SAGRADO

Universidad del Sagrado Corazón

DEPARTMENT OF NATURAL SCIENCES
NURSING PROGRAM

SYLLABUS

TITLE: Fundamentals of Nursing

COURSE CODE: ENF 101

PREREQUISITES:

    On-site: None

    Distance Education: QUI 118, BIO 102

COREQUISITE:

    On-site: None

    Distance Education: ENF 231

CREDITS: Three (3) credits, 45 hours

DESCRIPTION

This course is the fundamental basis of nursing knowledge and skills. Includes the integration of concepts related to biological and behavioral sciences, ethical, moral, and legal aspects, history of nursing, standards of nursing practice, research and evidence-based practice (EBP), communication, health-illness continuum, and education to the client and family. In addition, it trains students in the development of the necessary skills to offer nursing care to individuals, families, and communities; in the process of satisfying their basic needs and during their period of grief and loss, by applying the nursing process, Sister Callista Roy's adaptation model, NANDA, NOC, and NIC.

JUSTIFICATION

This is a general and basic course because it constitutes the core of nursing knowledge. Nursing being a socio-humanistic profession, it is essential for students to develop sensitivity to value the individual as a holistic entity in continuous adaptation during the life cycle within a dynamic environment. Nursing care requires creativity, sensitivity, and application of scientific knowledge using critical judgment. Therefore, it is necessary for students to acquire knowledge and develop essential tools that will guide them to continue the subsequent courses and offer quality nursing care to the client, family, and community.

COMPETENCIES, LEVEL II

At the end of the course, the student will be able to:

1. Identify quality and safety nursing services consistent with professional knowledge when providing health care. *Ess. II*

2. Identify research findings to ensure the best scientific evidence-based practices. *Ess. III*
3. Apply research findings when designing care plans for their practices in various situations and health scenarios. *Ess. III*

4. Discuss the use of technology and information management in client care to offer quality nursing attention. *Ess IV*

5. Distinguish health care policies and their influence on nursing practice. *Ess v*

6. Discuss communication skills and interpersonal relationships necessary when interacting with colleagues and other health professionals. *Ess. VI*

7. Distinguish the different levels of prevention (primary, secondary, and tertiary) in health promotion and disease prevention of the client. *Ess. VII*

8. Identify professional behaviors and values. *Ess. VIII*

9. Offer basic nursing care to the adult client and family in different health care environments. *Ess. IX*

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice. Washington, DC:* Author.

American Nurses Association (2015). *Code of Ethics for Nurses: with Interpretive Statements.* Washington, DC: Author.

American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author

American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant.* (4th 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 of Researches, September 25, 2003B. Retrieved June 9, 2014 from https://privacyruleandresearch.nih.gov/irbandprivacyrule.asp

CONTENT

I. Evolution of the nursing profession and health services

   A. Introduction to nursing
      1. Definition of nursing
      2. Nursing history
         a. Historical perspectives
            1) Ancient civilizations
      3. History of nursing worldwide
      4. History of nursing in Puerto Rico
   B. Contemporary nursing practice
      1. Customer-centered nursing care
      2. Health and wellness promotion
         a. Factors that have influenced contemporary nursing practice
         b. Importance of computer skills and technology in safe client care
      3. Disease prevention
      4. Health restoration
      5. Rehabilitation
      6. Hospice and palliative care of the seriously ill client, family, and significant people
         a. Principles of hospice and palliative care
         b. Definition criteria for "terminally ill patient"
         c. Nursing goals in palliative care
         d. Cultural and spiritual considerations
         e. Self-care of the family and professional caregiver

II. Roles and responsibilities of the nursing professional

   A. Responsibility as a profession
   B. Categories by levels of academic preparation and competencies in nursing practice
   C. Functions and roles as a profession:
      1. Administrative function
         a. Care supervisor
         b. Leadership, management, and entrepreneurship
      2. Teaching role
      3. Investigative function
   D. Expanded roles
   E. Current and future trends in nursing practice
   F. Types of service
   G. Organizations:
      1. National and International
      2. Puerto Rico

