

SYLLABUS

TITLE: Medical and Surgical 1

COURSE CODE: ENF 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

COREQUISITES:

On-site Education: None

Distance Education: ENF 230

CREDITS: Three (3) credits, 45 hours

DESCRIPTION

Provides knowledge about nursing care considering the growth and development stages of the adult and elderly. Emphasizes Sister Callista Roy theory's modes of physiological adaptation and role function. Highlights nursing interventions to clients and families with maladaptive behaviors related to oxygenation, fluids, electrolytes and acid-base balance, elimination, sexuality, and during perioperative phases. Promotes adaptation by applying the nursing process in the respiratory, cardiovascular, hematopoietic, urinary/renal, and reproductive systems.

JUSTIFICATION

Nursing education should be structured around four essential components: person, environment, health, 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 instrument for planning and evaluating the care of the adult client and his 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 theoretical course, the student will be able to:

1. Apply leadership knowledge and skills, improve quality and safety when intervening with adult clients in perioperative phases. *Ess. II*
2. Use technology and information management in the safe and quality care of the adult client. *Ess. IV*
3. Identify health policies to intervene with adult clients with maladaptive behaviors. *Ess. V*
4. Apply communication and interprofessional collaboration skills in the coordination of adult client care. *Ess. VI*
5. Consider beliefs, values, attitudes, and practices of the adult client related to health promotion and disease prevention when applying the nursing process. *Ess. VII*
6. Design 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:

- 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: Development, Interpretation, and Application*. (2nd ed.). Washington, DC: Author: Marsha D. M. Fowler.
- American Nurses Association (2015). *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* (3rd ed.). Washington, DC: Author
- American Nurses Association (2015). *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.

CONTENT

- I. Adaptation process through the stages of adulthood and of development of body image
 - A. Growth and development stages of the adult and elderly
 - 1. Developmental tasks
 - a. Biopsychosocial adjustments of the adult client
 - b. Theories of Aging
 - 1) Physiological and psychological changes
 - 2) Adult client health care
 - c. Health controversies of the adult and the elderly
 - 1) Health promotion
 - 2) Self-management
 - 3) Nutrition
 - 4) Exercise and mobility
 - 5) Stress management
 - 6) Accidents
 - 7) Drug's use
 - 8) Mental, behavioral, and health problems
 - 9) Negligence and abuse
 - 10) Economic controversies
 - 11) Customer resources
 - B. Future of gerontological nursing
 - 1. Body image disturbance
 - 2. Theories of body image disturbance
 - 3. Factors affecting body image
 - 4. Stages of body image development
 - C. Theories of body image development
 - D. Cultural diversity of the sick adult client
- II. Apply critical thinking in nursing research findings to provide client-centered care through teamwork and interprofessional collaboration
 - A. Leadership concepts in quality and safety initiatives
 - 1. IOM and QSEN concepts and competencies
 - B. Teamwork and collaboration (SBAR)
 - C. Application of Evidence-Based Practice (EBP) steps
 - 1. PICO(T) format
 - 2. Level of scientific evidence
 - 3. Clinical guideline sources
 - 4. Scientific evidence database
 - D. Evidence-Based Practice Improvement Model
 - 1. PDSA concept

- E. Application of EBP model in practice
- F. Information and technology resources (electronic file)

III. Nursing process applied to adults and elderly with maladaptive behaviors in the need for oxygenation

- A. Nursing assessment in clients with needs in the function of fluids, electrolytes, and acid-base balance
 - 1. Nursing progress notes
 - a. Geriatric considerations
 - b. Nursing Diagnosis
 - c. Diagnostic tests and modalities
- B. Fluid disorders
 - 1. Dehydration
 - 2. Hypovolemia
 - 3. Overhydration
- C. Electrolyte imbalances
 - 1. Sodium-related conditions
 - a. Hyponatremia
 - b. Hypernatremia
 - 2. Potassium-related conditions
 - a. Hypokalemia
 - b. Hyperkalemia
 - 3. Calcium-related conditions
 - a. Hypocalcemia
 - b. Hypercalcemia
 - 4. Magnesium-related conditions
 - a. Hypomagnesemia
 - b. Hypermagnesemia
- D. Acid-base balance disorders
 - 1. Acidosis
 - a. Metabolic
 - b. Respiratory
 - 2. Alkalosis
 - a. Metabolic
 - b. Respiratory
- E. Planning, intervention, and evaluation of clients with needs in the function of fluids, electrolytes, and acid-base balance
 - 1. Collaborative management
 - 2. Nursing orders and actions

3. Evidence-based practice
4. Role as educator to the client and family
5. Self-concept
6. Role function
7. Interdependence

