I. Course Title : Dimensions of the Professional Practice  
Course code/number : NURS 3110  
Credits : Four (4)  
Academic term :  
Professor :  
Office Hours :  
Office Phone # : (787) 250-1912, Ext. 2182  
Email :  

II. DESCRIPTION:  
Analysis of the competence areas: care provider and coordinator, and member of the discipline from a professional dimension. Includes the concepts: humanistic care, ethical-legal responsibility and the nursing process with emphasis on diagnostic and therapeutic reasoning; health education; leadership and management that facilitate dealing with changes in health care systems and the nursing practice. Corequisite NURS 2351 and 2352, if they have not been taken previously, or have an Associate Degree in Nursing.

III. TERMINAL OBJECTIVES  
1. Analyze nursing professionalism up to the present and its characteristics as a science.  
   1.1 Compare definitions and characteristics of a profession according to various authors.  
   1.2 Analyze significant changes that have occurred in our society which have impacted nursing as a discipline.  
   1.3 Compare various professional socialization models.  
   1.4 Analyze the practice difference between A.D.N. and B.S.N.  
   1.5 Discuss the development of the three roles of nursing within the different levels of the discipline of the profession.  
   1.6 Recognize the major theories of nursing and their relevance to the practice of the profession.  
   1.7 Use the paradigm of conceptual framework of the Nursing Program to examine the theories.  

2. Analyze the ethical-legal commitments as part of the humanitarian attention when practicing as member of the profession.  
   2.1 Contrast the ethical action, moral and legal campus and their relevance in the practice of the profession.  
   2.2 Examine the importance of developing sensitivity in humanistic attention.  
   2.3 Discuss the deontology, telelogic form of thinking, the virtues based on relations and their ethical reasoning relevance.  
   2.4 Discuss the application of ethical principles and the guidelines of ethical conduct when confronted.  
   2.5 Discuss bioethics problem solution approaches in health service settings, distinguishing the duties of the nursing professional in decision making within the interdisciplinary team.
2.6 Discuss the types of class and bioethical problems in health scenarios and the applicable ethical conduct.

2.7 Use ethical decision making models applying principles, duties, rights, values, essential virtues and Ethical Conduct as guideline before ethical situations and dilemmas.

2.8 Analyze laws that regulate directly the nursing profession in PR to obtain important legal guidelines in the professional practice.

2.9 Contrast the legal concepts of negligence, professional malpractice, assigned care, reasonable care and personal vulnerability and vicarage.

2.10 Identify common offenses related to professional fulfillment.

2.11 Discuss prudent legal conducts when managing and preventing common penal offenses with Professional fulfillment and common risk nursing practices.

3. Analyze the care provider role from a professional practice dimension using the nursing process with emphasis in diagnostic and therapeutic reasoning and health education as an essential intervention for the promotion, maintenance and health restoration.

3.1 Discuss the importance of assessment in relation to diagnostic reasoning.

3.2 Distinguish the different types of diagnostics according to the category characteristic of NANDA.

3.3 Analyze the clinical bifocal model of nursing. Identify the skills of critical thinking required in the task of diagnostic reasoning.

3.4 Identify the importance of the therapeutic reasoning process within promotion, maintenance and restoration goals.

3.5 Identify the critical thinking skills needed for the task of therapeutic reasoning.

3.6 Identify variables in the adequate selection of expected outcomes and nursing interventions for the promotion, maintenance and health restoration.

3.7 Use the articulation between NNN to write a patient care plan applying critical thinking skills.

3.8 Discuss the impact of low levels of alphabetization.

3.9 Discuss the education process stages and their quality requirements.

3.10 Identify documentation quality indicators if the education process for the patient.

3.11 Define the health literacy concept in statistical terms, health results and general health status.

3.12 Identify risk factors and manifestations to conclude the existence of low health literacy.

3.13 Discuss suggested solution strategies (educational interventions) to improve health literacy.

3.14 Identify and justify the three key questions to promote patients to ask their health care providers to obtain a clear communication about their health. (AskMe3)