I. Nursing Theorists
   1. Florence Nightingale
   2. Hildegard E. Peplau
   3. Virginia Henderson
   4. Dorothy E. Johnson
   5. Martha E. Rogers
   6. Imogene M, King
   7. Dorothea E. Orem
   8. Betty Neuman
   9. Sister Callista Roy
J. Legal, ethical, and moral aspects in nursing
   1. Ethical and moral concepts:
      a. Definition of ethic and morality
      b. Ethical principles of care
      c. Veracity
      d. Fidelity
      e. Confidentiality
      f. Charter of Patient's Rights
      g. Code of ethics for nurses
      h. Code of Ethics of the College of Nursing Professionals of Puerto Rico
      i. Nursing practice standards
      j. National Health and Safety Goals
K. Laws regulating nursing practice in Puerto Rico
   1. Act 254 of December 31, 2015
   2. Act 82 of June 1, 1973
   3. Act 11 of June 23, 1976
L. Ethics and federal laws in nursing practice:
   1. Patient's right to self-determination
      a. Advance directives
      b. Do-not-resuscitate order (DNR order)
      c. Do-not-intubate order (DNI order)
   2. Euthanasia vs. assisted suicide
   3. Organ donation

III. Nursing process in health promotion of client-family and significant people

A. Critical thinking skills
   1. Critical thinking abilities
   2. Elements and standards of critical thinking
   3. Characteristics of a critical thinker
   4. Attitudes that foster critical thinking in nursing

5. Clinical judgment and nursing practice
6. Development of critical thinking skills and attitudes

B. Critical thinking in nursing practice:
1. Decision making in nursing
2. Problem-solving method
3. Scientific method
4. Investigation

C. Nursing process and its application in the field of health care.
1. Definition
2. Medical Model vs. Nursing Process
3. Steps or phases in the nursing process application:
   a. Assessment
      1) Definition of the concept and critical thinking skills in the process of assessing health needs
      2) Significance of data when obtaining health information of the client-family and significant people:
         a) Type of data
         b) Sources for data collection
      3) Methods to obtain data on the health needs of the client-family and significant people:
         a) Observation
         b) Interview
         c) Physical assessment
         d) Review of records and diagnostic reports
         e) Findings in interdisciplinary collaborative management
      4) Steps to follow in nursing assessment process
      5) Sister Callista Roy's adaptation model and its application in nursing assessment phase
         a) Essentials of the adaptation model.
         b) Model components
         c) Adaptation modes:
            i. Physiological
            ii. Self-concept
            iii. Interdependence
            iv. Role function
         d) Types of stimuli
         e) Introduction to Marjory Gordon's functional health patterns
   b. Nursing diagnosis
      1) Definition of concepts and critical thinking skills in the process of identifying current and at-risk health needs

2) Nursing diagnoses according to International's Taxonomy: North American Nursing Diagnosis Association (NANDA)
3) Diagnostic statement using the PES method
4) Establishing a priority order

c. Expected outcome
1) Definition of concepts and critical thinking skills in the process of determining what the nursing care expected outcomes are
2) Nursing expected outcomes classification: NOC (Nursing Outcomes Classification)

d. Nursing planning
1) Types of planning
2) Critical thinking skills in the care planning process for client-family and significant people:
   a) Setting priorities in nursing care
   b) Formulating expected outcomes in client care
   c) Objective of expected outcomes
   d) Writing short and long term expected outcomes
   e) Relationship between expected outcomes and nursing diagnosis
   f) Components of expected outcome statements
   g) Selection of nursing strategies, interventions, and activities
3) Care plan development format:
   a) Individualized or traditional
   b) Standardized
   c) Computerized
   d) Protocols

4. Important elements in care plan writing:
a. Prioritization
b. Objectives and expected outcomes
c. Writing nursing orders
d. Delegation of implementation
e. Intervention
   1) Critical thinking skills in the implementation/intervention process
   2) Nursing Intervention Classification (NIC)
   3) Selection of nursing strategies or interventions
   4) Criteria for selecting interventions
   5) Types of nursing interventions:
      a) Independent
      b) Dependent
      c) Interdependent
f. Evaluation

