



INTER AMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
FACULTY OF SCIENCES AND TECHNOLOGY
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

SYLLABUS

I. GENERAL INFORMATION

Course Title	:	Professional Interventions in the Life Cycle
Number and Code	:	NURS 3190
Credits	:	Four (4) Credits
Academic Term	:	
Professor	:	
Class Hours	:	
Office Telephone	:	(787) 250-1912 ext. 2159, 2202
Office hours	:	
Email	:	

I. TERMINAL OBJECTIVES

1. Makes precise estimates of the adult patient and child with alterations of their integral functioning, generated as multidimensional effects of the main health problems in PR taking into consideration relevant physiopathological data, early and late signs and risk factors.
2. Establishes nursing diagnoses and current collaborative problems and of higher priority risk in the continuity of care, based on relevant data and scientific knowledge applied to the nursing discipline.
3. Select therapeutic interventions, based on evidence and best care practices, for the continuous improvement of the health outcomes of the adult patient and children in the promotion, maintenance and restoration of health, with emphasis on health education.
4. Integrate bioethical and legal knowledge in the analysis of everyday situations where ethical dilemmas are presented, seeking protection, optimization and preservation of the human dignity of those involved, demonstrating humanitarian, ethical and legal responsibility.

II. DESCRIPTION

Analysis of the nursing process as a tool for the professional, with emphasis on diagnostic and therapeutic reasoning for decision-making in professional interventions. Examination of interventions in the prevention levels for the management of human responses in the most frequent health-illness and chronic conditions situations. It includes the ethical-legal concepts and findings of the investigations. It requires a total of 30 hours of pediatric content and 30 hours of adult content.

III. Course Competencies

1. Analyze the best practices to offer humanistic care, centered on the adult and pediatric patients, based on evidence throughout the life cycle, during the stages of chronic conditions and their sensitive decision moments, in order to maintain the quality of life and the continuity of care considering the family and caregivers. Offer patient-centered care to patient/clients throughout the lifecycle, their families, and caregivers considering their needs, values, preferences, and cultural insights, which promote a continuous healing relationship, by assuming an active and leadership role. (Humanistic Care).
2. Choose evidence-based patient-centered therapeutic interventions to offer care to the geriatric and pediatric person, his/her family, and caregivers, as vulnerable patients/clients at the extremes of the life cycle. Show competence in therapeutic, evidence-based interventions while giving nursing care to patient/clients throughout the lifecycle along the continuity of care in wellness and illness continuum for the promotion, maintenance, and restoration of health. (Communication)
3. Choose patient-centered therapeutic interventions to offer safe and effective preventive care to the adult and pediatric client with risk of healthcare-associated infections.
4. Apply the nursing process for decision-making, which demonstrates critical thinking skills while offering safe, effective, efficient, timely, and equitable direct and indirect¹ nursing care to patient/clients throughout the lifecycle for the continuity of care. (Nursing Process).
5. Show leadership and management competence while offering efficient and timely care, in order to facilitate patient/client safety and quality improvements. (Leadership)
 - a) Show responsibility and commitment to personal lifelong learning within the profession and for its advancement. (Leadership)
 - b) Integrate evidence-based knowledge for decision-making processes when offering nursing care to patient/clients throughout the lifecycle. (Research)

IV. CONTENT

Unit 1 – Evidence-based professional interventions in the chronicity for the continuity of care in the adult and pediatric client

- A. Chronicity as a health problem
 1. Impact on the health system
 2. Chronic care model
 3. Comprehensive estimate of the patient with a chronic condition
 4. Clinical problems and challenges
 5. Interventions
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B. The last stage of chronicity

1. Phases of a chronic condition
2. Death as the last stage
3. Components of the dying person's physical and emotional examination
4. When the dying person is a child
5. Clinical and pharmacological management of common problems
 - a. Weakness (fatigue)
 - b. Pain.
 - c. Dyspnea
 - d. Nausea and vomiting
 - e. Uneasiness and agitation
6. The healthcare professional's duties at life's end
 - a. DNR
 - b. Advanced directives
 - c. Advocacy for the dying patient's rights

C. Organ donation process

1. Brain death criteria
 - a. Brain death estimate and monitoring strategies
 - b. Family education

D. Discharge planning for the continuity of care

1. Therapeutic interventions to strengthen the ethic and cultural competency
 - a. Common ethical dilemmas

Unit II – Professional interventions when caring for the client at the extremes of the life cycle

A. Care models for the pediatric patient

1. Health during the pediatric stages
 - a. Pediatric health statistics
 - b. Healthy People 2020
 - c. Infant & Childhood Mortality
2. Health maintenance
 - a. Vaccination
3. Most common chronic health problems
 - a. Attention deficit hyperactivity disorder
 - b. Cerebral palsy
 - c. Metabolic syndromes
4. Nursing diagnoses
 - a. Abuse and neglect
 - b. Growth and development retardation
 - c. Risk for retardation during development

