

SYLLABUS

TITLE: Medical and Surgical 1 - Clinical

COURSE CODE: ENL 341

PREREQUISITES:

On-site Education: BIO 101, ENF 101, ENL 101

Distance Education: QUI 118, BIO 102, ENF 101 or ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 341

COREQUISITE:

On-site Education: None

Distance Education: ENF 341T, ENF 342T, ENL 342

CREDITS: Four (4) credits (3 clinical and simulation credits, 120 hours; and one (1) credit skills laboratory, 30 hours.)

DESCRIPTION

The course provides practical experiences and application of nursing care considering growth and development stages of the adult and elderly client. Emphasizes Sister Callista Roy theory's modes of physiological adaptation and role function. In addition, it includes the application of the nursing process with adult and elderly clients during perioperative phases. It promotes adaptation by applying the nursing process in the respiratory, cardiovascular, hematopoietic, urinary/renal, and reproductive systems.

JUSTIFICATION

Nursing practice should be structured around four essential components: person, health, environment, and nursing. The description and integration of these components is essential to provide the student with relevant skills and tools that lead to a critical and systematic analysis of these components. Students use the nursing process as a scientific tool to plan and evaluate the care of the individual and family.

It requires applying Sister Callista Roy's adaptation model to stimulate critical analysis of biopsychosocial and spiritual aspects of the adult client and how their adaptation is altered in physiological, self-concept, role function, and interdependence modes.

COMPETENCIES, LEVEL III

At the end of this clinical course, students will be able to:

1. Apply leadership knowledge and skills and improve quality and safety when intervening with adult clients in perioperative phases. *Ess. II*
2. Use technology and information management for safe and quality care of the adult and elderly client. *Ess. IV*
3. Identify health policies to intervene with adult and elderly clients with maladaptive behaviors. *Ess. V*
4. Apply communication and interprofessional collaboration skills in the coordination of adult and elderly client care. *Ess. VI*
5. Consider beliefs, values, attitudes, and practices of the adult and elderly client related to health promotion and disease prevention when applying the nursing process. *Ess. VII*
6. Design nursing interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention. *Ess. VII*
7. Value professional behaviors by integrating knowledge, skills, and attitudes of the nursing profession. *Ess. VIII*
8. Offer nursing care to the adult and elderly client in structured health care environments. *Ess. IX*

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents, which are available on the Web under the different organizations:

- American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.
- American Nurses Association (2017). *Guide to the Code of Ethics for Nurses with Interpretive Statements* Washington, DC: Author.
- American Nurses Association (2015). *Nursing: Scope and Standards of Practice (3rd ed.)*. Washington, DC: Author.
- American Nurses Association (2010). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC: Author.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.] San Juan, P.R. Author.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2008). *Código de ética* [Code of Ethics], San Juan P.R. Author.
- Department of Health and Human Services: *Institutional Review Boards and the HIPAA Privacy Rule Information for Researches*, Review on July 10, 2017. Retrieved September 17, 2018 from [http: https://www.hhs.gov/hipaa/index.html](http://www.hhs.gov/hipaa/index.html)

CONTENT

- I. Adaptation process through the stages of adulthood and of development of body image
 - A. Consider the stages of growth and development of young, middle, and late adulthood when planning and providing client care
 1. It includes the following areas of development:
 - a. Biopsychosocial adjustments of the adult client
 - b. Theories of aging
 - c. Physiological changes
 - d. Adult client health care
 - B. Offer care to the adult and elderly considering:
 1. Alterations and changes in body image
 2. Theories of body image disturbance
 3. Factors affecting body image
 4. Stages of body image development
 5. Critical thinking to identify physiological and pathological changes
 - C. Measure and interpret vital signs and summarize data when intervening with adult and elderly clients at different growth and development stages
 - D. Evaluate cultural diversity of adult and elderly client according to their current growth and development stage
- II. Institution's philosophy, rules, and policies

