



**UNIVERSIDAD INTERAMERICANA DE PUERTO RICO  
RECINTO METROPOLITANO  
FACULTAD DE CIENCIAS Y TECNOLOGÍA  
ESCUELA DE ENFERMERÍA CARMEN TORRES DE TIBURCIO**

## SYLLABUS

### I. GENERAL INFORMATION

<b>Course Title</b>	:	<b>Integrated Workshop</b>
<b>Code and Number</b>	:	<b>NURS 4980</b>
<b>Credits</b>	:	<b>4 (Four)</b>
<b>Academic term</b>	:	
<b>Professor</b>	:	
<b>Office Hours</b>	:	
<b>Telephone</b>	:	<b>787-250-1912 Ext. 2159/ 2202</b>
<b>Email</b>	:	

### II. DESCRIPTION

Integration of knowledge, skills and attitudes in the selection of professional intervention strategies for the processes of problem solving and decision making practice in simulated situations in different scenarios. Use of the scenario categories for effective and safe care, maintenance and promotion of health, and of psychosocial and physiological integration as a frame of reference in intervention with clients. Requires 30 hours of seminar and 90 hours of clinical practice in diverse scenarios. Prerequisite: NURS 4914, in case the student is a candidate for graduation in the current academic term, this course may be offered concurrently with NURS 4180 and 4914.

### III. OBJETIVES

By the end of the course, the student is expected to be able to:

1. Integrate essential professional and clinical concepts, which lay the foundation for the practice of nursing.
2. Provide competent nursing care to clients, which are safe and cost-effective, in the three levels of prevention, utilizing the nursing process as a tool for nursing practice.
3. Select intervention strategies to recognize and judge altered health states.
4. Formulate simulations to solidify the ability to cope, adapt and solve problems that give rise to illness, disability and stressful events.

## IV. COMPETENCES OF GRADUATE PROFILE TO ATTEND THIS COURSE

### Knowledge:

1. Demonstrate integrated knowledge and skills to provide nursing care safe and effective to individuals, families and communities.
2. Know the use of nursing interventions to prevent disease, promote, protect, maintain and restore health.
3. Know the critical thinking skills to make clinical judgments and using research findings for continuous improvement of nursing practice.

### Skills:

1. Use estimated and therapeutic skills to provide nursing care in diverse settings so that they can improve the expected outcomes of health care interventions.
2. Apply communication skills, collaboration, critical thinking and the use of technology as a provider, care coordinator and as a future member of the profession.
3. Act as a leader and care managers seek to provide skills.

### Attitudes:

1. Apply humanistic care in nursing practice to promote the protection, optimization and preservation of human dignity.

## V. CONTENT

### Theory Component

#### A. NURSING SCIENCES

1. Fluids and electrolytes.
2. Acid-base balance.
3. Laboratory values.
4. Nutrition
5. Total Parenteral Nutrition.
6. Intravenous therapy.
7. Administration of blood products.

#### B. FUNDAMENTAL SKILLS

1. Safety
2. Medications
3. Basic life support care of the patient with tubes.
4. Preoperative care safe and effective.
5. Client care and comfort.
6. ACLS (Advanced Cardiac Life Support).

**C. ISSUES IN NURSING**

1. Ethical and legal issues.
2. Cultural diversity and health practice.
3. Leadership, delegating and prioritizing patient care.

**D. HEALTH PROMOTION AND MAINTENANCE**

1. Maternity Nursing
2. Gerontology
3. Oncology
4. Growth and development across the life span.

**E. PHYSIOLOGICAL INTEGRITY**

1. Pediatric nursing
2. The adult client

**F. PSYCHOSOCIAL INTEGRITY**

1. The adult client with mental health disorder.

**VI. LABORATORY COMPONENT****A. Integration of Quality and Safety for Nursing Education (QSEN)**

**Competencies.** [www.qsen.org](http://www.qsen.org) & <http://qsen.org/videos/>

1. Patient-centered care.
2. Teamwork and collaboration.
3. Evidence-based practice.
4. Quality improvement.
5. Safety
6. Informatics

