UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER 2018

COURSE NUMBER NUR 4748

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 Allison Kathleen Peters, DNP, RN, CNOR, NEC

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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 developing 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

**Sections 01DO - Dr. Peters**

Wednesday 0900-1245 (9:00 am-12:45 pm) Communicore C1-3

Thursday 0900-1245 (9:00 am-12:45 pm) Communicore C1-3

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. Subject presentation dates and content are subject to change to facilitate learning. Please check the Canvas announcement site weekly. Please check your Gatorlink account email regularly for College and University wide information 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, 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 post-traumatic stress disorder

TEACHING METHODS

Flipped classroom, 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 inter-professional resources in the plan of care and justification of plan of care in relation to optimal outcomes. Subject presentation dates and content are subject to change to facilitate learning. Please check the Canvas announcement site and email weekly.

LEARNING ACTIVITIES

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

EVALUATION METHODS/ COURSE GRADE CALCULATION

**NCLEX Quizzes In-Class 20%**

Ten (10) are 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.

**Article Discussions In Class/Discussion 5%**

Teams will be assigned to locate and review an EBP article 4 times during the course. Articles should be focused on the major topic areas for class that day (other than the case exemplar). See rubric in Canvas. (Instructions that are more detailed are located in Canvas)

**GNV Mid-Term Exam (Exam Soft)- Friday, June 8 @ 10am 20%**

**Team Presentations Assigned Weekly 12%**

Students will be randomly placed in teams and will present a problem-based learning case study (using rubric/guidelines on Canvas) and complete a peer-team evaluation. Students will also be required to participate in article summary discussion in the classroom and on Canvas – posting and presenting evidence-based articles on topics 4 different times during the semester.

**HESI Review Thurs/Fri- Jun 14 & 15**

**HESI Exam\* Monday- June 18 20%**

The HESI exam is a required assessment per the University of Florida and College of Nursing Academic Learning Compact. The HESI is administered once during the semester.

**Peer Evaluation Due June 20 3%**

**FINAL Exam (Exam Soft) Friday, June 22@9am 20%**

**Total: 100%**

MAKE UP POLICY There are no make-ups for missed assessments/exams. (Please do not arrange for travel, interviews, etc. on exam dates). 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 UF Gatorlink 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. Subject presentation dates and content are subject to change to facilitate learning.

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)  | **D- 62-63 (0.67)** |
|  | **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 be 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.  (2017). *Comprehensive review for the NCLEX-RN examination* (5th ed.).  St. Louis,

     Missouri: Elsevier.

Lewis, S.L., Bucher, L., Heitkemper, M.M., Harding, M.M., Kwong, J., & Roberts, D.  (2017).

     *Medical-Surgical nursing:  Assessment and management of clinical problems* (10th ed.).

     St. Louis, Mo:  Elsevier.

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

Silvestri, L.A.  (2017). Saunders comprehensive review for the NCLEX-RN examination

      (7th ed.). St. Louis, MO: Saunders.

Townsend, M. C. (2016). *Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice* (7th ed.). FA Davis.