- A. Orientation by institution staff
 - B. Reading of administrative policies and procedures manuals
 - C. Post-conference discussion of the institution's philosophy, rules, and policies
- III. Nursing process applied to adults and elderly with maladaptive behaviors in the need of oxygenation
 - A. Nursing assessment in clients with needs in the function of fluids, electrolytes, and acid-base balance
 - 1. Physiological
 - a. Age-related changes in fluid and electrolyte maintenance and acid-base balance
 - 2. Self-concept
 - 3. Role function
 - 4. Interdependence
 - B. Nursing interventions in health promotion and maladaptive behaviors related to the function of fluids, electrolytes, and acid-base balance
 - 1. Blood sampling
 - a. Interpreting altered results
 - 2. Intravenous therapy
 - a. Identification and differentiation of intravenous solutions
 - b. Venous canalization
 - c. Liquid intake and output (I & O)
- IV. Nursing process applied to adults and elderly with maladaptive behaviors in different phases of the surgical process
 - A. Nursing assessment with needs during perioperative phases (preoperative, intraoperative, and postoperative)
 - 1. Physiological
 - a. Identify adaptive and maladaptive behaviors by making a nursing progress note and physical assessment
 - b. Participate in preoperative check
 - c. Efficiently plays the role of educator with the client and family
 - d. Considers ethical, legal, social, moral, and spiritual responsibility in planning and execution stages for each phase of the surgical process
 - B. Nursing interventions in health promotion and maladaptive behaviors during the phases of surgical process
 - 1. Operating room techniques
 - a. Sterile handwashing (surgical)
 - b. Use of sterile clothing

2. Exercises during the surgical phases
 - a. Breathing exercises
 - b. Spirometer use (incentive spirometry)
 - c. Position changes, movement, and lower extremities exercises
 3. Evaluate and performs nursing orders and actions related to different phases of the surgical process in collaboration with the health team
- IV. Nursing process applied to adults and elderly with maladaptive behaviors in the need of oxygenation: respiratory, cardiovascular, hematopoietic
- A. Nursing assessment with oxygenation needs in adaptive modes
 1. Physiological
 - a. Physical examination / age-related changes
 - 1) Respiratory system
 - 2) Cardiovascular system
 - 3) Hematopoietic system
 - b. Diagnostic assessment
 1. Interpretation and analysis of diagnostic tests
 2. Self-concept
 3. Role function
 4. Interdependence
 - B. Nursing interventions in health promotion and maladaptive behaviors of oxygenation.
 1. Nasal and paranasal sinus assessment
 2. Thorax and lungs assessment
 3. Suction
 - a. Pharyngeal
 - b. Endotracheal
 - c. Tracheotomy
 4. Tracheostomy care
 5. Management of patient with chest drainage.
 6. Performing EKG and reading cardiac rhythm strips
 7. Anti-embolism stockings (SCD)
 8. Management of patient with central venous pressure (CVP)
 9. Central line care
 10. Blood transfusion and its derivatives
 11. Values communication skills by promoting interpersonal relationships and interaction with interdisciplinary team
 12. Coordinate client care with interdisciplinary team members to meet the identified needs of the client
 13. Value client education to promote adaptability

V. Nursing process applied to adults and elderly with maladaptive behaviors in the need of elimination

- A. Nursing assessment with elimination needs in adaptive modes
 - 1. Physiological
 - a. Physical examination / age-related changes
 - 1) Urinary/renal system
 - b. Diagnostic assessment
 - 1) Interpretation and analysis of diagnostic tests
 - 2. Self-concept
 - 3. Role function
 - 4. Interdependence
- B. Nursing interventions in health promotion and maladaptive behaviors in urine elimination
 - 1. Simple urinary catheterization
 - 2. Insertion and removal of indwelling urinary catheter (foley cath)
 - a. Care of urinary catheter area
 - b. Sterile urine sample collection from a closed system
 - c. Urine irrigation
 - 3. Placement and removal of external (condom) catheter
 - 4. Nursing care to hemodialysis and peritoneal dialysis client

VI. Nursing process applied to the adult and elderly client with maladaptive behaviors in the role function

- A. Nursing assessment with reproductive needs in adaptive modes
 - 1. Physiological
 - a. Physical examination / age-related changes
 - 1) Female and male reproductive system
 - b. Diagnostic assessment
 - 1) Interpretation and analysis of diagnostic tests
 - 2. Self-concept
 - 3. Role function
 - 4. Interdependence
- B. Nursing interventions in health promotion and reproductive maladaptive behaviors
 - 1. Identify adaptive and maladaptive behaviors by making a nursing progress note and physical assessment
 - 2. Efficiently plays the role of educator with the client and family