**B. Literature Review**

1. Evidence-based practice (EBP). <https://www.lib.umn.edu/apps/instruction/ebp/>
2. Cultural competence  
[http://www.transculturalcare.net/Cultural\\_Competence\\_Model.htm](http://www.transculturalcare.net/Cultural_Competence_Model.htm)
3. Patient-centered care <http://patient-centeredcare.org/inside/abouttheguide.html>
4. Health Literacy <http://www.hrsa.gov/publichealth/healthliteracy/>
5. Team STEPPS <http://teamstepps.ahrq.gov/S>
6. National Patient Safety Goals 2016  
[http://www.jointcommission.org/standards\\_information/npsqs.aspx](http://www.jointcommission.org/standards_information/npsqs.aspx)
7. NIH- Complementary and Alternative Medicine <http://nccam.nih.gov/>
8. Affordable Healthcare Act OBAMACARE in Puerto Rico  
<http://obamacarefacts.com/obamacare-facts.php>
9. Minority Healthcare and health disparities <http://www.nimhd.nih.gov/>
10. Conceptual mapping medications (Saunders book) <http://ojni.org/602/strategies.htm>
11. Professional documents (see portfolio criteria).
12. Spanish for Nurses- CE course. <http://w3.rn.com/> (only for non-Spanish speaking students).

## VII. ACTIVITIES

- A. Group discussion
- B. Oral presentation
- C. Independent study
- D. Reading assignments
- E. Internet Search
- F. NLN online testing
- G. Continuing Education
- H. Reflexive essays
- I. E-Portfolio
- J. Classroom assessment
- K. First 3 weeks will be development of competencies.

## VIII. EVALUATION

### Theory (50% of final grade)

	Score	% of Final Grade
<b>1 Partial Examination</b>	<b>100</b>	<b>15</b>
<b>Final Examination</b>	<b>100</b>	<b>20</b>
<b>Short Test</b>	<b>100</b>	<b>5</b>
<b>Assistance</b>	<b>100</b>	<b>5</b>
<b>Assignments</b>	<b>100</b>	<b>5</b>
<b>Total</b>	<b>500</b>	<b>50</b>

### Laboratory (50% of final grade)

	Score	% of Final Grade
<b>Clinical Performance</b>	<b>100</b>	<b>25</b>
<b>Application of Problem Solving</b>	<b>100</b>	<b>10</b>
<b>Clinical Skills Evaluation</b>	<b>100</b>	<b>10</b>
<b>Assistance</b>	<b>100</b>	<b>5</b>
<b>Total</b>	<b>400</b>	<b>50</b>

## IX. SPECIAL NOTES

### A. Auxiliary Services or Special Assistance

Any student who requires auxiliary services or special assistance must request them at the beginning of the course or as soon as they acquire knowledge that need, through the corresponding register in the Office with Mr. Jose Rodriguez, the Professional Counselor, located in the University's Counseling Program.

### B. Honesty, Fraud and Plagiarism

Dishonesty, fraud, plagiarism and any other improper behavior related to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, as set forth in the Student Regulations, may result in suspension from the University for a definite period exceeding one year or permanent expulsion from the University, among other sanctions.

### C. Use of Electronic Devices

Cell phones and any other electronic devices that may interrupt the teaching and learning process or alter the environment conducive to academic excellence are will be turned off. Critical situations will be addressed, as appropriate. Handling electronic devices that allow access store or send data during tests or examinations it 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 non-governmental organizations, among others. It is the responsibility of the student to fulfill the requirements of the external center to complete their practice or internship. These requirements can be, depending on the practice center: doping tests, HIV tests, certificate of immunization against hepatitis, health certificate, and certificate of no criminal record or any other institution or practice center requires. Student refusing or failing to meet any of them may be unable to complete their practice or internship and therefore not approve the practice or internship course or meet graduation requirements of their academic program.

