

SYLLABUS

TITLE: Medical and Surgical 2 - Clinical

COURSE CODE: ENL 342

PREREQUISITES:

On-site Education: ENF 206, ENF 230, ENF 231, ENF 341, ENL 341

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, ENF 342

COREQUISITES:

On-site Education: None

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

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

DESCRIPTION

This course provides knowledge for the integration of concepts, theories, and skills when carrying out nursing interventions, taking into consideration growth and development stages of the adult and the elderly. It emphasizes physiologic modes of protection, activity and rest, nutrition, neurologic and endocrine functions, and senses by promoting interprofessional relationships and offering safety and quality care through research findings. Facilitates adaptation by applying ethical, moral, and legal aspects when exercising the nursing process.

JUSTIFICATION

Nursing practice should be structured around four essential components: person, health, environment, and nursing. Description and integration of these components is crucial to provide students with relevant skills and tools that lead to a critical and systematic analysis of these elements. 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 the critical analysis of the individual's bio-psychosocial aspects and how its adaptation to the

physiological modes of neurologic and endocrine function, senses, activity and rest, protection, and nutrition is altered.

LEVEL III COMPETENCES

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

1. Show leadership skills by participating in client-oriented quality and safety initiatives, recognizing the complexity of the healthcare system, and involving the adult client, family, and interprofessional team. *Ess II*
2. Select appropriate evidence-based research findings according to the problems identified in the health care scenario. *Ess III*
3. Apply scientific evidence and critical judgment when providing customer-centered health care in collaboration with interprofessional team. *Ess III*
4. Use technology and information management for safe and quality care of the adult client. *Ess IV*
5. Study the roles of regulatory agencies in relation to safe and quality care of the client and its implications in nursing practice. *Ess V*
6. Use collaborative and interprofessional communication skills to provide patient-centered care. *Ess VI*
7. Be considerate about the adult client's beliefs, values, attitudes, and practices in relation to health promotion and disease prevention when applying the nursing process. *Ess VII*
8. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention. *Ess VII*
9. Value professional behaviors by integrating knowledge, skills, and attitudes of the nursing profession. *Ess VIII*
10. Offer acute 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:

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

American Nurses Association (2015). *The Guide to the Code of Ethics for Nurses: Interpretation and Application*. Washington, DC: Author ISBN: 1-55810-176-4

American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author ISBN: 1-55810-215-9

American Nurses Association (2015). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC: Author ISBN: 1-55810-214-0

CONTENT

- I. Comprehend the institution's philosophy, norms, and policies
 - A. Orientation by institution staff
 - B. Reading of manuals, norms, and administrative procedures
 - C. Post-conference discussion about the institution's philosophy, norms, and policies
- II. Nursing process applied to adults with adaptation problems in the physiologic requirement of protection
 - A. Adaptation mode behavior assessment
 - 1. Physiological
 - a. Physical examination / age-related changes
 - 1) Skin
 - 2) Hair
 - 3) Nails
 - b. Diagnostic assessment
 - 1) Blood count
 - 2) Arterial blood gases
 - 3) Pulse oximetry
 - 4) EKG
 - 5) Hemodynamic monitoring
 - 6) Microbiological culture
 - 7) Biopsy
 - 8) Wood's Lamp Examination
 - 9) Diascopy
 - 2. Self-concept
 - 3. Functional role
 - 4. Interdependence
 - B. Adaptation mode stimuli assessment
 - 1. Focal
 - a. Ineffective behaviors of skin disorders
 - 1) Pressure injuries or ulcers
 - 2) Psoriasis
 - 3) Skin infections
 - 4) Trauma and wound healing phases
 - 5) Skin cancer
 - b. Ineffective behaviors of burn-injured patients
 - 1) Classification of burn injuries
 - 2) Health promotion and prevention

- 3) Resuscitative phase of burn injury
 - 4) Acute phase of burn injury
 - 5) Rehabilitation phase of burn injury
 - 2. Contextual
 - 3. Residual
 - C. Adaptation mode NANDA nursing diagnoses
 - D. Health promotion and maladaptive behaviors (NOC) goals
 - E. Nursing interventions in health promotion and maladaptive coping behaviors (NIC)
 - 1. Skin, hair, and nails assessment
 - 2. Healing of wounds and ulcers
 - 3. Changing surgical drainage systems
 - 4. Value communication skills by promoting interpersonal relationships and interaction with interdisciplinary team
 - 5. Coordinate client care with members of the interdisciplinary team to meet identified needs
 - 6. Value client education to promote adaptation
 - F. Evaluation of established goals
- III. Nursing process applied to adults with adaptation problems in the physiologic requirement of activity and rest
- A. Adaptation mode behavior assessment
 - 1. Physiological
 - a. Physical examination / age-related changes
 - i. Bones
 - ii. Joints
 - iii. Muscles
 - b. Diagnostic assessment
 - i. Blood count
 - ii. Tests
 - iii. Biochemical markers
 - iv. Imaging
 - v. Biopsies
 - 2. Self-concept
 - 3. Functional role
 - 4. Interdependence
 - B. Adaptation mode stimuli assessment
 - 1. Focal
 - a. Osteoporosis
 - b. Osteomyelitis
 - c. Tumors