3.15 Identify available resources as a base to improve health literacy to use for patient education.

3.16 Design teaching plan to fundament therapeutic intervention through life cycles.

3.17 Identify and justify the three key questions to promote patients to ask their health care providers to obtain a clear communication about their health. (AskMe3)

3.18 Discuss suggested solution strategies (educational interventions) to improve health literacy.

3.19 Identify and justify the three key questions to promote patients to ask their health care providers to obtain a clear communication about their health. (AskMe3)

3.20 Identify available resources as a base to improve health literacy to use for patient education.

3.21 Design teaching plan to fundament therapeutic intervention through life cycles.

4. Analyze the fundamental theories and concepts of leadership and management for the development of the care coordinator.

4.1 Examine the management process using different components, activities, styles and paradigms.

4.2 Examine the leadership concept using theories, concepts, characteristics and contemporary styles.
4.3 Distinguish the components for strategically planning and apply to given situations.
4.4 Discuss supervision as an activity and management skill of coordinated care.
4.5 Examine essential communication strategies for leadership and management care in a diversified cultural environment.

5. Analyze the competencies and skills necessary for teamwork oriented to patient safety, using the TeamStepps Model as a guide.
5.1 Discuss the origins and importance of the TeamStepps Model for patient safety.
5.2 Analyze the competency of leadership for teamwork towards patient safety.
5.3 Apply essential leadership skills for conducting team briefs, huddles and debriefs.
5.4 Examine the required actions for an adequate delegation process during coordination of care.
5.5 Analyze the competency and required skills for staying alert to the different situations within the work environment to maintain proper teamwork and patient safety.
5.6 Apply situation monitoring skills using TeamStepps checklists.
5.7 Analyze the competency and skills for mutual support in teamwork for patient safety.
5.8 Examine the process of the formation of conflict, considering all its components.
5.9 Discuss strategies for conflict management, (win-win collaborative styles such as persuasion and negotiation).
5.10 Examine essential communication strategies for leadership and management of care in a multi-cultural Environment.

6. Analyze improvement principles of continuous quality care and patient security risk management in coordinated care.
6.1 Contrast the continuous quality improvement, risk management and patient security in health care.
6.2 Distinguish the elements that make up the standard system which describes the quality of health care.
6.3 Distinguish the elements that make up the data collection system to determine the grade in which the standards are met.
6.4 Describe the quality control measures that are implemented to achieve the execution according to the standards.
6.5 Discuss the quality monitoring intervention including the definition, activities and relevance in quality care.
6.6 Identify the significance of the sentry event, the statistic frequency and their causes according to JCAHO.
6.7 Discuss the National Goals on Patient Safety and the organizational role which protects patient safety.
6.8 Identify nursing actions which respond to the National Goals on Patient Safety in the different roles of the profession.

IV. CONTENT
I. Nursing as a profession
A. Nursing Professionalism
   1. Concept of the term profession according to sociology studies
      a. Criteria
      b. Characteristics
   2. Significant nursing impact changes
      a. Social
      b. Population
      c. Economic
      d. Scientific
      e. Technology
      f. Education
   3. Socialization as a learning mode
a. Concept of the socialization process  
b. Learning mode  
  1) Professional role  
  2) Differentiated practice

B. Nursing as a science  
1. Characteristics of science  
2. Phenomenal studies in nursing  
3. Model elaboration  
4. Nursing theories  
   a. Paradigm concepts  
   b. Levels of knowledge  
      1) Mega theories  
      2) Global theories  
      3) Medium range theories  
      4) Practice theories  
   c. Nursing theologians  
      1) Originals  
      2) Contemporary  
      3) Actual

5. Concept Framework of Nursing Programs  
   a. Nursing process  
   b. Humanistic attention  
   c. Communication  
   d. Continuous health and illness  
   e. Leadership and management  
   f. Investigation

