UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2017

COURSE NUMBER NUR 4748

Section 02BD – note course schedule times

Section 1C58 – note course schedule times

COURSE TITLE Systems of Care 4: Multi-system Care

CREDITS 3

# PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITE NUR 4739 Systems of Care 3: Restoration of Wellness

# FACULTY

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HPNP 3219

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COURSE DESCRIPTION The purpose of this course is to examine multi-system alterations in equilibrium across the lifespan. Emphasis is on identification of principles from the science of nursing used to support safe and effective management of clients with multi-system illnesses in a variety of settings. Focus is on synthesis of knowledge from multiple sources to influence client-centered outcomes.

COURSE OBJECTIVE Upon completion of this course, the student will

1. Evaluate the healthcare needs of clients with multi-system alterations in equilibrium across the lifespan.
2. Synthesize relevant knowledge from multiple sources in development of plans of care for clients with multi-system alterations.
3. Generate plans of care to facilitate individual and family transition to end of life.
4. Justify interprofessional plans of care to achieve optimal healthcare outcomes.
5. Establish priorities for interventions with clients having multi-system illness.

COURSE SCHEDULE

**Spring 2017 Section 02BD**

DAYS TIME ROOM

Wednesday 0725-1025am HPNP G-114

Thursday 1145-2:45pm HPNP G-114

**Spring 2017 Section 1C58**

DAYS TIME ROOM

Wednesday 1145-2:45pm HPNP G-301

Thursday 0725-1025am HPNP1404

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

I. General Approach:

 Use of the problem solving process to develop interdisciplinary plans of care for patients with multisystem illness.

1. Synthesis of concepts and application to exemplars across settings and across the lifespan
2. Nursing interventions are actions that address nursing problems and are based on evidence based guidelines and standards of care

II. Exemplars include:

1. Older adult who is critically ill with COPD developing behavioral changes associated with dementia and delirium.
2. Older adult in long term care who develops a urinary tract infection and admitted to acute care with sepsis.
3. Older adult with history of polypharmacy falls at home and has a fractured hip and receives care across settings.
4. Young adult with HIV and care across settings.
5. Fifty year old male with cardiac failure who received transplantation.
6. Young adults with eating disorders.
7. Critically ill child with Burns .
8. Woman with breast cancer who is a victim of domestic violence.
9. Family with multi trauma from a motor vehicle accident.
10. Middle-age worker who has diabetes and substance dependence.
11. Veteran with a traumatic brain injury and posttraumatic stress disorder

TEACHING METHODS

Team-based learning activities: case exemplar presentations focused on the following: nursing care concepts, assessment of multi-system alterations, synthesis of knowledge from multiple sources to develop plan of care, utilize interprofesssional resources in the plan of care and justification of plan of care in relation to optimal outcomes.

LEARNING ACTIVITIES

Participation in class, exemplar presentations with case analysis and web-based and classroom assignments.

**Students will examine multiple alterations in equilibrium across the lifespan. Each class period will focus on the health care needs and safe and effective nursing and inter-professional care of clients with multi-system problems. Class presentations and discussion will include the application of principles and theory learned in previous classes and from the examination of current evidence in the literature as it is related to case study exemplar(s). Students will demonstrate the ability to apply the case exemplar to other clients with similar alterations and in a variety of settings in order to provide safe and effective care.**

**Students are expected to review content on the topics in their textbooks and from other resources in preparation for class. Students will select appropriate evidence-based current research journal articles for discussion of the case exemplars; the students will provide the evidence rating for each article cited in a presentation or discussion. Presentation guidelines and other course documents are posted on Canvas. Case exemplars, suggested readings, and class objectives will be posted for each class date on Canvas. Exemplars/class objectives will be opened one week in advance through e-learning Canvas.**

EVALUATION METHODS/ COURSE GRADE CALCULATION

**Class Quizzes In-Class in Canvas 45%**

10 quizzes will be given in-class on canvas. The quizzes are based on the assigned textbook readings and Saunders NCLEX review chapters based on class topics and course objectives.

**HESI Exam\* Jan. 25, 2017 HSC Computer Lab 20%**

**HESI Exam\* Feb. 16, 2017 \*Highest grade earned ------**

The HESI exam will be administered two times during the semester. Students can apply the highest conversion score of both administrations of HESI to this 20%.

