UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2018

COURSE NUMBER NUR 3738

COURSE TITLE Systems of Care 2: Restoration of Wellness

CREDITS 3

PLACEMENT BSN Program: 2nd Semester Upper Division

PREREQUISITES NUR 3138 Systems of Care 1: Wellness Promotion and Illness Prevention

NUR 3129 Pathophysiology and Psychopathology

NUR 3069C Health Assessment and Communication

COREQUISITES NUR 3145 Pharmacology for Nursing

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COURSE DESCRIPTION The purpose of this course is to examine the knowledge necessary

to participate in development of plans of care for clients with common acute and chronic illnesses across the lifespan and for intrapartal women. Emphasis is on principles of safe and effective delivery of care to diverse clients with disease, injury and disability in a variety of settings. Focus is on clients with a medium to high potential for wellness.

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

1. Analyze the healthcare needs of clients with selected common acute and chronic illnesses across the lifespan.
2. Incorporate principles and concepts from liberal arts and science and nursing science into plans of care for selected clients.
3. Incorporate the health beliefs, values, attitudes and practices of individuals and families into the development of plans of care.
4. Develop evidence-based plans of care using principles of quality and safety.
5. Analyze interprofessional plans of care for clients with common acute and chronic illnesses across the lifespan.
6. Examine nurse-sensitive indicators that influence utilization of resources in delivery of effective care.

COURSE SCHEDULE

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| Section 049C | Monday | 0830-1130 | HPNP G101 |
| Section 257F | Monday | 1300-1600 | HPNP G112 |

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.

1. Application of concepts to exemplars across the lifespan
2. Nursing interventions that are developed based on identified nursing problems and utilize evidence based guidelines and standards of care

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| 1. CONCEPTS to be introduced in this course: For each concept provide definition, background/theories, assessment tools, nurse sensitive indicators, and evidence-based standards of care. CONCEPTS | EXAMPLES OF ASSOCIATED NURSING PROBLEMS |
| ROLE | Parent/infant attachment, sick role |
| TISSUE INTEGRITY | Surgical wounds, pressure ulcers, infection |
| COMFORT | Acute pain |
| OXYGENATION | Dyspnea |
| PERFUSION | Hemorrhage, deep vein thrombosis |
| SLEEP | Insomnia |
| AFFECT | Sadness, Bereavement |
| COGNITION | Confusion |
| STRESS | Anxiety |
| PERCEPTION | Hearing and visual impairment |
| METABOLISM | Obesity, hyper/hypoglycemia, nausea and vomiting, fluid and electrolyte imbalance |

2. CONCEPTS to be reviewed in this course: For each concept provide assessment tools, nurse sensitive indicators, and evidence-based standards of care.

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| CONCEPTS | EXAMPLES OF ASSOCIATED NURSING PROBLEMS |
| Safety | Falls, Medication Errors |
| Nutrition | Malabsorption, Malnutrition |
| Elimination | Diarrhea, constipation, incontinence, ileus |

3. EXEMPLARS: For each exemplar, tie to related concepts, identify specific nursing problems and specific nursing interventions across the life span where applicable (eg. Monitoring, medications and their administration, teaching, interdisciplinary collaboration, therapeutic communication and comfort measures)

 a. antepartum, intrapartal, and postpartum nursing care of woman/fetus/newborn

 b. Patient requiring perioperative care

 c. Patients with:

1) pneumonia/asthma

2) angina/congenital heart disease

3) depression/delirium/sick role/ bereavement

4) diabetes

5) fractures/immobility

6) irritable bowel syndrome

 d. Children with:

1) asthma/ croup

2) nutritional deficiencies/ vomiting and diarrhea

3) congenital heart disease

4) cerebral palsy/ meningitis

5) developmental dysplasia of the hip

TEACHING METHODS

Lecture, audiovisual materials, written materials, and case studies.

LEARNING ACTIVITIES

Participation in small group activities, class presentations, selected readings and electronic resources.

EVALUATION METHODS/COURSE GRADE CALCULATION

Evaluation is based on four examinations, the mid-curricular HESI examination, quizzes, and completion of in-class activities. Feedback on assignments will be within one week.

**The average of the four examinations (Exam 1, Exam 2, Exam 3, and Cumulative Final) must be**

 **> 74% to pass the course. The evaluation methods are as follows:**

Exam 1 20%

Exam 2 20%

Exam 3 20%

Mid-curricular HESI 10%

Cumulative Final 20%

Quizzes 3%

In-Class Activities 7%

 Total 100%

Examinations. Examinations will be administered on the dates listed above and completed within ExamSoft. All students must have a laptop security screen to take the examination.

Quizzes. Quizzes will be completed within the course site in e-learning by 0800 prior to their related lecture. These are open-book quizzes meant to highlight content prior to lecture.

Mid-Curricular HESI. This examination will be administered in the Computer Testing Center (CTC) on the date listed above. The grade conversion score supplied by HESI will be used for this component of the grade.

In-Class Activities. These are group activities. Students will work within small groups to complete assigned activities.

MAKE UP POLICY

Examinations will be completed on the date indicated on the course syllabus. There will be no make up examinations except under exceptional circumstances.

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 <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/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

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

Lewis, S.L., Dirksen, R.F., Heitkemper, M.M., Bucher, l., & Camera, I.M.  (2017).

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

     St. Louis, Mo:  Mosby.

