- Brunner & Suddarth,s (2014) Textbook of *Medical - Surgical Nursing*. 13th ed. Lippincott, Williams & Wilkins
- Bulechek, Butcher, McCloskey & Wagner . (2012). *Nursing Intervention Classification (NIC)*. 6th edition. Elsevier.
- Craven, Ruth F. EdD; RN; BC; FAAN and Hirnle, Constance J. MN; RN; BC (2017) *Fundamentals of Nursing*.8th 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*.8th ed. Wolters Kluwer/Lippincott William & Wilkins.
- NANDA International Nursing (2015-2017). *Nursing Diagnoses: Definitions and Classification*. 10ma. Edition. Wiley-Blackwell.
- Patton & Thibodeau. (2015). *Anatomy and Physiology*. 10th Ed. Mosby (Available in English or Spanish).
- Patton & Thibodeau. (2015). *Study Guide for Anatomy and Physiology*. 10th ed.Mosby
- Swanson & Moorhead.(2014). *Nursing Outcomes Classification (NOC)* . Elsevier. 6TH ed . (Available in English or Spanish).

VIII. REFERENCES

- Adams, Norman, & Bostwick. (2013). *Pharmacology for Nurses: A Pathophysiological Approach*. 4th ed. Prentice Hall
- Buchholz. S (2015). *Henke's Med-Math Dosage Calculation, Preparation and Administration*. 8th edition Lippincott.
- Ignatavicius, D.D. and Workman, L.M. (2016) *Medical Surgical Nursing. Patient- Centered Collaborative Care*. 8th Ed, St. Louis: Saunders
- Ignatavicius, D.D., et al. (2016) *Clinical Nursing Judgment Study Guide for Medical Surgical Nursing. Patient-Centered Collaborative Care*. 8th edition, St. Louis: Missouri, Elsevier
- Silvestri. (2014). *Saunders Comprehensive Review for the NCLEX-RN Examination* 6ta edition. Saunders.
- Skidmore-Roth. (2015). *Mosby's Drug Guide for Nurses with 2015*. 28th edition. Mosby, Elsevier.

Electronic Resources:

American Diabetes Association
<http://www.diabetes.org/>

American Heart Association
<http://www.heart.org>

American Hematology Association
<http://www.hematology.org/>

American Nurses Association
www.nursingworld.org

American Society of PeriAnesthesia Nursing (ASPAN)
Pain and Comfort Clinical Guideline
<http://www.aspan.org/ClinicalPractice/ClinicalGuidelines/PainandComfort/tabid/3256/Default.aspx>

Braden Scale
https://www.in.gov/isdh/files/Braden_Scale.pdf

Clinical Practice Guidelines Online
<https://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/archive.html>

Cochrane Collaboration
www.cochrane.org

Institute of Healthcare Improvement (IHI)
www.ihl.org

Institute of Medicine Core Competencies for Health Professionals
<https://www.ncbi.nlm.nih.gov/books/NBK221519/>

National Cancer Institute
www.cancer.gov/

National Council of State Boards of Nursing (NCSBN)
<https://www.ncsbn.org/index.htm>

National Guideline Clearinghouse
<https://www.guideline.gov/>

National Institute of Nursing Research
<https://www.ninr.nih.gov/>

Program of Culturally Competent Nursing Care – Cornerstone of Caring, U.S. Department of Health & Human Services, Health.gov
www.thinkculturalhealth.org

Teaching Smart – Learning Easy, Rosalinda Alfaro-Lefebvre
www.alfaroteachsmart.com

TEAM STEPPS model, U.S. Department of Health & Human Services, Agency for Healthcare Research & Quality

<https://www.ahrq.gov/teamstepps/index.html>

The Joint Commission - Introduction to the Universal Protocol for Preventing Wrong Site, Wrong Procedure, and Wrong Person Surgery™

https://www.jointcommission.org/assets/1/18/UP_Poster1.PDF

The Joint Commission – National Patient Safety Goals

https://www.jointcommission.org/standards_information/npsgs.aspx

Sociedad Española de Nefrología

<http://www.senefro.org/modules.php?name=home&lang=ES>

Sociedad Española de Neumología y Cirugía Torácica

<http://www.separ.es/>

Stanford Medicine: Neurology and Neurological sciences

<http://neurology.stanford.edu>