UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2017

COURSE NUMBER NUR 4748 L – Sections 02BE, 02BF, 02BG, 1G57, 1G58, 1G59, 1G66, 1G71, 1G83, 1G85, 1G89, 2148, 2151

COURSE TITLE Clinical Practice 4: Multi-system Care

CREDITS 3

PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITES NUR 4739L Clinical Practice 3: Restoration of Wellness

COREQUISITES NUR 4748 Systems of Care 4: Multi-system Care

FACULTY

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COURSE DESCRIPTION This purpose of course is to provide the student with clinical experiences in the provision of healthcare for diverse clients with multi-system alterations in equilibrium and the application of population focused care principles. Emphasis is on effective decision making with clients with varied potential for restoration to wellness in a variety of settings. Focus is on the delivery of holistic, safe, and evidence based healthcare for clients with multi-system illness.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Implement evidence based nursing interventions in the care of clients with multi-system alterations in equilibrium.
2. Evaluate the effectiveness of plans of care.
3. Evaluate healthcare technologies and information management systems that support safe nursing practice.
4. Analyze interprofessional, collaborative strategies in the care of clients with multi-system illnesses.
5. Utilize principles of population focused care in the healthcare management of individuals and groups.
6. Evaluate professional behaviors and boundaries in the provision of holistic care of clients.

CLINICAL/LABORATORY SCHEDULE

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.

COURSE SCHEDULE

Monday and Tuesday January 9, -February 7, 2017

No clinical on January 16, 2017 (MLK Holiday).

Clinical hours are arranged by individual faculty but average 9 hours per clinical day.

Completion of the following online modules are required for satisfactory grade in NUR 4748L.

End of life care TNEEL case studies and modules <http://www.tneel.uic.edu/tneel-ss/>

* Comfort– 2 hour (pre and post assessment) January 13
* Ethics and law – 2 hour (pre and post assessment) January 20
	+ - Connection – 2 hour (pre & post assessment) January 27
		- Grief – 2 hour (pre & post assessment) February 3
		- Impact– 2 hour (pre & post assessment) February 10
		- Well-being– 2 hour (pre & post assessment) February 17

Print out the Post-Assessment: “Evaluate Your Answers” page for each module by the above dates and submit to your clinical instructor in order to get credit for completing each module.

Students will attend clinical simulation on **one**-assigned clinical day to meet course objectives.

Orientation for the course and clinical site requirements are arranged by clinical faculty.

Clinical conferences will be arranged by clinical faculty as needed.

Clinical Unit Guidelines

Clinical Practice 4 is not an observational experience. During this time students are to develop critical thinking, apply previously learned concepts to multiple client systems, e.g. individuals, families, groups of individual patients, nursing, interprofessional health care teams. The students are also to work on developing nursing skills (IV medications, insertion of catheters, NG tubes, dressings, etc.), organization and priority setting, identification and implementation of delegation and accountability within the unit, assessment and charting. Students are to progress to providing care for multiple patients. This includes medication administration according to the policy of the facility. There is no clinical pre-planning for this course.

General Clinical Guidelines

* **All documentation** by students must be **reviewed and co-signed** by the faculty member unless faculty specifically gives permission to the staff RN to co-sign
* **All medications administered by students** must be **checked and co-signed** by the faculty member or staff nurse depending on the clinical site policy.
* Students **may NOT administer any IV fluids or medications** without **direct supervision and observation** by the staff nurse or faculty member depending on the clinical site policy.
* Students **cannot take telephone or verbal orders** from anyone.
* Students **cannot process or sign-off orders**.
* Students **cannot sign as witness** on any type of consent form or legal document.
* Students **are not to give blood products or chemotherapy agents**.
* If injured in the clinical area, Instructor must be notified as soon as safely possible.
* If a student needs to complete an **Incident Report** for any reason, **Instructor must be notified immediately.**

Simulation Lab Guidelines:

Simulation lab is considered part of your clinical experience and professional behavior is expected. Students are to wear their CON scrubs and closed toe shoes. Students are to arrive to the lab on time. Tardiness and the use of personal technology not related to participation in the clinical scenarios is unacceptable.. If it is determined that a student is not adhering to these guidelines during the simulation experience, that student may be dismissed at the discretion of the faculty instructor. Evaluation of a student’s participation in the simulation experience will be a factor in the student’s clinical evaluation for this course.

Transitions will begin on Monday, March 7, 2016.

TEACHING METHODS

Supervised clinical practice, seminars, and evaluation of clinical practice in various settings

LEARNING ACTIVITIES

Providing and evaluating care for assigned clients in a variety of settings (all multi-system acute adult settings).

EVALUATION METHODS/ COURSE GRADE CALCULATION

Clinical courses are evaluated using the Clinical Evaluation form. Clinical evaluation will be based on faculty observation, verbal communication with the student, written work, and agency staff reports using a College of Nursing Clinical Evaluation Form. Faculty reserve the right to alter clinical experiences, including removal from client care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.

Evaluation will be based on achievement of course and program objectives using a College of Nursing Clinical Evaluation Form. All areas are to be rated. A rating of Satisfactory represents satisfactory performance and a rating of Unsatisfactory represents unsatisfactory performance. **The student must achieve a rating of Satisfactory in each area by completion of the semester in order to achieve a passing grade for the course.** A rating of less than satisfactory in any of the areas at semester end will constitute an Unsatisfactory course grade.

The faculty member will hold evaluation conferences with the student and clinical preceptor, if applicable. The faculty member will document or summarize each conference on the Clinical Evaluation Form or Advisement Record. This summary will be signed by the faculty member and student. Mid-rotation evaluation conferences will be made available to each student. Final evaluation conferences with faculty members are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the faculty member.

MAKE UP POLICY

Students will be required to make up time missed in clinical based upon the faculty’s assessment of whether the individual student is meeting the clinical objectives and the frequency of absences.

GRADING SCALE

S Satisfactory

 U Unsatisfactory

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

Ackley, B. & Ladwig, G. (2014). *Nursing Diagnosis Handbook* (11th ed). Maryland Heights, MO: Mosby.

Evolve RN Practice Tests:  HESI RN Practice Test, Version 3.0

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, D., & Wilson, D.  (2010). *Maternal child nursing*

*care* (4th ed.).  Maryland Heights, MO: Mosby.

Silvestri, L.A.  (2011).  Saunders comprenhensive review for the NCLEX-RN examination

      (5th ed.). St. Louis, MO: Saunders.

Townsend, M.C. (2011). *Essentials of psychiatric mental health nursing: Concepts of care in*

*evidence-based practice* (5th ed.). Philadelphia: FA Davis.

WEEKLY CLASS SCHEDULE

Will be announced at beginning of the term on course website.

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1209/09; 03/1210/09; 04/12 |