- d. Musculoskeletal injuries
 - i. Fractures
 - ii. Amputation
 - iii. Carpal tunnel syndrome
 - 2. Contextual
 - 3. Residual
 - C. Adaptation mode NANDA nursing diagnoses
 - D. Health promotion and maladaptive behaviors (NOC) goals
 - E. Nursing interventions in health promotion and maladaptive coping behaviors (NIC)
 - 1. Musculoskeletal system assessment
 - 2. Application of elastic bandages
 - 3. Values communication skills by promoting interpersonal relationships and interaction with interdisciplinary team
 - 4. Coordinate client care with members of the interdisciplinary team to meet identified needs
 - 5. Value client education to promote adaptability
 - F. Evaluation of established goals
- IV. Nursing process applied to adults with adaptation problems in the physiologic requirement of nutrition
 - A. Adaptation mode behavior assessment
 - 1. Physiological
 - a. Physical examination / age-related changes
 - i. Oral cavity
 - ii. Esophagus
 - iii. Stomach
 - iv. Pancreas
 - v. Liver and gallbladder
 - vi. Small and large intestines
 - b. Diagnostic assessment
 - i. Blood count
 - ii. Tests
 - iii. Coagulation
 - iv. Urine and stool tests
 - v. Imaging
 - vi. Endoscopy
 - vii. Colonoscopy
 - 2. Self-concept
 - 3. Functional role
 - 4. Interdependence

B. Adaptation mode stimuli assessment

1. Focal
 - a. Stomatitis
 - b. Oral cavity cancer
 - c. Gastroesophageal reflux
 - d. Hiatal hernia
 - e. Esophageal cancer
 - f. Gastritis
 - g. Peptic ulcers
 - h. Stomach cancer
 - i. Intestinal obstruction
 - j. Colorectal cancer
 - k. Irritable bowel syndrome
 - l. Hernia
 - m. Hemorrhoids
 - n. Malabsorption syndrome
 - o. Peritonitis
 - p. Stomach flu or gastroenteritis
 - q. Ulcerative colitis
 - r. Diverticulitis
 - s. Cirrhosis
 - t. Hepatitis
 - u. Liver cancer
 - v. Cholecystitis
 - w. Pancreatitis
 - x. Malnutrition
 - y. Obesity
2. Contextual
3. Residual

C. Adaptation mode NANDA nursing diagnoses

D. Health promotion and maladaptive behaviors (NOC) goals

E. Nursing interventions in health promotion and maladaptive coping behaviors (NIC)

1. Gastrointestinal tract assessment
2. Nasogastric tube insertion
3. Nasogastric feeding tube (Gavage)
4. Nasogastric tube removal
5. Gastrostomy, Jejunostomy, and recovery
6. Total Parenteral Nutrition (TPN, PPN or hyperalimentation)
7. Bowel elimination (enema)
8. Ostomy care

9. Values communication skills by promoting interpersonal relationships and interaction with interdisciplinary team
 10. Coordinate client care with members of the interdisciplinary team to meet the identified needs of the client
 11. Value customer education to promote adaptation
- F. Evaluation of established goals

V. Nursing process applied to adults with adaptation problems in the physiologic requirement of the neurologic function

- A. Adaptation model neurological behavior assessment
1. Physiological
 - a. Physical examination / age-related changes
 - b. Neurological assessment
 - c. Diagnostic assessment
 - i. Lumbar puncture, cerebrospinal fluid analysis
 - ii. Handling patients with seizures
 2. Self-concept
 3. Functional role
 4. Interdependence
- B. Adaptation mode stimuli assessment
1. Focal
 - a. Ineffective behaviors of central nervous system
 - b. Ineffective behaviors of peripheral nerve system
 - c. Critical neurological behaviors
 2. Contextual
 3. Residual
- C. Adaptation mode NANDA nursing diagnoses
- D. Health promotion and maladaptive behaviors (NOC) goals
- E. Nursing interventions in health promotion and maladaptive behaviors in neurologic function requirement. (NIC)
1. Neurological assessment
 2. Handling patients with seizures
 3. Demonstrate cultural diversity knowledge when intervening in the adaptability of an adult with needs in adaptation modes
 4. Evaluates necessary quality and safety measures when exercising nursing care for health preservation and promotion in the adult adaptability within the different adaptation modes
- F. Evaluation of established goals

