

**SYLLABUS**

**TITLE:** Medical and Surgical 2

**COURSE CODE:** ENF 342

**PREREQUISITES:**

On-site Education: ENF 206, ENF 230, ENF 231, ENF 341, ENL 341, BIO 204  
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

**COREQUISITES:**

On-site Education: None

Distance Education: None

**CREDITS:** Three (3) credits, 45 hours

**DESCRIPTION**

This course provides nursing care knowledge taking into consideration growth and development stages of the adult and the elderly. Focuses on the physiologic modes of protection, activity and rest, nutrition, senses, neurologic function, and endocrine function. Promotes 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 Models 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, students should be able to:

1. Show leadership skills by participating in quality and safety initiatives for the client, recognizing the complexity of the health system, and involving the adult client, his or her family, and the interprofessional team. *Ess II*
2. Select appropriate evidence-based research findings according to the problems identified in the health scenario. *Ess III*
3. Apply scientific evidence and critical judgment by providing customer-centered health care in collaboration with the interprofessional team. *Ess III*
4. Use technology and information management in the 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

American Psychiatric Nurse Association (2014). *Psychiatric-Mental Health Nursing: Scope and Standards of Practice (2<sup>nd</sup> ed.)*. Washington, DC: Author.

## CONTENT

- I. Critical thinking on nursing research findings to provide a client-centered care in collaboration with the interprofessional team
  - A. Application of Evidence-Based Practice (EBP) steps
  - B. PICO(T) format
  - C. Level of scientific evidence
  - D. Clinical guideline sources
  - E. Scientific evidence database
  - F. Application of the Evidence-Based Practice model
  - G. Model for Improvement (PDSA)
- II. Leadership concepts in quality and safety initiatives
  - A. IOM and QSEN concepts and competencies
    - 1. Teamwork and collaboration (SBAR)
    - 2. Information and technology resources applied to patient care (electronic file)
    - 3. Joint Commission and National Patient Safety Goals
    - 4. Healthy People 2030
- III. Nursing process applied to adults with adaptation problems in the physiologic requirement of protection
  - A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation mode behavior assessment
    - 1. Physiological
      - a. Physical examination / changes associated with age
        - 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
- C. 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
    - a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process
- D. Adaptation mode NANDA nursing diagnoses
- E. Health promotion and maladaptive behaviors (NOC) goals
  1. Healthy People 2030 objectives
- F. Nursing interventions in health promotion and maladaptive behaviors (NIC)
  1. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention
- G. Established goals assessment
- IV. Nursing process applied to adults with adaptation problems in the physiologic requirement of activity and rest
  - A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation mode behavior assessment
    1. Physiological
      - a. Physical examination / changes associated with age
        - 1) Bones
        - 2) Joints
        - 3) Muscles
      - b. Diagnostic assessment
        - 1) Blood count
        - 2) Tests

- 3) Biochemical markers
      - 4) Imaging
      - 5) Biopsies
    - 2. Self-concept
    - 3. Functional role
    - 4. Interdependence
  - C. Adaptation mode stimuli assessment
    - 1. Focal
      - a. Osteoporosis
      - b. Osteomyelitis
      - c. Tumors
      - d. Musculoskeletal injuries
        - 1) Fractures
        - 2) Amputation
        - 3) Carpal tunnel syndrome
    - 2. Contextual
    - 3. Residual
      - a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process
  - D. Adaptation mode NANDA nursing diagnoses
  - E. Health promotion and maladaptive behaviors (NOC) goals
    - 1. Healthy People 2030 objectives
  - F. Nursing interventions in health promotion and maladaptive behaviors (NIC)
    - 1. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention
  - G. Established goals assessment
- V. Nursing process applied to adults with adaptation problems in the physiologic requirement of nutrition
  - A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation mode behavior assessment
    - 1. Physiological
      - a. Physical examination / changes associated with age
        - 1) Oral cavity
        - 2) Esophagus
        - 3) Stomach
        - 4) Pancreas
        - 5) Liver and gallbladder
        - 6) Small and large intestines

- b. Diagnostic assessment
      - 1) Blood count
      - 2) Tests
      - 3) Coagulation
      - 4) Urine and stool tests
      - 5) Imaging
      - 6) Endoscopy
      - 7) Colonoscopy
    - 2. Self-concept
    - 3. Functional role
    - 4. Interdependence
  - C. 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