II. ETHICAL-LEGAL COMMITMENTS AS A PROFESIONAL MEMBER (14 hours)  
A. Ethical-moral responsibility as part of the humanistic attention  
   1. Ethical-legal frontier limits  
      a. Conceptualization  
      b. Ethical/Bioethical  
      c. Moral / morality  
      d. Moral character  
      e. Ethical reflex ion  
      f. Ethical conduct  
      g. Moral conduct guidelines  
         1) Values  
         2) Principles  
         3) Ethical codes
   2. Humanistic attention as an expression of ethical sensitivity  
      a. Conceptualization  
      b. Ethical sensitivity  
         1) Humanistic attention  
      c. Nursing characteristics with humanistic attention  
         1) Nursing attributes  
         2) Significant virtue outcomes  
      d. Expected behavior  
      e. Associated therapeutic interventions  
   3. Forms of ethical reasoning  
      a. Deontology  
      b. Teleology  
      c. Virtue bases  
      d. Care based on relationship  
   4. Ethical principle application challenges
a. Paternalism vs. Autonomy
b. Double effect principle vs. beneficence y no-malfeasance
c. Veracity, confidence and justice in the present health system

5. Approaches to bioethical problem solutions
   a. Ethical codes as an ethical-moral guideline
   b. Guideline principals
   c. Education
   d. Creative exploration
   e. Shared decision making
   f. Ethical committees

6. Frequent bioethical problems related to health
   a. Types
      1) Dilemmas
      2) Stress or moral or ethical suffering
      3) Moral or ethical indifference
      4) Others
   b. Area of bioethical problems
      1) Consent
      2) Ability to make decisions
      3) Tell the truth
      4) Confidentiality
      5) Decisions that involve children
      6) Euthanasia and assisted suicide
      7) Quality care at the end of life
      8) Exposure to medical errors

7. Ethical decision making models
   a. Importance
   b. Models
   c. Application: situation analysis

B. Legal Responsibilities
   1. Laws, Letters and Codes related to the nursing practice
      a. As a professional member
         1) Law # 9 (Regulates nursing in PR)
         2) Law #82 (Professional Association)
         3) Law #11 (Continuous Education)
      b. As care coordinator
         1) Law #100 (Against employment discrimination)
         2) Workman-Employer National Law from 1947
         3) Law for Working Mothers (Num. 3 of March 13, 1942)
         4) Law #80 (Unjust dismissal)
         5) Law against Sexual Harassment Employment
         6) Others
      c. As a care provider
         1) Law 139 (Good Samaritan Law)
         2) Constitution of PR
         3) Constitution of US
         4) Civil Code
         5) Patient auto determination Act
         6) Protection of Rights
         7) Others
   2. Legal basic concepts
      a. Negligence
      b. Malpractice
      c. Appropriate care vs. reasonable care
      d. Essential elements to prove malpractice
3. Prevention of common offenses of the professional duties
   a. Offenses against the judicial function:
      1) Destroying proof
      2) Preparation and presentation of false written complaints
      3) Examples of nursing violations
   b. Against the corporal integrity:
      1) simple aggression
      2) Aggravated aggression
      3) Examples of nursing violations
   c. Defamation – against a persons honor
      1) Examples of nursing violations
   d. Against civil rights:
      1) liberty restriction
      2) reveling professional secrets
      3) examples of nursing violations
   e. Against life: involuntary homicide
      1) Examples of nursing violations

4. Risk areas within the professional functions: management and prevention
   a. Three areas of mayor frequency
      1) Medication administration
      2) Documentation
      3) Medical prescription intake
   b. Related to direct patient intervention
      1) Confidentiality and privacy violation
      2) Direct intervention with the patients body
      3) Failure to observe/evaluate
      4) Failure to intervene
      5) Failure to protect
      6) Informed consent
   c. Related to the care coordinator role
      1) Failure to follow acceptable practice guidelines, policies and procedures
      2) Delegation and supervision
      3) Personnel movements
      4) Policies and procedures
      5) Sexual harassment
      6) Realization of tasks not related to the professional realm
   d. Others

