



Universidad del Sagrado Corazón

**DEPARTMENT OF NATURAL SCIENCES
NURSING PROGRAM**

SYLLABUS

TITLE:	Student and Adaptation in Nursing		
COURSE CODE:	ENF 102		
PREREQUISITES:	On-site Education:		None
	Distance Education:		None
COREQUISITE:	On-site Education:		None
	Distance Education:	ENF 231	
CREDITS:	Two (2) credits, 30 hours		

DESCRIPTION

This course 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. It applies the essential basis of the nursing process, Sister Callista Roy's adaptation model, NANDA, NOC, and NIC in care planning.

JUSTIFICATION

This is a basic course because it constitutes the core of nursing knowledge. This course has been designed with the purpose of meeting educational needs and facilitating the adjustment of those students coming from other educational institutions whose description of courses does not show the fundamental concepts of our curriculum.

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. //*

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 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*

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

1. American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC Author.
2. American Nurses Association (2015). *Guide to the Code of Ethics for Nurses: with Interpretive Statements* Washington, DC Author.
3. American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC Author.
4. American Nurses Association (2015). *Nursing's Social Policy Statement: The Essence of the Profession (3rd ed.)*. Washington, DC Author.
5. Colegio de Profesionales de la Enfermería en Puerto Rico *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.] San Juan, P.R. Author.
6. Colegio de Profesionales de la Enfermería en Puerto Rico *Código de ética* [Code of Ethics], San Juan Author.
7. Department of Health and Human Services: Institutional Review boards and the HIPAA privacy rule information for Researches, September 25, 2003B. Retrieved June 9, 2014 from <http://privacyruleandresearch.nih.gov/irbandprivacyrule.asp>

CONTENT

- I. Evolution of the nursing profession and health services
 - A. Introduction to nursing
 1. Definition of nursing
 2. History of Nursing

- 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 ethics 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. *CPEPR* (by its Spanish acronym, College of Nursing Professionals of Puerto Rico) Code of Ethics
 - 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 health care
 1. Definition
 2. Medical Model vs. Nursing Model
 3. Steps or stages in application of nursing process:
 - a. Assessment
 - 1) Definition of concepts and skills of critical thinking 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) Adaptive modes:
 - i. Physiological
 - ii. Self-concept
 - iii. Interdependence
 - iv. Role function
 - d) Types of stimuli
 - 6) Introduction to Marjory Gordon's functional health patterns.
 - b. Nursing diagnosis
 - 1) Definition of concepts and skills of critical thinking 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 will be
 - 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) Classification of Nursing Interventions: NIC (Nursing Intervention Classification)
 - 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) Objective
 - 3) Critical thinking skills in the evaluation process
 - 4) Components of evaluation process:
 - a) Obtaining re-assessment data

- b) Comparison of data obtained in assessment against 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. Components of therapeutic communication
 - 6. Nursing communication.
- B. Interview
 - 1. Definition
 - 2. Phases
 - 3. Techniques
- C. Help relationship
 - 1. Definition
 - 2. Phases
- D. Clinical record documentation
 - 1. Documentation purpose
 - 2. Types of progress notes
 - 3. Documentation formats:
 - a. Nursing notes
 - 1) FOCUS
 - 2) Narrative
 - 3) Electronic health registry
- E. Evidence-based practice (EBP)
 - 1. Definition of concepts
 - a. Evidence-based practice
 - b. Nursing research

V. Health promotion and maintenance through education of 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. Selection of educational 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. Understanding 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. Definition of terms
 2. Infection cycle
 3. Normal body defenses
 - a. Specific
 - b. Non-specific
 4. Stages of infection progress
 5. Manifestations of infections
 6. Agents that cause infection
 7. Factors affecting normal resistance to infection
 8. Infections associated with health institutions (Nosocomial infections)
 9. Medical and surgical asepsis
 10. Isolation precautions.
 - a. Categories of isolation
 - b. Transmission-based isolation precautions
 11. Application of the nursing process in infection control and prevention

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

Theory

75%

Partial exams and quizzes

25%

Active-learning exercises

10%

Care plan

20%

Educational plan

10%

Study guides

10%

Final exam

25%

Total

100%

DISTANCE EDUCATION

Theory

75%

Partial exams and quizzes

25%

Discussion forums

10%

Care plan

20%

Educational plan

10%

Study guides

10%

Final exam

25%

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). *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.

Gastmans, C. (2013). Dignity-enhancing nursing care: A foundational ethical framework.

Nursing Ethics, 20(2), 142-149. doi:10.1177/0969733012473772

Dudek, S. (2017). *Nutrition Essentials for Nursing Practice*. (7th ed). Philadelphia:

Wolters Kluwer | Lippincott Williams & Wilkins.

Kee, J.; Hayes, E. & Mc Cuistion, L. (2015). *Pharmacology: A Nursing Process*

Approach (8th ed.). Philadelphia: W.B. Saunders, Elsevier.

Kozier, B., Erb, G., Berman A., & Snyder, S. (2015). *Fundamentals of Nursing:*

Concepts, Process, and Practice (10th ed). New Jersey: Pearson, Prentice Hall.

Leifer, A. & Hartston, H. (2012). *Growth and Development Across the Lifespan*.

Philadelphia: Saunders.

Lynn,P. (2014). *Taylor's Clinical Nursing Skills: A Nursing Process Approach* (4th Ed.).

Philadelphia: Wolters Kluwer, | Lippincott | Williams & Wilkins

Moreno-Fergusson, M., & Alvarado-Garcia, A. (2009). Application of the adaptation

model of Callista Roy in Latin America: Literature review. *Aquichan*, 9(1), 62-72.

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.

Selanders, L. C., & Crane, P. C. (2012). The voice of Florence Nightingale on advocacy. *Online Journal of Issues in Nursing*, 17(1), 1. Mosby

Taylor, C.; Lillis, C. & Lynn, P. (2014). *Fundamentals of Nursing: The Art and Science of Nursing Care*. (8th ed.). Philadelphia: Wolters Kluwer | Lippincott Williams & Wilkins.

ONLINE MAGAZINES

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

ELECTRONIC SOURCES

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://www.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>

Colegio de Profesionales de la Enfermería de Puerto Rico [College of Nursing Professionals in Puerto Rico]

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.edu/>

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.