- a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process
  - D. Adaptation mode NANDA nursing diagnoses
  - E. Health promotion and maladaptive behaviors (NOC) goals
    - 1. Healthy People 2030 objectives
  - F. Nursing interventions in health promotion and maladaptive behaviors (NIC)
    - 1. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention
  - G. Established goals assessment
- VI. Nursing process applied to adults with adaptation problems in neurologic function requirement
- A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation model neurological behavior assessment
    - 1. Physiological
      - a. Physical examination / changes associated with age
      - b. Neurological assessment
      - c. Diagnostic assessment
        - 1) Lumbar puncture, cerebrospinal fluid analysis
        - 2) Handling patients with seizures
    - 2. Self-concept
    - 3. Functional role
    - 4. Interdependence
  - C. Adaptation mode stimuli assessment
    - 1. Focal
      - a. Ineffective behaviors of central nervous system
        - 1) Headaches
        - 2) Migraine
        - 3) Epilepsy
        - 4) Infectious and inflammatory
          - a) Meningitis
          - b) Encephalitis
          - c) Tetanus
        - 5) Progressive degenerative disorders
          - a) Multiple sclerosis
          - b) Amyotrophic lateral sclerosis
          - c) Parkinson (PD)
          - d) Alzheimer (AH)
          - e) Huntington's chorea

- 6) Spinal cord trauma
  - a) Back pain
  - b) Spinal cord injury
  - c) Cervical neck pain
  - d) Spinal cord tumors
- b. Ineffective behaviors of peripheral nerve system
  - 1) Infectious and inflammatory diseases
    - a) Guillain-Barré syndrome
    - b) Myasthenia gravis
  - 2) Peripheral Nerve Trauma
  - 3) Restless legs syndrome
  - 4) Cranial nerve disorder
    - a) Trigeminal Neuralgia
    - b) Facial paralysis
- c. Critical neurological behaviors
  - 1) Cerebrovascular accident
    - a) Hemorrhagic
    - b) Transient ischemic attack (TIA)
    - c) Brain aneurysm
  - 2) Traumatic brain injury
    - a) Open and close
    - b) Hemorrhage types
  - 3) Brain abscess and tumors
- 2. Contextual
- 3. Residual
  - a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process
  - b. 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
    - 1) Code of ethics
    - 2) Nursing profession standards
    - 3) Advance Directives, Palliative Care, and Do Not Resuscitate Order (DNR)
- 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. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention



- F. Established goals assessment
- VII. Nursing process applied to adults with adaptation problems in sensory function requirement
  - A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation mode sensory function assessment
    - 1. Physiological
      - a. Physical examination / changes associated with age
        - 1) Head and neck sensory function assessment
      - b. Diagnostic assessment
        - 2) Self-concept
        - 3) Functional role
        - 4) Interdependence
  - C. Adaptation mode stimuli assessment
    - 1. Focal
      - a. Visual ineffective behaviors
        - 1) Blindness and vision loss
        - 2) Extraocular
          - a) Eyelids
          - b) Lacrimal
          - c) Conjunctival
          - d) Muscular
        - 3) Corneal
        - 4) Intraocular
          - a) Refractive errors
          - b) Cataract
          - c) Glaucoma
          - d) Infectious processes (uveitis and retinal)
        - 5) Trauma
        - 6) Ocular tumors
      - b. Ineffective hearing behaviors
        - 1) Deafness or hearing loss
        - 2) External and middle
          - a) Otitis externa
          - b) Otitis media
          - c) Mastoiditis
          - d) Earwax or foreign bodies
          - e) Neoplasm
        - 3) Internal

- a) Tinnitus
      - b) Labyrinthitis
      - c) Meniere's disease
    - 4) Ear tumors
  - 2. Contextual
  - 3. Residual
    - a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process
  - D. Adaptation mode NANDA nursing diagnoses
  - E. Health promotion and maladaptive behaviors (NOC) goals
  - F. Nursing interventions in health promotion and maladaptive behaviors in sensory function requirement. (NIC)
    - 1. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention
  - G. Established goals assessment
- VIII. Nursing process applied to adults with adaptation problems in endocrine function requirement
- A. Provides a compassionate, patient-centered nursing practice, based on scientific evidence, respecting the client and family's preferences to achieve a quality result
  - B. Adaptation mode endocrine function assessment
    - 1. Physiological
      - a. Physical examination / changes associated with age:
        - 1) Head to toe evaluation
        - 2) Palpation of the thyroid gland
        - 3) Thyroid bruit examination
      - b. Diagnostic assessment
        - 1) Laboratory tests for diabetic patients: blood, urine, and capillary puncture
    - 2. Self-concept
    - 3. Functional role
    - 4. Interdependence
  - C. Adaptation mode stimuli assessment
    - 1. Focal
      - a. Ineffective gland behaviors
        - 1) Pituitary
          - a) Anterior lobe
            - (1) Hypopituitarism
            - (2) Hyperpituitarism
              - (a) Gigantism
              - (b) Acromegaly

