

SYLLABUS

TITLE: Fundamentals of Nursing - Clinical

COURSE CODE: ENL 101

PREREQUISITES:

On-site Education: None

Distance Education: QUI 118, BIO 102, ENF 101, ENF 231, ENF 206

COREQUISITES:

On-site Education: None

Distance Education: ENF 231T, ENL 101T, ENL 206

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

It requires the application of Sister Callista Roy's theory and identification of maladaptive behaviors and stimuli. The nursing process is used to provide care for the client and family.

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*

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

1. Identify members of the health and nursing teams.
2. Value the importance of communication as an instrument in client care.
3. Write nursing notes using the SOAPIER or FOCUS formats, or the one used in the facilitating institution.
4. Identify patient behaviors in each adaptation mode to deal with their environment.
5. Mention stimuli affecting client's behavior and therapeutic environment.
6. Manipulate stimuli causing maladaptive behavior to achieve client adaptation.
7. Identify educational needs of the assigned client and family.
8. Carry out procedures such as vital signs assessment, different types of bed, bed bath, collecting samples, hand washing, shaving, and oral care.
9. Demonstrate ability to admit a client to a health institution.
10. Perform client transfers or registrations.
11. Address the needs of the dying client and family.

12. Indicate the importance of the medical record and its components.
13. Apply knowledge of the cultural diversity of the individuals to whom it serves in a society in constant evolution.
14. Establish nurse-client relationship.
15. Apply knowledge about the scientific principles related to the arrangement of different bed types.
16. Collaborate in conducting physical exams and other procedures.
17. Demonstrate skills by measuring, evaluating, and reporting vital signs.
18. Apply principles of medical asepsis.
19. Apply principles of body mechanics.
20. Apply principles related to the client's need for movement and exercise.
21. Develop client's care plan.

CONTENT

- I. Philosophy, rules, and policies of the cooperating institution
 - A. Activities
 1. Orientation by institution staff
 2. Reading of administrative policies and procedures manuals
- II. Role of nursing professional as a health team member
 - A. Activities
 1. Identification of members that make up the health and nursing teams
 2. Establishing a professional relationship with health team members
 3. Participation as a health and nursing team member
- III. Establishing nurse-client relationship
 - A. Activities
 1. presentation
 2. dialogue
 3. environment
 4. disposition
- IV. Communication skills
 - A. Written communication activities
 1. Medical record and its components
 2. File management
 3. Write nursing notes using FOCUS format or the one used in the facilitating institution

- B. Factors influencing nurse-client communication
 - 1. Client interview
 - 2. Verbal and non-verbal communication

V. Nursing process

- A. Activities
 - 1. Identify patient behaviors in each adaptation mode
 - 2. Identify stimuli affecting client's behaviors and therapeutic environment
 - 3. Manipulate stimuli causing maladaptive behaviors to achieve client's adaptation
 - 4. Develop client care plan

VII. Quality and safety

- A. Activities
 - 1. Apply principles of medical asepsis
 - 2. Apply principles of body mechanics
 - 3. Apply principles related to the client's need for movement and exercise

VIII. Nursing interventions

- A. Activities
 - 1. Measure vital signs
 - 2. Carry out bed-making procedure
 - 3. Carry out bed bath procedure
 - 4. Collect samples
 - 5. Handle sterile material
 - 6. Carry out hand washing procedure
 - 7. Giving and removing bedpan
 - 8. Carry out facial shaving procedure
 - 9. Carry out oral hygiene procedure
- B. Client admission to health institution
- C. Client transfer or discharge
- D. Collaborating in physical exams or other procedures
- E. Dying patient and his family

IX. Client and family education

- A. Activities
 - 1. Educational needs assessment
 - 2. Assist the client in the identified needs
 - 3. Develop a teaching plan

METHODOLOGY

Pre-conference
Post-conference
Group discussion
Demonstration of procedures
Clinical experiences
Supplementary readings
Gathering client information
Care plan
Nursing documentation
Written assignments
Forums

LEARNING EVALUATION

Skills laboratory	10%
Clinical laboratory:	
Clinical execution and professionalism	30%
Application of the nursing process	30%
Clinical simulations with pre-debriefing and post-debriefing	10%
The Objective Structured Clinical Examination (OSCE)	10%
Data collection portfolio	<u>10%</u>
Total	100%

LEARNING ASSESSMENT

Post-conference debriefing
Clinical experience rubric
Clinical simulation
OSCE
Chain notes
Focused listing

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). *Guide to the Code of Ethics for Nurses: Interpretation and Application* 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

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<http://biblioteca.sagrado.edu/>

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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.

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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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