B. Care for the older adult

1. Focused estimate of priority health problems
 - a. Health statistics
 - b. Typical changes in the older adult
 - c. Common priority health problems
 - 1) Risk of harm due to falls

- 2) Risk of pressure ulcers
 - 3) Polypharmacy in the older adult
 - 4) Alterations in nutrition: less than what is required
 - 5) Deterioration in physical mobility
 - 6) Urinary incontinence
 - 7) Abuse
 - 8) Relocation stress syndrome
2. Effective intervention strategies for the older adult
 - a. Health education
 - b. Risk identification and protection
 - c. Medication Management
 - d. Promotion of wellness practices

Unit III – Interventions based on evidence for the prevention and management of healthcare associated infections (HAIs), CVADS, and Oncology.

A. Microbiology principles

1. Colonization vs. infection
2. Resistant microorganisms
3. Use of antibiotics

B. Prevention of Hospital acquired infections in adult and pediatric clients: recommendations based on evidence offered by the CDC and IHI

1. Ventilator associated pneumonia (VAP)
2. Urinary tract infections (UTI)
3. Surgical-site infections (SSI)
4. Catheter-related bloodstream infections (CRBSI)
 - a) CVADS

C. Oncology

- 1) Cancer pathophysiology
- 2) Treatment modalities
 - a) Surgical
 - b) Radiation
 - c) Pharmacological approach
 - (1) Chemotherapeutic agents
 - (2) Colony Stimulating factors
- 3) Laboratory values (ANC)
- 4) Nursing diagnosis
- 5) Nursing interventions to manage side effects and outcomes

Unit IV – Evidence-based professional interventions in the management of cases that are specific to the adult and pediatric client for the continuity of care

A. Diagnostic and therapeutic reasoning in cases of high-incidence healthcare problems in adults and pediatric patients due to cardiovascular responses

1. Focus on the adult client
 - a. Cardiovascular estimate
2. Medication management for medication knowledge and patient safety
 - a) Vasodilators: IV Nitroglycerine
 - b) Adrenergic beta blockers
 - c) Calcium antagonists (blockers)
 - d) Antiarrhythmics
 - e) Anticoagulants: heparin, lovenox
 - f) Thrombolytics : tissue plasminogen activator (t-PA)
 - g) Analgesics: morphine sulfate
 - h) Digitalic drugs
 - i) Diuretics

B. Deterioration in gas exchange due to respiratory responses

- 1) Anatomy and physiology independent review
- 2) Pulmonary function
- 3) Arterial blood gases
- 4) Oxygen saturation
3. Health problems in adults and children
 - A. Chronic obstructive pulmonary disease (COPD)
 - B. Asthma and Asthmatic status in adults and children
4. Specific nutritional-metabolic imbalance due diabetes and its complications
 - A. Pathophysiological and biochemical fundamentals
 1. Obesity as a problem and risk factor
 - a) Incidence and epidemiology
 - b) Achieving Healthy People 2020
 - c) Pathophysiology
 2. Diabetes Mellitus
 - a) Incidence and epidemiology
 - b) Achieving Healthy People 2020
5. Nutrition management
6. Ineffective cerebral tissue perfusion
 - A. Ineffective cerebral perfusion: brain strokes in adults
 - 1) Pathophysiology
 - a) Ischemic stroke
 - b) Hemorrhagic stroke
 - c) Increase in intracranial pressure (ICP)
7. Urinary and fecal incontinence

- a) Etiology: altered levels of consciousness, damage to nerve innervations, inability to communicate
- b) Bladder and intestine training program

V. TEACHING- LEARNING ACTIVITIES

- A. Conference or Lecture
- B. Cooperative, collaborative group work (Team STEPPS)
- C. Special assignments and written exercises
- D. Case studies(Critical Thinking)
- E. Group discussion
- F. Web sites(Informatics and Technology)
- G. Electronic communication
- H. Pre and Post short tests
- I. Self-assessment activities

VI. EVALUATION

Evaluation	Percentage	
Exam 1	15%	
Exam 2	15%	
Assignments	10%	
Essay	15%	
Group Presentation	15%	
Attendance	10%	
Final exam	20%	
Totals	100%	

VII. SPECIAL NOTES

A. Ancillary services, Special Needs or assistance

All students who requires ancillary services or special assistance should apply at the beginning of the course or as soon as they acquire the knowledge of the needs. Students should register at the Professional Counseling Office, with Mr. José Rodríguez located in the University Orientation Program

B. Dishonesty, fraud, and plagiarism

Dishonesty, fraud, and plagiarism. The dishonesty, fraud plagiarism and any other inappropriate behavior with relation to the academic work constitute infringements greater sanctioned by students of general regulation. Offences increased as provided for in the general regulation of students can result in the suspension of the University for a year or permanent expulsion of the University, among other penalties defined time.