- b) Posterior lobe
      - (1) Diabetes insipidus
      - (2) Syndrome of inappropriate antidiuretic hormone secretion
  - 2) Thyroid
    - a) Hyperthyroidism or thyrotoxicosis
      - (1) Graves' disease or toxic diffuse goiter
      - (2) Hypothyroidism
    - b) Myxedema coma
      - (1) Thyroiditis
      - (2) Tumors
    - c) Parathyroid
      - (1) Hyperparathyroidism
      - (2) Hypoparathyroidism
  - 3) Adrenal
    - a) Hypofunction
      - (1) Acute adrenal crisis or Addison's disease
    - b) Hyperfunction
      - (1) Hypercortisolism or Cushing syndrome
      - (2) Hyperaldosteronism or Conn's syndrome
      - (3) Pheochromocytoma
    - c) Pancreas
      - (1) Type 1, type 2, and gestational diabetes, and metabolic syndrome
- 2. Contextual
- 3. Residual
  - a. Consider the adult client beliefs, values, attitudes, and practices related to health and illness when applying the nursing process.
- D. Adaptation mode NANDA nursing diagnoses
- E. Health promotion and maladaptive behaviors (NOC) goals
- F. Nursing interventions in health promotion and maladaptive behaviors in endocrine function requirement (NIC)
  - 1. Plan interventions in collaboration with the interprofessional team aimed at health promotion and disease prevention.
- G. Established goals assessment

## PROCEDURES

### PRESENTIAL

- Conferences
- Written and oral assignments
- Individual assignments
- Multimedia resources
- Information search assignments
- Evidence-based practice
- Active-learning exercises:
- Collaborative group work
- Collaborative learning
- Debates, interviews
- Roleplay
- Problem-based learning
- Six Thinking Hats method

### ONLINE

- Forums
- Written assignments
- Individual assignments
- Multimedia resources
- Information search assignments
- Active-learning exercises:
- Debates
- Collaborative group work
- Evidence-based practice
- Problem-based learning

### ON-SITE COURSE EVALUATION

● Oral assignments	15%
● Written assignments	15%
● Partial exams	25%
● Study guides and homework	20%
● Final Evaluation	25%
<b>TOTAL</b>	<b>100%</b>

### ONLINE COURSE EVALUATION

● Group work	15%
● Written assignments	15%
● Partial exams	25%
● Study guides and homework	20%
● Final Evaluation	25%
<b>TOTAL</b>	<b>100%</b>

## LEARNING ASSESSMENT

Self-diagnosis of the learning process

Initial assessment

Focused listing

Concept map

Immediate written reaction (“*REI*”, by its Spanish acronym)

## BIBLIOGRAPHY

### TEXT BOOK

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* (12<sup>th</sup> ed.).

Philadelphia: Lippincott Williams and Wilkins.

Gulanik, M. & Myers, J. L. (2017). *Nursing Care Plans: Diagnoses, Interventions, and*

*Outcomes* (9th ed.). St. Louis, Missouri: Elsevier, Inc.

Pagana, K. & Pagana, D. (2018). *Mosby's Manual Diagnostic and Laboratory Test Reference.*

(6<sup>th</sup> ed). St. Louis: Mosby.

Roy, C. (2009). *Roy Adaptation Model: The Definitive Statement.* (3<sup>rd</sup> ed.). New Jersey:

Prentice Hall.

Smith, F. S., Duell, D. J. and Martin, B. C., Gonzalez, L. & Aebersold, 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>

Centers for Disease Control and Prevention

[www.cdc.gov](http://www.cdc.gov)

Code of Ethics, College of Nursing Professionals in Puerto Rico

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

Healthy People 2030

<http://www.healthypeople.gov>

Institute of Health Care Improvement

<http://www.ihc.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.

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