IV. Nursing process applied to adults and elderly with maladaptive behaviors in different phases of the surgical process

- A. Nursing assessment with preoperative phase clients
 1. Categories and purposes of surgical procedures
 2. Nursing Diagnosis
 3. Preoperative evaluation
 5. Planning with legal, social, moral, spiritual, and ethical responsibility
 6. Role as educator to the client and family
 - a) Preoperative preparation
 - b) Possible postoperative complications
 7. Collaborative management
 8. Nursing orders and actions
- B. Nursing assessment of intraoperative phase clients
 1. Surgical equipment
 2. Types of anesthesia
 3. Anatomical positions
 4. Nursing Diagnosis
 5. Planning with legal, social, moral, spiritual, and ethical responsibility
 6. Nursing orders and actions
 7. Intraoperative evaluation
- C. Nursing assessment with preoperative phase clients
 1. Post-Anesthesia Care Unit (PACU)
 - a) Pain estimate
 - b) System review
 - c) Laboratory findings
 2. Complications
 3. Nursing Diagnosis
 4. Collaborative management
 5. Nursing orders and actions
 6. Post-surgical evaluation

V. Nursing process applied to adults and elderly with maladaptive behaviors in the need for oxygenation: respiratory, cardiovascular, and hematopoietic

- A. Nursing assessment of clients with needs in the respiratory system

1. Nursing progress notes
 - a. Physical examination / age-related changes
 - 1) Upper respiratory tract
 - 2) Lower respiratory tract
2. Geriatric considerations
3. Nursing Diagnosis
4. Diagnostic tests and modalities
- B. Upper respiratory tract disorders
 1. Nasal and paranasal sinus cancer
 2. Broken nose
 3. Epistaxis
 4. Facial trauma
 5. Sleep apnea
 6. Laryngeal trauma
 7. Blockage of upper airway
 8. Head and neck cancer
- C. Lower respiratory tract disorders
 1. Non-infectious conditions
 - a. Asthma
 - b. COPD
 - 1) Emphysema
 - 2) Bronchitis
 - c. Pulmonary cystic fibrosis
 - d. Pulmonary hypertension
 - e. Lung cancer
 2. Infectious conditions
 - a. Influenzae
 - b. Pneumonia
 - 1) Empyema
 - c. Pulmonary tuberculosis
 - d. Rhinosinusitis
 3. Acute and chronic respiratory conditions
 - a. Pulmonary embolism
 - b. Acute respiratory failure
 - c. Acute Respiratory Distress Syndrome (ARDS)
 4. Chest trauma
 - a. Pulmonary contusion
 - b. Rib fractures
 - c. Pneumothorax
 - d. Hemothorax

- D. Planning, intervention, and evaluation in clients with respiratory system needs
 - 1. Collaborative management
 - 2. Nursing orders and actions
 - 3. Evidence-based practice
 - 4. Role as educator to the client and family
 - 5. Self-concept
 - 6. Role function
 - 7. Interdependence
- E. Nursing assessment of clients with cardiovascular system needs
 - 1. Nursing progress notes
 - a. Geriatric considerations
 - b. Nursing Diagnosis
 - c. Diagnostic tests and modalities
 - 2. Cardiac disorders
 - a. Cardiac dysrhythmias
 - b. Congestive Heart Failure (CHF)
 - c. Valve conditions
 - 1) Mitral stenosis
 - 2) Mitral regurgitation (mitral insufficiency)
 - 3) Mitral valve prolapse
 - 4) Aortic stenosis
 - 5) Aortic regurgitation (aortic insufficiency)
 - d. Inflammatory and infectious conditions
 - 1) Endocarditis
 - 2) Pericarditis
 - 3) Rheumatic carditis
 - 4) Cardiomyopathies
 - e. Vascular conditions
 - 1) Arteriosclerosis and atherosclerosis
 - 2) Hypertension
 - f. Peripheral vascular conditions
 - 1) Peripheral vascular disease (PVD)
 - 2) Acute peripheral arterial occlusion
 - 3) Central and peripheral arterial aneurysm
 - g. Peripheral venous disease
 - 1) Varicose veins
 - 2) Venous thromboembolism
 - 3) Venous insufficiency
 - h. Caring for clients in shock
 - 1) Types of shock