III. PROFESSIONAL PRACTICE DIMENSION AS A CARE PROVIDER
   A. Nursing process from a professional practice perspective
      1. Diagnostic reasoning: diagnostic process
         a. Holistic assessment of the client
            1) Key data: significance
            2) Focalized assessment and the relation with nursing diagnosis
            3) Critical thinking skills
               a) Data verification and validity
               b) Distinguish normal from abnormal
               c) Distinguish relevant data from irrelevant; identify signs and symptoms (identify key data)
               d) Group data by areas
               e) Identify functional or dysfunctional patterns
               f) Make inferences
         b. Diagnostic taxonomy
            1) Use of standardized language
2) NANDA taxonomy
3) NANDA diagnostic categories
4) Category validation
5) Application in real scenarios
6) Difficulty in the application
c. Potential complications and collaborative or interdisciplinary problems
   1) Bifocal Clinical Model
   2) Interdisciplinary problems
   3) Validation and Composition

2. Therapeutic reasoning: planning, implantation and evaluation
   a. Establishing priorities
   b. Establishing expected health outcomes
   c. Taxonomy
d. Therapeutic nursing interventions
e. NANDA, NIC, NOC articulation and validation
f. Critical thinking skills in diagnostic reasoning
g. Therapeutic plan and formats
h. Evaluation process using health result indicators

B. Health education as professional therapeutic interventions (6hrs.)
   1. Importance (Ethical and legal)
   2. Phases of the patient education process
   3. Patient education documentation
   4. Health literacy
   5. Low levels of health literacy
      a) Statistics
      b) Health outcomes
      c) Risk factors
d) Typical manifestations

6. Therapeutic interventions best practices
   a. Teaching individual (5606)
b. Facilitating learning (5620)
c. Improving learning disposition (5540)
d. AskMe3 – patient participation

IV. PROFESIONAL PRACTICE DIMENSION AS CARE COORDINATOR (16 hrs.)
A. Fundamentals of leadership and management
   1. Leadership
      a. Definition of the concept
      b. Leadership role and attributes
c. Leadership theories
d. Contemporary styles
   1) Transactional
   2) Transformer
   3) Others
e. The followers and the leader
f. Personal leadership
2. The management process
   a. Concept definition
   b. Paradigmatic changes in management
      1) Management styles
   2) Management leadership
c. Distinctive activities per component
   1) Planning
   2) Organization
   3) Coordination/direction
4) Control

d. Strategic Planning: key skill of the management process
   1) Definitions: vision, values, mission, goals
   2) Components
   3) Application in given situations

e. Supervision as an management activity
   1) NIC 7830 Personnel Supervision
      a) Definition
      b) Supervisor activities
   2) Supervision skills

3. Decision making and problem solving: Critical thinking for coordination of care
   a. Integrated process: decision making and problem solving
      1) compare and differentiate
      2) utility
      3) characteristics
      4) critical elements
      5) decision making models
   b. Participating decision making
      1) benefits
      2) methods

B. Competency and skills of teamwork according to the TeamStepps Model

1. Introduction to the TeamStepps Model
2. Leadership skills in teamwork
   1) Types
   2) Effective leader role
   3) Resource management
   4) Meeting check lists
      a) Briefs
      b) Huddles
      c) Debriefs
   5) Delegation
      a) Purpose
      b) 5 rights of delegation
      c) NIC

3. Competency of situational alertness
   1) Conceptual definition
   2) Situation monitoring skills
      a) patients status
      b) team members
      c) environment
      d) progress towards goal
      e) I’m SAFE checklist
      f) STEP checklist

4. Skills for mutual support in teamwork
   a) Conceptual definition
   b) Feedback
   c) Conflict solution

1. Strategies according to TeamStepps

5. Communication skills

C. Quality care and risk management

1. Total quality management process (TQM)
   a. Conceptualization
      1) Total Quality (TQM)
      2) Risk management
   b. IOM goals
      a) Patient safety
      b) Patient centered
c) Efficiency
d) Effectiveness
e) Timeliness
f) Justice
c. System to meet standards
   a) Process
   b) Results
   c) Structure
c. NIC 7800: Quality Monitoring
   1) Definition
   2) Activities
2. Risk and Safety Patient Management
   a. Conceptualization
      1) Risks
      2) Patient safety
   b. Sentinel events of major frequency
      1) Types of major frequency
      2) Frequent scenarios
      3) Statistics of root causes
c. National Goals for Patient Safety compliance actions
   1) Care provider role
   2) Care coordinator role
   3) Member of the profession role
d. Leadership organization managing risk and patient safety
   1) JCAHO
   2) ANA
   3) AHCPR