       1) Definition of concepts
       2) Purpose
       3) Critical thinking skills in the evaluation process
       4) Components of evaluation process:
          a) Obtaining re-assessment data
          b) Comparison of data obtained in the evaluation against the expected outcomes

IV. Clinical communication and documentation in nursing care

   A. Communication process
      1. Definition
      2. Types of communication
      3. Elements in the communication process
      4. Factors and barriers affecting communication
      5. Ingredients of therapeutic communication
      6. Nursing communication
   B. Interview
      1. Definition
      2. Phases
      3. Techniques
   C. Help relationship
      1. Definition
      2. Phases
   D. Documentation of medical record
      1. Documentation purpose
      2. Types of records
      3. Documentation formats:
         a. Nursing notes
           1) FOCUS Charting
           2) Narrative
           3) Electronic health record registration
   E. Research and Evidence-based Practice (EBP)
      1. Definition of concepts
      2. Importance, similarities, and differences of:
         a. Nursing research
         b. Evidence-based practice (EBP)

V. Health promotion and maintenance through education of the client-family and significant people

A. Definition of basic learning principles: teaching, learning, pedagogy, andragogy, and geragogy
B. Purposes of client-family education.
C. Types of learning:
    1. Cognitive
    2. Psychomotor
    3. Affective
D. Factors affecting teaching-learning process:
    1. Environment
    2. Sociocultural beliefs
    3. Motivation
    4. Emotional disposition
    5. Reinforcement
E. Factors affecting teaching-learning process:
    1. Physical limitations
    2. Cultural differences
    3. Age
    4. Motivations
    5. Others
F. Education topics for client-family and significant people:
    1. Health promotion and maintenance and disease prevention
    2. Health restoration
    3. Coping in cases of disrupted functioning
G. Steps of teaching-learning process:
    1. Learning needs assessment of client-family and significant people
    2. Nursing Diagnosis (NANDA)
    3. Expected learning outcomes
    4. Planning
        a. Thematic planning
        b. Selecting instructional strategies:
            1) Type of strategy
            2) Client-family's ability and willingness to learn
                a) Children and teenagers
                b) Adults and seniors
        c. Time
        d. Evaluation of expected outcomes:
            1) Assessment strategies
            2) Results
    5. Documentation
        a. Teaching plan format

VI. Client-family adaptation process in health-disease continuum

    A. Perception of health and illness
        1. Health-disease continuum
           a. Definition of health
           b. Optimal health
           c. Homeostasis
           d. Disease
               1) Definition
               2) Stages
               3) Prevention levels
               4) Definition of signs, symptoms, and syndrome
               5) Categorization
               6) Impact of illness on family and significant people
               7) Basic causes of illness or maladaptive behavior
                   a) Congenital anomalies
                   b) Inflammation
                   c) Mechanical and physical disturbances
                   d) Degenerative process
    B. Factors affecting health-disease continuum
        1. Stress
           a. Definition
           b. Characteristics
           c. Normal coping mechanisms
           d. Factors affecting coping mechanisms
           e. Nursing intervention
        2. Crisis
           a. Definition
           b. Nursing Intervention
    C. Infection prevention and control
        1. Definitions of terms
        2. Infection cycle
        3. Normal body defenses
           a. Specific
           b. Not specific
        4. Stages of infection progress
        5. Manifestations of infection
        6. Infectious agents
        7. Factors affecting normal resistance to infection
        8. Infections associated with health institutions (Nosocomial infections)
        9. Medical and surgical asepsis