C. Use of electronic devices:

Cell phones and other devices that could disrupt the processes of teaching and learning or alter the environment conducive to academic excellence will be disabled. Pressing situations will be addressed as appropriate. The management of electronic devices to access, store, or send data during assessments or examinations shall be prohibited.

A. Disciplinary offences:

Disciplinary offences: disturbance of the peace and tranquility in the classroom or at any place of the academic unit with shouts, violent or offensive conduct, threat, censure, dispute, challenges, provocation and other acts. (Interruption or disturbance of tasks)

B. Rights and Responsibilities of the Student: The Classroom Norms

You must complies with the policies, procedures and norms established by the Student General Regulations document, The General Catalogue, Norms from the school of nursing and others approved by the team-teaching professors of each course. The course assignments, projects and tasks must be submitted at the specific dates established by the professors. If you have some doubt about how to do it, make an appointment with the professor, on time, to clarify your doubts, to give some feedback and to be addressed, to submit your task within the specific date.

C. Punishable Behavior and Fair Procedure:

Assigned homework, projects, guides, etc. related to the course are regulated by student manual, chapter V: "*punishable behavior and fair procedure*"

D. Compliance with the provisions of Title IX

The Federal Higher Education Act, as amended, prohibits sex discrimination in any academic, educational, extracurricular, athletic, or any other program or employment, sponsored or controlled by

an institution of higher education regardless of whether it is conducted Inside or outside the institution's premises, if the institution receives federal funds.

As provided by current federal regulations, our Academic Unit has designated an Assistant Title IX Coordinator who will provide assistance and guidance regarding any alleged incidents of discrimination based on sex or gender, sexual harassment or sexual assault . You can contact the Assistant Coordinator, George Rivera, Security Director, at 787-250-1912, extension 2147, or email grivera@metro.inter.edu.

The Normative Document entitled Standards and Procedures for Responding to Alleged Violations of Title IX Provisions is the document that contains the institutional rules for channeling any complaint that is based on this type of allegation. This document is available on the website of the Inter-American University of Puerto Rico (www.inter.edu).

VIII. RESOURCES

Text Book

Smeltzer Brunner & Suddarth's(2013) Textbook of Medical Surgical Nursing, 13th ed. Lippincott

Wong, D.L.& Hockenberry-Eaton. (2013). Essentials of pediatric nursing, (9th ed.). St. Louis: Mosby.
Other texts books from previous courses :NANDA, NIC, NOC

References and Electronic Resources

Edelman, C. & Handle, C. (2010). *Health promotion throughout the lifespan*. (7th ed.). St. Louis: Mosby.

Skidmore-Roth, L. (Consultant). (2012). *Mosby's nursing drug reference*, (25th ed.). St. Louis: Mosby.

American Public health association (APHA);
<http://www.apha.org>

Center for disease control and prevention (CDC)
<http://www.cdc.gov>

Center for International Health Information
<http://www.cihi.com>

Cultural Competence Compendium:
<http://www.ama-aassn.org>

Culture and Diversity:
<http://www.amsa.org>

Health Literacy Initiative (NIH):
<http://www.nih.gov/icd/od/ocpl/resorces/improvinghealthliteracyl.htm>

National Center for Health Education:

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

National Center for Health Statistics:

<http://www.cdc.gov/nchs>

National Council of State Boards of Nursing (NCSBN)

<https://www.ncsbn.org/index.htm>

National Institutes of Health (NIH):

<http://os.dhhs.gov>

National Institute of Nursing research:

<http://www.nih.gov/ninr>

Office for Disease Prevention

<http://www.odphp.osophs.dhhs.gov>

Online Journal of Nursing Informatics:

<http://www.eaa-knowledge.com/ojni/>

The Cochrane Collaboration

www.cochrane.org

The Joint Commission-National Patient Safety Goals

<http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>

U.S. Department of Health and Human Services

<http://os.dhhs.gov>

U.S. Department of Health & Human Services

Agency for Healthcare Research & Quality

<http://teamstepps.ahrq.gov/>

U, S, Department of Health & Human Services

Office of Minority Health

Program of Culturally Competent Nursing Care-Cornerstone of Caring

www.thinkculturallhealth.org

World Health Organization

<http://www.who.ch>

IX. BIBLIOGRAPHY

Campinha-Bacote, J. (2007). *The process of cultural competence in the delivery of healthcare services: A culturally competent model of care*. Transcultural C.A.R.E. Associates.

Carpenito-Moyet, L.J. (2009). *Handbook of nursing diagnosis*, (12th ed.). Philadelphia: Lippincott, Williams & Wilkins.