V. ACTIVITIES
   * Small group discussion of situations
   * Search information in the Internet as part of the class
   * Short conferences
   * Open discussions
   * Recent scientific literature and videos review on above topics referenced in the web

VI. EVALUATION STRATEGIES
   Quizzes
   Tests
   Attendance
   Participation
   Special Collaborative Project

VII. SPECIAL NOTES

   Auxiliary Services or Special Needs
   Any student that requires auxiliary services and/or special assistance must request it as soon as he/she knows he/she needs it. This request must be submitted through the proper registry at Mr. José Rodríguez, Office of Professional Counseling, located at the Program of University Counseling.

   Honesty, Fraud and Plagiarism (Chapter 5, Student’s Regulations Manual)
   Lack of honesty, fraud, plagiarism and/or any other inadequate conduct related to the academic performance of the student will constitute major infractions of the Student’s Regulations Manual. According to the Regulations, major infractions can be sanctioned by the student’s suspension
from the University for a definite time defined by “over a year” or expelled permanently, among others.

**Electronic Devices**

All cellular phones and any other electronic devices that might interrupt the learning and teaching process or alter the environment that conducess to academic excellence must be deactivated. Special situations must be taken care of, accordingly. The use of electronic devices that allow access, storage or sending of information during evaluations or tests is prohibited.

VIII. **TEXT BOOK**


From previous courses:


IX. **BIBLIOGRAPHY**

   - Chapter 1. “The professional nurse pp. 3-20 y
   - Chapter 4”Socialization for professional practice”, pp. 75-94.
ELECTRONIC RESOURCES
Colegio de Profesionales de Enfermería de PR  http://www.cpepr.org/
American Nursing Association (ANA)
http://www.nursingworld.org
Direct Nursing Care Association
The American Association of Managed Care Nurses: http://www.aamcn.org
Standardized Language in Nursing
Nursing Diagnosis and Extension Classification Home Page:
http://www.nursing.uiowa.edu/ndec/
Center: http://www.nursing.uiowa.edu/cnc
Human Caring Center and Watson theory about humanitarian attention
http://www.uchsc.edu/ctrsinst/chc/
http://www.humanecaring.org/
Florence Nightingale as theorist:
http://www.valdosta.edu/nursing/history_theory/florence.html
Health promotion model and general health objectives:
http://www.umich.edu/~Enursing/faculty/chart.gif
Healthy People 2010: http://web.health.gov/healthypeople
Information on the different theorists in nursing and other related links
http://www.ualberta.ca/~jrnorris/nt/theory.html
Nursing journal ONLINE
Evidence-Based Nursing - Pilot issue: www.bmj.com/data/ebnpilot.htm
Online Journal of Issues in Nursing www.nursingworld.org/ojin/index.htm
Lippincott's Nursing Center - Journals www.ajn.org/journals/page1.cfm
International Journal of Nursing Studies
www.elsevier.nl/inca/publications/store/2/6/6/index.htm?frame=menu&menu=GEN
ENFERMERIA - Jose Dacal www.arrakis.es/~josedacal/#informatica
Lippincott's Nursing Center-Continuing Education
www.nursingcenter.com/continuing/page1.cfm
The Main Reading Room Journal Collection
www.nlm.nih.gov/services/onsite/rrjournals.html
Online Journal of Nsg Informatics http://milkman.cac.psu.edu/~dxm12/sidebar.html
Nursing History Resources www.aahn.org/resource.html

ELECTRONIC DATA BASE
The following data base can be assessed through the Web from the CAI, or from your home with your computer (http://www.cai.inter.edu/bases.htm). To access from your home you should register at the CAI to obtain the password you will need. This is a class requisite.
Health Reference Center
CINAHL
ProQuest
ACADEMIC RESEARCH LIBRARY.

Revised by P. Santiago, Oct. 2007
Translated by M.J. Colon, 2008
Adapted by Y. Torres, Aug. 2009