**Team Presentations/Discussion As Assigned 20%**

Students will be randomly placed in teams of 6-7 students and will present at least 1 problem based learning case study (using rubric/guidelines on Canvas). Students will also participate in discussion postings on Canvas – posting evidence-based articles on topics throughout the semester.

**Class Participation/Attendance 5%**

Students will participate in class discussions, canvas discussion postings, and audience participation during team presentations.

**Flash Card Participation Due Jan. 25 & Feb. 16 5%**

Students will complete a total of 300 flash cards during this course on class topics. There are 30 chapters in the Saunders NCLEX review text that will be reviewed – students can choose to complete 10 flash cards for each chapter (to equal total 300 flashcards). 150 flash cards due on admission to the first HESI examination and 150 flash cards due on admission to the second HESI exam.

**Peer Evaluation Due on Canvas 2/23/17 5%**

Students will complete a peer evaluation on canvas to evaluate each team member on presentation and team work guidelines (rubric/tool found on canvas). Students will complete and submit these on canvas and also print these out and share them with their team members. Feedback should be respectful and include both positive and constructive feedback.

**Total: 100%**

\*This administration of HESI satisfies the University of Florida and College of Nursing Academic Learning Compact.

MAKE UP POLICY

There will be no make-ups for missed assessments/exams.

Attendance will be taken for each class. Be prepared to show your UF identification card.

Students are expected to be present for all scheduled classes, other learning experiences, and assessments and attendance will be calculated in the final grade. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter via ‘Canvas’ and UF email. Instructors will then make an effort to accommodate reasonable requests. A grade penalty may be assigned for late assignments, class absences, tardiness, or inattentiveness.

It is the students’ responsibility to act in a professional manner in the classroom. Students are not to use cell phones, iPads, or other electronic devices during class unless necessary for classroom assignments. Only students who are “presenting” may have their laptops open during a presentation. If a student fails to pay attention during class, engages in texting or uses electronic devices for reasons unrelated to the class activity, they will be excused from class and receive a percentage point deduction from their overall grade for each occurrence.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91-92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

 Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

HESI.  (2014). *Comprehensive review for the NCLEX-RN examination* (4th ed.).  St. Louis, Missouri: Elsevier.

Lewis, S.L., Dirksen, R.F., Heitkemper, M.M., Bucher, l., & Camera, I.M.  (2014). *Medical-Surgical nursing:  Assessment and management of clinical problems* (9th ed.).  St. Louis, Mo:  Mosby.

Perry, S., Hockenberry, M., Lowdermilk, E. & Wilson, D. (2014). *Maternal child nursing care.*​(5th ed.).  St. Louis, MO: Elsevier Mosby.

Silvestri, L.A.  (2014). Saunders comprehensive review for the NCLEX-RN examination  (6th ed.). St. Louis, MO: Saunders.