3. Considers ethical, legal, social, moral, and spiritual responsibility when planning and executing the management of the client with maladaptive reproductive behaviors
4. Participate in the management of adult clients with sexually transmitted diseases
5. Maintains strict confidentiality and privacy when directly handling client and family information
6. Assists female and male client during breast self-examination

METHODOLOGY

Instructional strategies

Demonstrations
 Presentation of procedures
 Simulations
 Execution of procedures
 Videos
 Practice exercises

Clinical area experiences

Employ physical examination
 Carry out progress report and use respective instruments
 Nursing drug card
 Clinical practice portfolio
 Professional portfolio
 Care plans
 Teaching plan
 Pre-conference / post-conference
 Direct care for adult clients in various clinical areas
 Performance of procedures
 Medication administration

LEARNING EVALUATION

Clinical laboratory:

Skills laboratory	10%
Clinical simulation	10%
OSCE	10%
Clinical performance	25%
Teaching plan	10%
Nursing process	25%
Care Plan (2)	
Clinical practice portfolio	<u>10%</u>
Total	100%

LEARNING ASSESSMENT

Chain notes
Rubrics
Concept map

BIBLIOGRAPHY

TEXTBOOK

Ignatavicius, D. D., Workman, M. L. & Rebar, C. R. (2018). *Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care* (9th ed.). St. Louis: Elsevier.

REFERENCE BOOKS

Bickley, L. S. (2017). *Bates' Guide to Physical Examination and History Taking*. (12th ed.). Philadelphia: Lippincott Williams and Wilkins.

Carpenito, L. (2016). *Nursing Diagnosis Application Clinical Practice*. (15th ed.). Philadelphia: Lippincott Williams and Wilkins.

Ignatavicius, D. D., & Workman, M. L. (2016). *Medical-Surgical Nursing: Critical Thinking for Collaborative Care* (8th ed.). Philadelphia: W.B. Saunders Company.

Roy, C. (2009). *The Roy Adaptation Model: The Definitive Statement*. (3rd ed.). New Jersey: Prentice Hall.

Smeltzer, S. C., & Bare, B. (2017). *Medical-Surgical Nursing* (14th ed.). Philadelphia: Lippincott.

Smith, S. F., Duell, D., Martin, B. C. & González, L. (2017). *Clinical nursing skills: basic to advanced skills*. (9th ed.). Boston: Pearson.

Smith, S., Duell, D., Martin, B., Aebersold, M. & González, L. (2017). *Habilidades para enfermería clínica. (9th ed)*. [Skills for Clinical Nursing] (9th ed). Pearson: Prentice Hall.

Swearingen, P. (2017). *All-In-One Care Planning Resource* (5th ed.). St. Louis, Missouri
Elsevier Mosby.

ELECTRONIC RESOURCES

<http://www.wbsaunders./SIMON/Iggy/>

Agency for Health Care Policy and Research

<http://www.ahcpr.gov/>

American Medical Association

<http://www.ama-assn.org/>

Association of Nurses in AIDS Care

<http://www.nursesinaidsare.org>

www.birthdefects.org

Cancer net

www.cancer.net

Center for Food Safety and Applied Nutrition

<http://www.fda.gov/AboutFDA/CentersOffices/OfficeofFoods/CFSAN/default.htm>

Center for Disease Control and Prevention (CDC)

<http://www.cdc.gov>

Center for Disease Control and Prevention/National Immunization Program

<http://www.cdc.gov/vaccines/>

Center for Disease Control and Prevention/National Center for Health Statistics/ United States Growth Charts: Data files 2000

www.cdc.gov/growthcharts/-+

Denver developmental screening materials

www.denverii.com

Food and Drug Administration

<http://www.fda.gov/>

Health Care Information and Management Systems Society

<http://www.himss.org/>

HHS for kids (U.S. Department of Health and Human Services)

www.hhs.gov/kids

Healthy People 2020

www.health.gov/healthypeople/state/toolkit

www.health.gov/healthypeople/state/toolkit

Find more information resources related to the course topics on the library page
<http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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