

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

SYLLABUS

I. GENERAL INFORMATION

Course Title	: Practice in nursing care for the family and community
Code and Number	: NURS 4914
Credits	: Four (4)
Academic Term	:
Professor	:
Place- Office Hours	:
Office Phone	: 787-250-1912 EXT 2202
Email	:

II. DESCRIPTION

Application of the nursing process in the humanistic care of the family and groups as an integrated part of the community as a client. Integration of concepts and theories that serve as the basis for nursing practice with family and community. Use of concepts of public health, epidemiology, biostatistics, demographics and community nursing in family and community intervention. Demonstration of planning, coordination, leadership and educational skills in the implementation of intervention strategies. Application of ethical-legal principles and research findings in the development of the functions of the nursing profession in the promotion of health and well-being. Requires 120 hours of clinical practice in various scenarios. Prerequisite: NURS 4911. Concurrent: NURS 4180

III. OBJECTIVES

TERMINAL OBJECTIVES

1. Know critical thinking skills to make critical judgments and to use research findings for the continuous improvement of the nursing practice.

GENERAL OBJECTIVES

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

1. Integrate the concepts and theories that provide the basis for nursing practice with families, the eldest adult and the community as a customer.
2. Apply the nursing process to the family and vulnerable groups in the community, while providing humanistic and holistic care for health promotion and disease prevention, integrating critical thinking skills and the decision-making process.

3. Demonstrate communication, planning, coordination, leadership (Team STEPPS) and group teaching skills in the implementation of safe, effective and evidence-based intervention strategies.
4. Use concepts of public health, epidemiological biostatistics and demographics with vulnerable groups or populations in community health nursing practice.
5. Apply ethical-legal, cultural, spiritual, patient safety, research concepts and principles while performing community health nursing functions.

IV. COURSE CONTENT

Unit I: Application of the nursing process to the family, and vulnerable populations/groups in the community.

- A. Application of Concepts, and theoretical foundations for the family and the community as a customer.
 1. Family as a customer
 - a. Application of concepts:
 1. Family as a customer
 2. Family health
 3. Family Nursing
- B. Application of theoretical bases
 1. Home visitation process
 - a. Home visitation phases and activities
 - b. Therapeutic relationship
 - c. Personal and safety issues for the nurse
 - d. Contracts and consent
 - e. Ethics and Confidentiality
 2. Home and community security
 - a. Patient Safety
 - b. Nursing bag technique
 3. Community as a customer: High risk/vulnerable groups
 - a. Application of basic concepts:
 1. Vulnerable groups
 2. Health promotion/ Risk factors
 3. Disease prevention
 - b. Application of theoretical bases
 1. Leadership in community nursing
 2. Group Dynamics / Communication
 3. Conflict management
- C. Application of the nursing process in the family and community client

1. Holistic Health Assessment for the Family: Designing Data and Charts
 - a. 11 Functional health pattern framework for the family
 - b. Family interaction map
 - c. Family "Apgar Score"
 - d. Environmental and home safety assessment
 - e. Family Health History/ Ethnopharmacology
 - f. Physical examination of family members with an affected organic system

2. Assessment of risk groups or vulnerable populations in the community
 - a. Windshield survey
 - b. Evaluation of 11 functional health patterns
 - c. Customer profile: community group or aggregate
 1. Variables: Demographics, ethnicity, cultural, values, beliefs, subsystems, perceptions and other
 2. Type of community
 3. Community functions
 4. Official and unofficial leaders
 5. Community security (social environment, risk to natural disasters, terrorism, violence, others)

3. Data Analysis: Critical thinking to make inferences from family and group/population data:
 - a. Strengths
 - b. Needs, risk factors and contemporary public health problems
 - c. Interpret data and make inferences/check for missing data that integrates PH principles, epidemiology and biostatistics
 - d. Features of a healthy family and a healthy community
 - e. Use basic evidence resources

4. Nursing Diagnosis for Families and Community Groups
 - a. Welfare nursing diagnosis, high-risk nursing diagnosis and deficit
 - b. Set priorities based on criteria

5. Planning with family and risk groups or vulnerable populations:
 - a. Family Health Education Plan: Design the educational plan (identify educational needs, set educational goals and goals, select appropriate educational methods)

- b. Preventive health/promotion project for community group/Vulnerable Population-Health Fair: Design a multiphase health fair plan (program priorities and goals, design selection forms, advertising, other activities)
6. Implementation of Evidence Base Therapeutic Interventions:
 - A. NIC- Essential interventions for the family, focused on health promotion or prevention levels
 - B. Interventions for vulnerable groups/population focused on health promotion or prevention levels.
 - C. CHN Roles and Responsibilities: Shows the application of these roles during community nursing practice
 7. Evaluating the nursing process with the family and community as a customer: Take responsibility for evaluating the screening program and submitting a results report to community leaders.
 8. Essential Skills for Family and Community Nursing Functions: Demonstrate these essential skills during community health nursing practice.

V. ACTIVITIES

- A. Home visitation process
- B. Using videos: The Nursing Bag, Family Assessment, Home Visitation
- C. Collaborative work (group work, group dynamics, decision making, TeamSTEPPS)
- D. Using tools, formats, tables, templates, guides, protocols
- E. Draw Genogram, Ecomap, Culturegram, Family Interaction Map . Skills Checklist: Simulations/Demonstrations

VI. EVALUATION CRITERIA

	POINTS	PERCENT
1. Family Intervention- Implementation of Health teaching. (Health Teaching Learning Process) Evaluation Criteria and Guide to development of the Education Plan.	100	25%
2. Windshield Community Analysis Project (Google Map) Travel Sociodemographic Data fromthe chosen community. Incidence/Prevalence	100	25%
3. Virtual Clinical Executor	100	25%
4. Pharmacological examination	100	15%
5. Attendance and Punctuality in the Virtual Lounge	100	10%
	Total	
	500	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. Resources

Textbook: Rector, Cherie (2018) *Community Health Nursing: Promoting and Protecting the Public's Health. (9th Ed.) Philadelphia: Lippincott, Williams & Wilkins. ISBN: 978-1-49634982-8*

Silvestri L.A., Silvestri A.E. (2020). Saunders Comprehensive Review for the NCLEX-RN[®] Examination 8th Edition Elsevier, St. Louis

Visual Audio Resources :

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

ATI Testing: Nursing Education: NCLEX Exam Review: TEAS Testing: <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.americannursetoday.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:
Quality and Safety Education for Nurses (QSEN) 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://cnm.thinkculturalhealth.hhs.gov>

National Patient Safety Goals

https://www.jointcommission.org/-/media/tjc/documents/standards/national-patient-safety-goals/2022/simple_2022-hap-npsg-goals-101921.pdf

Dr. Ana B. Vidal Revised: August 2022 oct/2022?mrv