Perry, S., Hockenberry, M., Lowdermilk, E. & Wilson, D. (2014). *Maternal child nursing care*

(6th ed.). St. Louis, MO: Elsevier Mosby.

​Silvestri, L.A.  (2014). *Saunders comprehensive review for the NCLEX-RN examination*

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

RECOMMENDED TEXTBOOKS

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

 Missouri: Elsevier.

**WEEKLY CLASS SCHEDULE**

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| **WEEK** | **DATE** | **TOPIC/ READINGS** |
| 1 |  | **CLASSES BEGIN ON WEDNESDAY----MISS FIRST WEEK OF CLASS** |
| 2 | MondayAugust 27 | Welcome!Infertility, Contraception, and AbortionAnatomy and Physiology of PregnancyNursing Care of the Family During PregnancyAssessment for Risk in PregnancyReadings:*Maternal Child Nursing Care* Chapters 5,7,8 and 10 |
| 3 |  | **LABOR DAY HOLIDAY**ON-LINE Fluid, Electrolyte, and Acid-Base ImbalancesReadings:*Medical-Surgical Nursing* Chapters 17 |
| 4 | MondaySeptember 10 | High-Risk Perinatal Care: Preexisting and Gestational ConditionsLabor & Birth ProcessesMaximizing Comfort for the Laboring WomanReadings:*Maternal Child Nursing Care* Chapters 11,12, 13, and 14 |
| 5 | MondaySeptember 17 | Fetal Assessment During LaborNursing Care of the Family During Labor & BirthLabor & Birth ComplicationsReadings:*Maternal Child Nursing Care* Chapters 15, 16, and 17 |
| 6 | MondaySeptember 24 | Postpartum Physiologic ChangesNursing Care of the Family During the Postpartum PeriodPostpartum ComplicationsNursing Care of the Newborn and FamilyReadings:*Maternal Child Nursing Care* Chapters 18, 19, 21, and 23 |

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| **WEEK** | **DATE** | **TOPIC/ READINGS** |
| 7 | MondayOctober 1 | ON-LINE Introduction to Pediatric NursingReview of Developmental TheoryPain Assessment and Management in ChildrenThe Infant and Family Readings:*Maternal Child Nursing Care* Chapters 30 and 31 |
|  | **Thursday****October 4****1000-1200** | **EXAMINATION 1 (Week 1-6)****In the Testing Center (CG 28)** |
| 8 | MondayOctober 8 | ON-LINE Developmental Care of the ChildThe Toddler and FamilyThe Preschooler and FamilyThe School-Age Child and FamilyThe Adolescent and FamilyReadings:*Maternal Child Nursing Care* Chapters 32, 33, 34, and 35 |
| FridayOctober 12 | In-Class Activities |
| 9 | MondayOctober 15 | ON-LINE The Child with Respiratory and Cardiovascular DysfunctionThe Child with Respiratory DysfunctionThe Child with Cardiovascular Dysfunction Readings:*Maternal Child Nursing Care* Chapters 40 and 42 |
| FridayOctober 19 | In-Class Activities |
| 10 | MondayOctober 22 | ON-LINE The Child with Gastrointestinal and Cerebral/Neuromuscular DysfunctionThe Child with Gastrointestinal DysfunctionThe Child with Cerebral and Neuromuscular DysfunctionReadings:*Maternal Child Nursing Care* Chapters 41 and 49 |
| FridayOctober 26 | In-Class Activities |

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| **WEEK** | **DATE** | **TOPIC/ READINGS** |
| 11 | MondayOctober 29 | Upper Respiratory Problems in the AdultReadings:*Medical-Surgical Nursing Care* Chapters 26 (Review) and Chapter 27Hypertension, Coronary Artery Disease and Acute Coronary in AdultsReadings:*Medical-Surgical Nursing Care* Chapters 32 (Review) and Chapters 33, 34, and 38 |
| **Thursday****November 1****1500-1700** | **EXAMINATION 2 (Week 7-10)****In the Testing Center (CG 28)** |
| 12 | MondayNovember 5 | Diabetes Mellitus in AdultsReadings:*Medical-Surgical Nursing Care* Chapters 48 (Review) and Chapters 49 |
|  | **Friday****November 9****1500-1630** | **MID-CURRICULAR HESI EXAMINATION****In the Testing Center** |
| 13 |  | **VETERAN’S DAY HOLIDAY**ON-LINE Renal and Urologic Problems in AdultsReadings:*Medical-Surgical Nursing Care* Chapters 45 (Review) and Chapters 46 |
| 14 | MondayNovember 19  | Obesity; Upper Gastrointestinal ProblemsReadings:*Medical-Surgical Nursing Care* Chapters 39 (Review) and Chapters 41 and 42 |
| 15 | MondayNovember 26 | Musculoskeletal Trauma and Orthopedic Surgery; Musculoskeletal Problems in AdultsReadings:*Medical-Surgical Nursing Care* Chapters 62 (Review) and Chapters 63 and 64 |
|  | **Thursday****Nov. 29****1500-1700** | **EXAMINATION 3 (Week 11-15)****In C1-15** |
| 16 | MondayDecember 3 | Perioperative, Intraoperative, and Postoperative CareReadings:*Medical-Surgical Nursing Care* Chapters 18, 19, and 20 |
| Finals Week | **Monday****December 10****1030-1330** | **CUMULATIVE FINAL EXAMINATION (Week 1-16)****In the Testing Center** |

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