SYLLABUS

I. COURSE TITLE : INTEGRATED II
   Code and Number : NURS 4912
   Credits : FOUR (4)

II. DESCRIPTION

   Application of the nursing process for on humanistic care to families and groups as integrated part of the community as client. Concepts and theories that fundamentate the family and community nursing practice are integrated. Use the concepts of public health, epidemiology, bio-statistic, demography and community health nursing during intervention with the family and community. Demonstration of plannification, coordination, leadership and education skills during implementation of intervention strategies. Application of ethical-legal principles and research findings to perform the roles of professional nursing in health promotion and wellness.

III. TERMINAL AND SPECIFIC OBJECTIVES

1. Integrate the nursing process and theoretical basis to perform humanistic and holistic care for health promotion and illness prevention with evidence-based practice for family and community groups.

   1.1 Initiate the windshield assessment in the community through the sense.
   1.2 Perform the pre-visit phase considering the nursing activities, responsibilities and tasks for the home visit.
   1.3 Establish initial contact nurse-client therapeutic relationship and contracting for the intervention with the assigned family.
   1.4 Document in your portfolio, report of visits, the findings and agreements made for next interventions,
   1.5 Perform the health assessment using Gordon’s functional health patterns.
   1.6 Complete APGAR family instrument.
   1.7 Design a family genogram and eco-map
   1.8 Perform physical assessment for each member of the family under study.
   1.9 Apply theoretical knowledge when analyzing data collected.
   1.10 Categorize priority nursing interventions.
   1.11 Elaborate nursing diagnosis related to risk, health promotion and prevention.
   1.12 elaborate a nursing care plan including expected outcomes (NOC) and interventions (NIC) related to diagnosis and established measure criteria.
   1.13 Implement evidence-based practice nursing intervention to meet the outcomes.
   1.14 Evaluate the effectiveness of the nursing care given using as guide the types of evaluation discussed in class.
2. Apply the principles and concepts that support the role of nursing with the family and community as client.

2.1 Document the integration of concepts, family and community nursing theories, public health, epidemiology, bio-statistic, and demography when assess, analyze, make diagnostic judgment, planning, implement and evaluate the given care.

2.2 Integrate the effective communication in the planning and coordination of nursing services to be given in collaboration with others members of the health care team.

2.3 Perform effective leadership when participate in the process of solving problem that affect the nursing care practice.

2.4 Demonstrate change agent characteristics in the clinical practice setting.

2.5 Apply ethical-legal behavior and spiritual and moral support when performing humanistic care to protect, stimulate and preserve the human dignity.

2.6 Integrate the critical thinking skills to make clinical judgment through therapeutic and diagnostic reasoning and when use the research finding for a quality care.

IV. CONTENT

Unit I – Foundations for Nursing Practice with the Family and Community Group

A. Pre-visit Preparation
   1. Guidelines for home visit
   2. Responsibilities and Nursing Task
   3. Safety Measures
      a. Neighborhood
      b. Home
      c. Patient/Client
      d. Nurse

B. Initial Contact
   1. Communication
   2. Therapeutic Relationship
   3. Confidence
   4. Contracting

Unit II – Nursing Process Applied to Family and Community Groups

A. Data collection using subjective and objective assessment tools
   1. Family
   2. Community groups
   3. Family and community type
   4. Data sources
   5. Assessment methods
   6. Confidence, privacy and consent
B. Data Analysis
   1. Data interpretation using concepts and theories
   2. Needs
   3. Strengths
   4. Identification of risk factors
   5. Research findings use

C. Nursing Diagnosis
   1. NANDA and/or Carpenito
   2. Wellness diagnosis, high risk and present problems

D. Model to establish priorities

E. Family and Group Nursing Care Plan
   1. Functional patterns
   2. NOC
   3. NIC
   4. Measurable criteria

F. Implementation
   1. Intervention activities considering the three levels of prevention
   2. Intervention strategies (education, screening, referring)
   3. Health promotion and protection
   4. Coordination of care
   5. Leadership, healthcare team work, effective communication skills

G. Evaluation
   1. Structure-process
   2. Outcomes
   3. Formative-summative
   4. Self-evaluation

H. Essential Skills in the Performance of Family and Community Nursing Role
   1. Effective verbal and written communication
   2. Health care team work
   3. Advocacy
   4. Critical thinking
   5. Accountability

V. TEACHING ACTIVITIES

A. Lecture discussion

B. Clinical setting practice: Nursing bag technique, home visit process, physical examination skills, exploratory visits

C. Leader work plan
D. Videos and study guide

E. Collaborative work (team work, educator role, screening program)

F. Group meetings agenda/minutes

VI. EVALUATION (SUGGESTED)

A. Leadership role evaluation

B. Portfolio: Health education plan, health teaching skills, screening program, health promotion activity

C. Clinical performance: Nursing bag technique, home visit process, physical examination skills

VII. EVALUATION CRITERIA

A. Clinical performance (Role as member of the nursing profession, nursing bag technique, home visit process and health team work………… 60%

B. Portfolio ................................................................. 40%

C. Total ................................................................. 100%

VII. EDUCATIONAL RESOURCES

TEXTBOOK


Reference Books


VIDEOS:

Community Health Nursing(1995). Family Assessment
Community Health Nursing(       ). The Nursing Bag

WEBLINKS

American Public Health Association (APHA):
http://www.apha.org

Centers for Disease Control and Prevention (CDC):
http://www.cdc.gov

National Institutes of Health (NIH):
http://www.nih.gov

U.S. Department of Health and Human Services:
http://os.dhhs.gov

World Health Organization:
http://www.who.ch

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

Environmental Protection Agency
http://www.epa.gov/globalwarming

National Institute of Environmental Health Sciences
http://www.niehs.nih.gov

National Library of Medicine

Office of Disease Prevention
http://www.odphp.osophs.dhhs.gov

Agency for Health Care Policy and Research.  www.ahcpr.gov
Boletín Epidemiológico
Buscar de Recursos de Salud
Directorio de Instalaciones de Salud
Estadísticas Vitales de Puerto Rico
Ética y Salud Pública
Etiqueta de los Alimentos
Farmworker Health
Patient Education- Los adolescentes pueden decir no al sexo
Healthfinder en Español
Institutos Nacionales de Salud
Perfil de la Salud de Vieques
Sexualidad y el Parto en la Adolescencia
Sitios de Salud – Guía de sitios de salud en latinoamericana en internet
Adolescentes
Biblioteca Virtual de la Salud.
Colegio de Profesionales de la Enfermería en PR
Enfermería en Internet
Health Web: Linking You to the Best in the Health Information
Organización Panamericana de la Salud (PAHO)
Salud Ambiental
Salud Ocupacional
Sistemas de Salud y Ética
Tercera Edad
Wellness Web
U.S. Department of Health Human Services

DATA BASE

CINALH (OVID)
Health and Wellness Resource Center and Alternative Health Module (Gale-Net).
Journal @ Ovid Full Text.
Microjuris
Nuevo Día en Línea
Health Reference Center Academic (INFOTRAC)
PSYCHINFO (OVID)

MAGAZINES

CINALH (OVID)
Journal @ Ovid Full Text

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