WEEKLY CLASS SCHEDULE

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| Date | Topic | Pre-Work/ Readings | Assignment | Saunders NCLEX quiz topics/Flash card topics |
| Jan. 4 | Orientation – Review syllabi, team-based learning, presentations, rubrics, individual and group assessments, peer evaluation.HESI examination2016 NCLEX test planGroup work for tomorrow’s presentation | HESI text read chapter 1 & 2(optional: do practice problems for those readings)Review syllabi, get textbooks, review canvas siteTeam work | Discussion P&RTeams work on upcoming presentations & audience discussions | none |
| Jan. 5 | Safety & Mobility: Polypharmacy/Falls/Fractures/Orthopedic | Readings & Resources on CanvasTeam workHESI text MS.Lewis ch. 62, 64Saunders NCLEX Musculoskelectal Ch. 68 MSCh. 69 MS medsCh. 46 ped MS | Discussion P&RTeam 1 PresentTeam 2-10 Audience | none |
| Jan. 11 | Infection: Sepsis | Readings & Resources on CanvasTeam workHESI text shock & F&E balanceLewis ch. 15Saunders NCLEXCh. 9 F&ECh. 10 A/BCh. 11 labs | Discussion P&RTeam 2 PresentTeam 1, 3-10 Audience | Quiz #1 MusculoskelectalCh. 68 MSCh. 69 MS medsCh. 46 ped MS |
| Jan. 12 | Skin Integrity & Regulation & Comfort: Burns | Readings & Resources on CanvasTeam workHESI text pain and burnsLewis ch. 25Saunders NCLEX Ch. 36 integ pedsCh. 50 integ Ch. 51 integ meds | Discussion P&RTeam 3 PresentTeam 1,2, 4-10 Audience | Quiz #2 (Shock, fluid & electrolyte balance)Ch. 9 F&ECh. 10 A/BCh. 11 labs |
| Jan. 18 | Tissue Perfusion: EKG/Cardiac/CHF | Readings & Resources on CanvasTeam workHESI text ECG & cardiacLewis ch. 32-34, 36-38Saunders NCLEXCh. 43 peds cardCh. 60 cardiacCh. 61 card meds | Discussion P&RTeam 4 PresentTeam 1-3, 5-10 Audience | Quiz #3 (Burns & pain)Ch. 36 integ pedsCh. 50 integ Ch. 51 integ meds |
| Jan. 19 | Oxygenation & Gas Exchange: COPD, Asthma, Respiratory Problems | Readings & Resources on CanvasTeam workHESI text respiratory system Lewis ch.26-29Saunders NCLEX Ch. 42 peds respCh. 58 respCh. 59 resp meds | Discussion P&RTeam 5 PresentTeam 1-4, 6-10 Audience | Quiz #4 (cardiovascular, ECG)Ch. 43 peds cardCh. 60 cardiacCh. 61 card meds |
| Jan. 25 | HESI Exam\*NOTE TIME/ROOM: 0900-2:00 HSC computer lab | HESI Review Book | HESI practice questions, good sleep & nutrition ☺ | None150 Flash cards due |
| Jan. 26 | Multi-System TraumaSelected Renal Problems | Readings & Resources on CanvasTeam workHESI text renalLewis ch. 63, 69 and ch. 45-47Saunders NCLEXCh. 44 peds renalCh. 62 renalCh. 63 renal meds | Discussion P&RTeam 6 PresentTeam 1-5, 7-10 Audience | Quiz #5 (Respiratory system)Ch. 42 peds respCh. 58 respCh. 59 resp meds |
| Feb. 1 | Mental Health: Domestic Violence, Anxiety, Depression, PTSD, Eating Disorder, PTSD | Readings & Resources on CanvasTeam workHESI text psych disordersSaunders NCLEXCh.72 Found MHCh. 74 MH dxCh. 77 MH meds | Discussion P&RTeam 7 PresentTeam 1-6, 8-10 Audience | Quiz #6(Renal)Ch. 44 peds renalCh. 62 renalCh. 63 renal meds |
| Feb. 2 | Infection & Immunity: HIV/AIDS | Readings & Resources on CanvasTeam workHESI text HIV and peds HIVLewis ch. 15Saunders NCLEXCh. 47 peds HIVCh. 70 immuneCh. 71 imm meds | Discussion P&RTeam 8 PresentTeam 1-7, 9-10 Audience | Quiz #7 (Psychiatric Disorders)Ch.72 Found MHCh. 74 MH dxCh. 77 MH meds |
| Feb. 8 | End of Life & palliative Care & Spirituality | Readings & Resources on CanvasHESI text death & griefLewis ch. 10Saunders NCLEXCh. 6 cultureCh. 7 ethicsCh. 76 crisis | none | Quiz #8 (HIV & Peds HIV) Ch. 47 peds HIVCh. 70 immuneCh. 71 imm meds |
| Feb. 9 | End of Life Care & Palliative Care & Spirituality | Readings & Resources on CanvasTeam workHESI text death & griefLewis ch. 10 | Discussion P&RTeam 9 PresentTeam 1-8, 10 Audience |  None |
| Feb. 15 | Regulation: Diabetes | Readings & Resources on CanvasHESI text endocrine Lewis ch. 48-49Saunders NCLEXCh. 39 peds endoCh. 54 endoCh. 55 endo meds  | Discussion P&RTeam 10 PresentTeam 1-9 Audience | Quiz #9 (Death & Grief)Ch. 6 cultureCh. 7 ethicsCh. 76 crisis |
| Feb. 16 | HESI Exam\*NOTE TIME/ROOM: 08:30-1:30 HSC computer lab | HESI Review Book | HESI practice questions, good sleep & nutrition ☺ | 150 Flash cards due |
| Feb. 22 | Review |  |  | Quiz#10 (Endocrine)Ch. 39 peds endoCh. 54 endoCh. 55 endo meds  |
| Feb. 23 | Cumulative Final Exam - On Canvas in Class |  |  |  |
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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1209/09; 03/1210/09; 04/12 |