       10. Isolation precautions

          a. Isolation categories

          b. Transmission-based isolation precautions

       11. Application of the nursing process in infection control and prevention

VII. Nursing process applied to the client

  A. Assessment

     1. Vital signs

        a. Body temperature

           1) definition

           2) body's temperature-regulating mechanism

           3) factors affecting body temperature

           4) relevant scientific principles

           5) effects of cold and heat application

        b. Breathing

           1) definition

           2) characteristics

           3) factors affecting breathing

           4) types of breathing

           5) scientific principles

        c. Pulse

           1) definition

           2) characteristics

           3) factors affecting apical and radial pulse

           4) areas where pulse may be palpated

           5) scientific principles

        d. Blood pressure

           1) definition

           2) normal characteristics and values

           3) affecting factors

           4) scientific principles

        e. Pain

           1) Definition and characteristics

           2) Types

           3) Perception and reaction

           4) Nursing interventions in the management of pain and suffering

  B. Nursing process applied to the basic needs of the client, family, and significant people

     1. Activity and rest

        a. Rest and sleep

           1) Normal characteristics of rest and sleep

        2) Factors affecting rest and sleep
        3) Nursing intervention
    b. Activity
        1) Normal motor function
           a) Body mechanics
           b) Range of motion exercises
           c) Movement types
           d) Factors affecting mobility
           e) Relevant scientific principles
           f) Nursing intervention
               i. Passive exercises
              ii. Preparing to walk
             iii. Ambulation

2. Client hygiene
    a. General concepts
        1) Definition
        2) Skin function
        3) Relevant principles in client hygiene

3. Safety in care environment
    a. Factors affecting security
    b. Accident causes and prevention
    c. Clients with risks of accidents or traumas
    d. Safety measures in client-family care
    c. Application of the nursing process in care environment safety

4. Nutrition
    a. Definition of nutrition
    b. Essential nutrient
    c. Food pyramid
    d. Factors affecting nutrition
    e. Nutritional assessment
    f. Problems related to nutrition
        1) Overweight
        2) Obesity
        3) Underweight
        4) Starvation
    g. Nursing intervention
        1) Therapeutic diets
        2) Enteral nutrition
        3) Total parenteral nutrition

5. Balance of liquids and electrolytes in client's health

          a. Assessment
             1) Definition of terms
                a) Intake and output
             2) Normal fluid intake and electrolyte balance
             3) Factors affecting liquid and electrolyte balance

6. Fecal and urinary elimination
    a. Importance
    b. Factors affecting normal fecal and urinary elimination
    c. Changes in fecal and urinary elimination throughout the life cycle
    d. Common problems in fecal elimination: constipation, fecal impaction, diarrhea, fecal incontinence, and flatulence
    e. Changes in urine production and output: polyuria, oliguria, anuria, frequency, urgency, dysuria, and incontinence
    f. Nursing process application

7. Oxygenation
    a. Normal respiratory function
    b. Factors affecting breathing
    c. Common respiratory problems
        1) Hypoxia
        2) Changes in respiratory function
        3) Airway obstruction
    d. Nursing process application

C. The process of dying and care of the corpse
    1. Development of the concept of death
    2. Stages of grief and loss
    3. Spiritual needs of the terminally ill client, family, and significant people
    4. End-of-life physical signs
    5. Care of the dead body

METHODOLOGY

ON-SITE EDUCATION

Conference
Power point presentations
Formative discussion of study guides
Active-learning exercises:
    Small group discussions
    Teaching plan
    Educational plan
    Bibliographic record
    Simulation games
    Audio-visual aids

DISTANCE EDUCATION

Discussion forums
Active-learning exercises:
    Hypothetical situations
    Teaching plan
    Care plan
Study guides
Power point presentations

LEARNING EVALUATION

ON-SITE EDUCATION

Theory
                            75%

Partial exams and quizzes	25%
Active learning exercises	10%
Care plan	15%
Educational plan	15%
Study guides	10%

Final exam   <u>25%</u>

Total 100%

DISTANCE EDUCATION

Theory
                            75%

Partial exams and quizzes	25%
Discussion forums	10%
Care plan	15%
Educational plan	15%
Study guides (Active learning)	10%

Final exam   <u>25%</u>

Total 100%

LEARNING ASSESSMENT

Chain notes
Focused listing
Memory matrix
Checklist
Muddiest point
Application cards
Rubrics

BIBLIOGRAPHY

TEXTBOOK

Craven, R., Hirnle, C. & Henshaw, C. (2017). *Fundamentals of Nursing: Human Health and*

    Function. (8th ed). Philadelphia: Wolters Kluwer │Lippincott Williams & Wilkins.