- VI. Nursing process applied to adults with adaptation problems in the physiologic requirement of the sensory function
 - A. Adaptation mode sensory function assessment
 - 1. Physiological
 - a. Physical examination / age-related changes.
 - i. Head and neck sensory function assessment
 - b. Diagnostic assessment
 - i. Self-concept
 - ii. Functional role
 - iii. Interdependence
 - B. Adaptation mode stimuli assessment
 - 1. Focal
 - a. Ineffective visual behaviors
 - b. Ineffective hearing behaviors
 - 2. Contextual
 - 3. Residual
 - C. Adaptation mode NANDA nursing diagnoses
 - D. Health promotion and maladaptive behaviors (NOC) goals
 - E. Nursing interventions in health promotion and maladaptive behaviors in sensory function requirement (NIC)
 - 1. Sensory system assessment
 - 2. Eyes, nose, and ears instillation
 - 3. Value the knowledge of different sources of information, including technological resources, in the nursing role
 - 4. Value leadership concepts related to the nursing profession in the adaptation of the adult with ineffective conditions
 - F. Evaluation of established goals
- VII. Nursing process applied to adults with adaptation problems in the physiologic requirement of the endocrine function.
 - A. Adaptation mode endocrine function assessment
 - 1. Physiological
 - a. Physical examination / age-related changes:
 - i. Head to toe evaluation
 - ii. Palpation of the thyroid gland
 - iii. Thyroid bruit examination
 - b. Diagnostic assessment
 - i. Laboratory tests for diabetic patients: blood, urine, and capillary puncture
 - 2. Self-concept
 - 3. Functional role

4. Interdependence
 - B. Adaptation mode stimuli assessment
 1. Focal
 - a. Ineffective gland behaviors
 - i. Pituitary
 - ii. Thyroid
 - iii. Adrenal
 2. Contextual
 3. Residual
 - C. Adaptation mode NANDA nursing diagnoses
 - D. Health promotion and maladaptive behaviors (NOC) goals
 - E. Nursing interventions in health promotion and maladaptive behaviors in endocrine function requirement (IAS)
 1. Lymph nodes assessment
 2. Laboratory tests for the diabetic patient
 3. Justifies the importance of personal and professional development and improvement of the nursing role to offer optimum quality care and promote the adaptation of the individual
 - F. Established goals assessment
- VIII. Assessment of ethical, legal, social, moral, spiritual, artistic, aesthetic, and humanistic values of the nursing practice in the adaptation of the adult with maladaptive conditions
- A. Advance Directives and Palliative Care
 1. Brain death
 2. Organ donation
 3. Blood components transfusions
- IX. Application of critical thinking in nursing research findings when intervening in the adaptation of adults with ineffective behaviors and their families
- A. Scientific evidence in adults with maladaptive protective behaviors
 - B. Scientific evidence in adults with maladaptive activity and rest behaviors
 - C. Scientific evidence in adults with maladaptive nutrition behaviors
 - D. Scientific evidence in adults with maladaptive neurologic function behavior
 - E. Scientific evidence in adults with maladaptive sensory function behavior
 - F. Scientific evidence in adults with maladaptive endocrine function behavior

PROCEDURES

- Written and oral assignments
- Collaborative group learning
- Interviews
- Self-Tutorial and Nursing Skills Laboratory
- Demonstrations and simulations
- Individual assignments
- Clinical experience
- Multimedia resources
- Information search assignments
- Improvement program participation
- Educational activities
- Quality indicators

COURSE EVALUATION

• Skills laboratory	10%
• Clinical simulation (2)	10%
• ECOE (2)	10%
• Clinical performance	20%
• Scientific Evidence-Based Practice	10%
• Information and technology management	10%
• Case study	<u>10%</u>
TOTAL	100%

LEARNING ASSESSMENT

- Comments on clinical experiences

BIBLIOGRAPHY

TEXTBOOK

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

REFERENCE BOOKS

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

Philadelphia: Lippincott Williams and Wilkins.

Gulanik, M. & Myers, J. L. (2017). *Nursing Care Plans: Diagnoses, Interventions, and Outcome*. (9th ed.). St. Louis, Missouri: Elsevier, Inc.

Pagana, K. & Pagana, D. (2018). *Mosby's Manual Diagnostic and Laboratory Test Reference*. (6th ed). St. Louis: Mosby.

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

Smith, F. S., Duell, D. J. and Martin, B. C., Gonzalez, L. & Aebbersold, M. (2017). *Clinical Nursing Skills: Basic to Advanced Skills*. (8th ed). Boston: Pearson.

ELECTRONIC RESOURCES

Agency for Healthcare Research and Quality

<http://www.ahrq.gov/clinic/epcix.htm>

Alzheimer's Association

http://www.alz.org/health-care-professionals/medical-management-patient-care.asp#patient_management

American Diabetes Association

<http://care.diabetesjournals.org/content/34/6/1249.full.pdf+html>

American Heart Association

http://my.americanheart.org/professional/StatementsGuidelines/ByTopic/TopicsA-C/ACCAHA-Joint-Guidelines_UCM_321694_Article.jsp

American Lung Association

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

Centers for Disease Control and Prevention

www.cdc.gov

Code of Ethics, College of Nursing Professionals of Puerto Rico

<http://cpepr.org/sobre-nosotros/codigo-de-etica>

Healthy People 2030

<http://www.healthypeople.gov>

Institute of Health Care Improvement

<http://www.ihl.org/resources/Pages/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.aspx>

National Quality Forum

<http://www.qualityforum.org/Home.aspx>

Quality and Safety Education for Nurses (QSEN)

<http://www.qsen.org>

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.

All rights reserved | Sagrado | November, 2022