WEEKLY CLASS SCHEDULE

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| --- | --- | --- | --- | --- |
| DATE | TOPIC | READINGS | ASSIGNMENTS/PRESENTATIONS | FACULTY |
| 5/14 | Classes Begin  | Summer A/CQuiz this week! | Classes Begin | \*\*See Upcoming Assignment |
| 5/16 | Orientation – Review syllabi, team-based learning, presentations, rubrics, individual and group assessments, peer evaluation.HESI examination2017 NCLEX test planWorking as a teamSafety & Mobility: Polypharmacy/Falls/Fractures/Orthopedic | HESI text read chapters 1 through 4Readings & Resources on CanvasLewis Ch. 62 – musculoskeletal trauma and orthopedic surgerySaunders NCLEX MusculoskeletalCh. 64Ch. 65 medsCh. 43 peds | Review canvas, syllabi, readingsTeam work on polypharmacy/falls case exemplar and do one EBP article discussion posting.Groups 2 - 10 polypharmacy/falls case exemplar and one EBP article.Group 1 - Teamwork for upcoming case presentation SepsisTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.\*Quiz End of Class- NCLEX 64, 65, 43 (Musculoskeletal) | Dr. Peters  |
| 5/17 | Infection: Sepsis, shock, MODS,Fluid/Electrolyte balance and acid-base balance | Readings & Resources on CanvasTeam workLewis Ch. 16 – fluid and electrolyte and acid-base balanceLewis Ch. 66 – shock, sepsis, MODSSaunders NCLEXCh. 8 F&ECh. 9 A/BCh. 10 labs & VS | Team Presentation: Group 1Infection; Sepsis, F& Electrolytes(Please use course case study when formulating your presentation)Group 3, 5, 7 & 10 EBP Article SummariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.\*Quiz End of Class; Sepsis, Shock, MODS | " |
| 5/23 | Skin Integrity & Regulation & Comfort: BurnsCritically Ill child with Burns | Readings & Resources on CanvasTeam workLewis Ch. 24 - burnsSaunders NCLEX Ch. 33 integ pedsCh. 46 integ Ch. 47 integ meds | Team Presentation:Group 2 – Burns (Please use course case study when formulating your presentation)Group 4, 6, 8, & 9  EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz beginning of Class: Burns/Integumentary | “ |
| 5/24 | Tissue Perfusion: EKG/Cardiac/CHF including pedsPreop, Intra op and Post op care Heart Transplant Heart Failure/ Cardiac disordersNursing Care and Critical Thinking Applications for Patients with Dysrhythmias | Readings & Resources on CanvasTeam workLewis Ch. 33 – CAD and ACS, Lewis Ch. 34 – heart failureSaunders NCLEX CardiacCh. 40 peds cardCh. 56 cardiacCh. 57 card medsSaunders NCLEX ECG & CardiacDysrhythmias Lewis Ch. 35 – dysrhythmias | Team Presentation:Group 3 Cardiac(Please use course case study when formulating your presentation)Group 1, 5, 7, & 10 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz End of class Cardiac, EKG, Dysrhythmias, Perfusion | “ |
| **5/28** | **HOLIDAY** | **NO Classes** | **MEMORIAL DAY** |  |
| 5/30 | Oxygenation & Gas Exchange: COPD, Asthma, Respiratory Failure, ARDS Emergency Terror, Disaster,Multi-System Trauma,Critical Care,  | Readings & Resources on CanvasTeam workSaunders NCLEX Respiratory System Ch. 39 peds respCh. 54 respCh. 55 resp medsLewis Ch. 28 – obstructive pulmonary diseaseLewis Ch. 67 – ARDS and ARFLewis Ch. 68 – emergency & disaster nursing Lewis Ch. 62 MS traumaLewis Ch. 65 - Critical Care  | Team Presentation:Group 4Oxygenation/ARDS/Trauma (Please use course case study when formulating your presentation)Group 2, 6, 8 & 9EBP article summariesArticle DiscussionTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz beginning of Class ARDS/ARF emergency, Terror Disaster Nursing, Multi-System Trauma, Critical Care | Dr. Peters & Guest Lecturer  |
| 5/31 | Neurological DisordersAcute intracranial problems, stroke, chronic neuro | Readings & Resources on CanvasTeam workLewis Ch. 56 – acute intracranial problems,Lewis Ch. 57 - Stroke,Lewis Ch. 58 – Chronic neuro problemsSaunders NCLEX Neuro Disorders Ch. 62Ch. 63 meds | Team Presentation:Group 5Neuro (Please use course case study when formulating your presentation)Group 1, 3, 7, & 10 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz end of class Neurological disorders/ stroke acute intracranial issues chronic neuro | “Guest Lecturer |
| 6/6 | Selected Renal ProblemsAcute Kidney InjuryChronic Kidney DiseaseUTI | Readings & Resources on CanvasTeam workLewis Ch. 45 – renal and urologic problems Lewis Ch. 46 – acute kidney injury and chronic kidney diseaseSaunders NCLEXCh. 41 peds renalCh. 58 renalCh. 59 renal meds | Team Presentation:Group 6 Renal (Please use course case study when formulating your presentation)Group 2, 4, 8 & 9 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz beginning of Class Renal | Dr. Peters |
| 6/7 | Infection & Immunity: HIV/AIDSChronic IllnessSTD’s**Review Mid-Term** | Readings & Resources on CanvasTeam workLewis Ch. 5 – chronic illness and older adults, Lewis Ch. 14 – infection and HIV, Lewis Ch. 52- Sexually transmitted infectionsSaunders NCLEXCh. 44 peds immCh. 66 immuneCh. 67 immune meds | Team Presentation:Group 7 HIV/AIDS (Please use course case study when formulating your presentation)Group 1, 3, 5& 10 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz end of class HIV/AIDS Immunity Chronic Illness  | "  |
| **6/8** | **Midterm Exam**  | **FRIDAY 10am** | **Midterm exam**  | **5/16-5/31 cont** |
| 6/13 | Regulatory MechanismsEndocrineBreast DisordersEating Disorders, Nutrition Obesity  | Readings & Resources on Canvas Team workLewis Ch. 48 – diabetes mellitus, Lewis Ch. 49 – endocrine problems, Lewis Ch. 51 Breast disorders Saunders NCLEXCh. 36 peds endoCh. 50 endo Ch. 51 endo medLewis Ch. 39 – nutritional problems,Lewis Ch. 40 - obesity  | Team Presentation:Group 8Endocrine (Please use course case study when formulating your presentation)Group 2, 4, 6 & 9EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz beginning of class Endocrine, Nutrition Obesity, Breast D/O) | “ |
| **6/14-15** | **HESI REVIEW**  | **THURS & FRI** |  | **Dr. Bradley** |
| **6/18** | **HESI EXAM**  | **MONDAY** |  | **Dr. Bradley** |
| 6/20 | End of Life & palliative Care & SpiritualityPain | Readings & Resources on CanvasHESI text death & grief<http://www.gowish.org/article.php/resource_websites>Lewis Ch. 8 - Pain, Lewis Ch. 9 – palliative care at EOLSaunders NCLEXCh. 5 cultureCh. 6 ethicsCh. 71 crisis | Team Presentation:Group 9End of Life (Please use course case study when formulating your presentation)Group 3, 5, 6 & 7 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas. | Dr. PetersGuest Lecturer |
| 6/21 | Mental Health: Domestic Violence, Anxiety, Depression, PTSDAddiction and substance abuse Final exam Review | Readings & Resources on CanvasTeam work Lewis Ch. 10 – substance use disorderSaunders NCLEX psych disordersCh.68 MHCh. 69 MH dxCh. 72 MH meds | Team 10 PTSD(Please use course case study when formulating your presentation)Group 1, 2, 4, & 8 EBP article summariesTeams post their presentations on discussion board and audience posts their EBP article on discussion board in Canvas.Quiz end of class End of Life Palliative, Mental Health PTSD | " |
| **6/22** | **Final Exam** | **FRIDAY 9am** |  |  |
| **6-25-29** | **Summer Break** |  |  |  |
| **7/2** | **Transition begins** | **225 Hours** |  |  |
| **7/4** | **HOLIDAY** | **Independence**  | Day |  |

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