REFERENCE BOOKS

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education*

    for Professional Nursing Practice Washington, DC: Author.

American Nurses Association (2015). *Code of ethics for nurses: with interpretive statements.*

    Washington, DC: Author.

American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)*

    Washington, DC: Author.

American Nurses Association (2015). *Guide to Nursing's Social Policy Statement:*

    Understanding the Profession from Social Contract to Social Covenant (4th ed.).

    Washington, DC: Author.

Carpenito-Moyet, L. (2016). *Nursing Care Plans: Transitional Patient & Family Centered Care*

    (15th ed.). Philadelphia: Wolters Kluwer │Lippincott Williams & Wilkins.

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 Author.

McCuistion, L.; Vuljoin-DiMaggio, K.; Winton, M. & Yeager, J. (2018). *Pharmacology A*

    Patient-Centered Nursing Process Approach.. (9th ed.). St. Louis: Elsevier.

Pagana, K. & Pagana, D. (2019). *Mosby's Diagnostic and Laboratory Test Reference.* (14th ed).

    St. Louis: Mosby.

Perry, A.E. & Potter, P.A. (2019). *Clinical Nursing Skills and Techniques*. (9th ed.). St. Louis:

    Mosby.

Potter, P. & Perry, A. (2017). *Fundamentals of Nursing* (9th ed). St. Louis: Mosby Elsevier.

Roy, C. (2009). *The Roy Adaptation Model.* (3rd ed.). New Jersey: Pearson Education, Inc.

JOURNALS

    http://cpepr.org/revista-impulso
    http://ejournals.ebsco.com/Journal2.asp?JournalID=108116
    RN
    AJN
    Others in CINAHL

ELECTRONIC RESOURCES

    Agency for Health Care Policy and Research
    http://www.ahcpr.gov/

    American Academy of Allergy, Asthma, and Immunology
    http://www.nlu.edu/appcc

    American Diabetes Association
    http://ww.diabetes.org/

    American Heart Association
    http://www.amhrt.org/

    American Medical Association
    http://www.ama-assn.org/

    Association of Nurses in AIDS Care
    http://www.anacnet.org/aids

    www.birthdefects.org

    Cancer Net (National Cancer Institute
    http://www.ncc.go.ip/cnet.html.

Center for Food Safety and Applied Nutrition
http://vm.cfaan.fda.gov/
Center for Disease Control and Prevention (CDC)
http://www.cdc.gov

Centers for Disease Control and Prevention – Diabetes, Home Page
http://www.cdc.gov/nccdphp/ddt/ddthome.htm
College of Nursing Professionals in Puerto Rico (2008).
www.cpepr.org

Cummulative Index to Nursing and Allied Health
www.cinahl.com (note covers data from 1982 to the present of references from more than 1,200 journals)

http://thepoint.lww.com/cravencn6e
Food and Drug Administration
http://www.fda.gov/

Health Care Information and Management Systems Society
http://www.healthtouch.com

Medical/Health Sciences Libraries on the Web
http://www.arcade.uiowa.edu/hardin-www/hslibs.html

Medical Information
http://www.informed.org

Medical Information
http://www.NLM.NIH.gov
Medis
http://www.docnet.org.uk/medis/search.html

Medscape
http://www.medscape.com

National Institutes of Health
http://www.nih.gov/

National Library of Medicine
http://www.nlm.nih.gov/

New York Online Access to Health
http://www.noah.cuny.ed/

www.nursing.creighton.edu/isong
www.nursefriendly.com

www.painmed.org
www.sleepapnea.org
www.surgeongeneral.gov/
www.vital-signs.com

Virtual Nurse
http://www.wholenurse.com

World Health Organization
http://www.who.org
www.nursing.creighton.edu/isong
www.nursefriendly.com
www.painmed.org
www.sleepapnea.org
www.surgeongeneral.gov/
www.vital-signs.com

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.