1. Hypovolemic
 2. Cardiogenic
 3. Distributive
 4. Septic
- i. Coronary artery conditions
 - 1) Angina pectoris
 - 2) Acute Coronary Syndrome
 - 3) Myocardial infarction
- F. Planning, intervention, and evaluation in clients with cardiovascular system needs
 1. Collaborative management
 2. Nursing orders and actions
 3. Evidence-based practice
 4. Role as educator to the client and family
 5. Self-concept
 6. Role function
 7. Interdependence
- G. Nursing assessment of clients with needs in the hematopoietic system
 1. Nursing progress notes
 - a. Geriatric considerations
 - b. Nursing Diagnosis
 - c. Diagnostic tests and modalities
 2. Ineffective hematopoietic disorders
 - a. Erythrocytes
 - 1) Anemia
 - 2) Polycythemia
 - b. Leukocytes
 - 1) Leukemia
 - 2) Multiple myeloma
 - c. Platelets
 - 1) Thrombocytopenia
 - 2) Immune Thrombocytopenic Purpura (ITP)
 - 3) Hemophilia
 3. Lymphatic disorders
 - a. Malignant lymphomas
 - b. Hodgkin
 - c. Non-Hodgkin
 4. Blood tissue transfusion therapy
- H. Planning, intervention, and evaluation in clients with hematopoietic system needs
 1. Collaborative management
 2. Nursing orders and actions

3. Evidence-based practice
4. Role as educator to the client and family
5. Self-concept
6. Role function
7. Interdependence

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

A. Nursing assessment of clients with needs in the renal/urinary system

1. Nursing progress notes
 - a. Geriatric considerations
 - b. Nursing Diagnosis
 - c. Diagnostic tests and modalities

B. Urinary disorders

1. Urinary incontinence
2. Urinary tract infection (UTI)
3. Cystitis
4. Urethritis
5. Urolithiasis

C. Renal disorders

1. Pyelonephritis
2. Glomerulonephritis
3. Nephrotic syndrome
4. Polycystic kidney
4. Hydronephrosis
5. Acute kidney injury (AKI)
6. Chronic renal failure
7. Hemodialysis
8. Peritoneal dialysis

D. Planning, intervention, and evaluation in clients with renal/urinary system needs

1. Collaborative management
2. Nursing orders and actions
3. Evidence-based practice
4. Role as educator to the client and family
5. Self-concept
6. Role function
7. Interdependence

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

- A. Nursing assessment of clients with reproductive system needs.
female and male
 - 1. Nursing progress notes
 - a. Geriatric considerations
 - b. Nursing Diagnosis
 - c. Diagnostic tests and modalities
- B. Female reproductive disorders
 - 1. Breast cancer
 - 2. Benign breast conditions
 - a. Fibroadenoma
 - b. Fibrocystic breast
 - 3. Pelvic inflammatory disease (PID)
 - 4. Vulvovaginitis
 - 5. Ovarian cancer
 - 6. Cervical cancer
- C. Male reproductive disorders
 - 1. Prostate
 - 2. Testicles
 - 3. Penis
 - 4. Infections
- D. Sexually transmitted diseases
 - 1. Genital herpes
 - 2. Syphilis
 - 3. Chlamydia
 - 4. Gonorrhea
- E. Planning, intervention, and evaluation in clients with reproductive system needs
 - 1. Collaborative management
 - 2. Nursing orders and actions
 - 3. Evidence-based practice
 - 4. Role as educator to the client and family
 - 5. Self-concept
 - 6. Role function
 - 7. Interdependence

METHODOLOGY

ON-SITE EDUCATION

Conferences
Practice exercises
Special assignments
Care plan development
Roleplay

- Work groups
- Study guides
- Supplementary readings
- Written and oral assignments
- Cooperative learning
- Individual assignments
- Exam Discussion
- Information search exercises

DISTANCE EDUCATION

- Forums, chats
- Videos
- Practice exercises
- Special assignments
- Care plan development
- Work groups
- Study guides
- Supplementary readings
- Written assignments
- Cooperative learning
- Individual assignments
- Exam Discussion
- Information search exercises

LEARNING EVALUATION

ON-SITE EDUCATION

Theory		75%
Partial exams (3)	30%	
Quizzes	10%	
Written and oral presentations	10%	
Written and oral scientific evidence	15%	
Individual study guide	10%	

Final exam		<u>25%</u>
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Total 100%

DISTANCE EDUCATION

Theory		75%
Partial exams (3)	30%	
Quizzes	10%	
Written scientific evidence	15%	
Group study guides	10%	
Individual assignments	5%	

Discussion forums
Final exam

5%

25%

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). *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., Duell, D. and Martin, B. (2017). *Clinical Nursing Skills: Basic to Advanced Skills* (9th ed). Boston: Pearson.

Smith, S., Duell, D. and Martin, B., Aebbersold, M. & González, L. (2017). *Habilidades para enfermería clínica*. (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/>

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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