### E. Clinical Area 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 a 4 weeks period at the school laboratory to acquire skills before going to the clinical scenario and three at the end for the integration of the concepts. In the event of the occurrence of special situations which would be beyond the control 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](mailto: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](http://www.inter.edu))

## X. EDUCATIONAL RESOURCES

### Required Textbooks

Hinkle, J.L., & Cheever, K.H. (2013). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing*. USA: Lippincott.

Lowdermilk, D.L., Perry, S.E., Cashion, M.C, & Alden, K.R. (2013). *Maternity and Women's Health Care*. USA: Mosby.

Hockleberry, Ward (2013) *Wongs Essentials of pediatric Nursing* 4<sup>th</sup> edition Elsevier

Stuart (2013) *Principles and Practice of Psychiatric Nursing Practice* 10<sup>th</sup> edition Elsevier

Ellis,Hartley (2012) *Nurising in Todays World: Trends, Issues and Management*. 10<sup>th</sup> edition Lipincott.

## XI. BIBLIOGRAPHY

Silvestri, L.A. (2014).*Saunders Comprehensive Review for the NCLEX-RN Examination*.

## XII. WEB SITES

### Library access (internet search)

- <http://www.cai.inter.edu>

### Evidence-based Practice (EBP)

- Cochrane  
[www.cochrane.org](http://www.cochrane.org)
- EBP tutorials  
[www.biomed.lib.umn.edu/learn/ebp/mod01/index.html](http://www.biomed.lib.umn.edu/learn/ebp/mod01/index.html)

### Informatics

- The T.I.G.A.R. Initiative  
[www.tigarsummit.com/uploads/3.Tigar.Report Competencies final.pdf](http://www.tigarsummit.com/uploads/3.Tigar.Report%20Competencies%20final.pdf)

### Concept Map

- <http://ojni.org/602/strategies.htm>

### Patient-Centered Care

- <http://patient-centeredcare.org/inside/abouttheguide.html>

### Cultural competence

- <https://www.thinkculturalhealth.hhs.gov/content/clas.asp>

### Quality Improvement

- Institute Healthcare Improvement  
[www.ihl.org](http://www.ihl.org)

### Safety

- 2016 National Patient Safety Goals
- [http://www.jointcommission.org/assets/1/6/2016\\_HAP\\_](http://www.jointcommission.org/assets/1/6/2016_HAP_)  
[http://www.jointcommission.org/assets/1/6/2016\\_NPSG\\_HAP.pdf](http://www.jointcommission.org/assets/1/6/2016_NPSG_HAP.pdf)  
[NPSG\\_ER.pdf](http://www.jointcommission.org/assets/1/6/2016_NPSG_ER.pdf)

### Teamwork and Collaboration – Team STEPPS 2.0

- <http://www.ahrq.gov/sites/default/files/wysiwyg/professionals/education/curriculum-tools/teamstepps/instructor/essentials/pocketguide.pdf>
- [www.teamstepps.ahrq.gov](http://www.teamstepps.ahrq.gov)

### Puerto Rico

- Colegio de Profesionales de la Enfermería de Puerto Rico  
<http://www.cpepr.org/>
- Departamento de Salud Gobierno de Puerto Rico  
<http://www.salud.gov.pr/Pages/default.aspx>

### NCLEX-RN

- NCLEX-RN examination and state registration

- [www://ncsbn.org](http://www.ncsbn.org)
- National Licensure Compact  
<http://youtu.be/KgYXULIGoa8>
  - Online NCLEX Review Maternity lecture  
<http://youtu.be/NQeBDGkikYk>
  - Ten Questions and Answers about Taking the NCLEX-RN  
<http://www.nсна.org/CareerCenter/CareerPrep.aspx>
  - Elsevier  
<http://evolve.elsevier.com> (access you're Student Resources)
  
  - WHO Patient Safety Curriculum Multiprofessional  
[http://www.who.int/patientsafety/education/curriculum/course1\\_handout.pdf](http://www.who.int/patientsafety/education/curriculum/course1_handout.pdf)  
[http://www.who.int/patientsafety/education/curriculum/Curriculum\\_Tools/en/index2.html](http://www.who.int/patientsafety/education/curriculum/Curriculum_Tools/en/index2.html)

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