UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2020

COURSE NUMBER               NUR 3219C

COURSE TITLE                    Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

CREDITS                              04 Credits (2 didactic/2 clinical)

PREREQUISITES                  NUR 3066C Clinical Reasoning Health Assessment

 NUR 3737C Principles of Personalized Nursing Care 1

COREQUISITES None

FACULTY

Brooke Russo, PhD, RN Anita Stephen, MSN, RN, CNL

Clinical Lecturer/Course CoordinatorClinical Assistant Professor

Office: HPNP 3232 Office: HPNP 3240

(352) 273-6396-office (352) 273-6328 - office

Office Hours: Wednesday, 0900-1100 Office Hours: Wednesday 1300-1500

brusso@ufl.edu astephen@ufl.edu

Lisa Ferguson, DNP, APRN, WHNP-BC Karen Reed, DHSc, RN, CNL, CNE, CRRN

Clinical Assistant Professor Clinical Assistant Professor

Office: Gainesville Campus, HPNP 2219 BSN Program Co-Director

(352) 294-8605 office Office: HPNP 3228

Office Hours: Thursday, 1330-1530 (352) 273-6097- office

and by appointment Office Hours: Wednesday, 1330-1530

lisalferguson@ufl.edu ksreed@ufl.edu

Karen Aul, PhD, RN, CNE Lisa Bagnall, PhD, RN, CNL

Clinical Assistant Professor Clinical Assistant Professor

Office: HPNP 3231 Office HPNP 3216

(352) 273-6362 –Office (352) 273-6421 office

Office Hours: Friday, 0900-1100 Office Hours: Friday 0800-1000

kaul@ufl.edu lisabag@ufl.edu

Joanne Laframboise-Otto, PhD, RN Nancy Young MSN, APRN, CPNP-PC, CNE

Clinical Assistant Professor Clinical Assistant Professor

Office: HPNP 3219 BSN Clinical Placement Coordinator

(352) 294-8927 office (352) 273-6403- office; HPNP 2221

Office hours: Tuesdays, 1100-1300 Office hours: Friday:  1000-1200

lafrajm@ufl.edu ngyoung@ufl.edu

David Derrico, MSN, RN, CNE

Clinical Assistant Professor

Office: HPNP 3202

(353) 273-6085-office; (352) 562-6305 cell

Office Hours: Fridays 0800-1000

or by appointment

derridj@ufl.edu

Shavonda Huggins, DNP, CNS, WHNP-BC, FNP-C, APRN

Clinical Assistant Professor

Office: HPNP 2230

(352) 273-6327

Office hours: By appt. only

Shuggins3@ufl.edu

Michael Bumbach, PhD, APRN, FNP-BC, MSN, RN

Clinical Assistant Professor

Office: HPNP 4201

(352) 273-6638 -office

Office Hours: Wednesday, 0830-1030

mbumbach@ufl.edu

Kara Jones-Schubart, DNP, APRN, FNP-BC, RN Toni Lindsey. DNP, RN, CPN-BC

Clinical Assistant Professor Clinical Assistant Professor

Office: HPNP 3217 Office: HPNP 2232

(352) 273-6011-office (352) 273- 6350-office

Office Hours:Wednesday 1200-1400 and by appt. Office Hours: By appt. only

kjonesschubart@ufl.edu talindsey@ufl.edu

COURSE DESCRIPTION This course provides foundational knowledge and principles of personalized nursing care while caring for adults with acute illnesses or injury. Emphasis is on care coordination and interprofessional collaboration to optimize wellness and recovery of adults. Focus is on evidence-based, safe, cost effective, quality care to achieve optimal health outcomes.

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

1. Utilize the nursing process to analyze the healthcare needs of adult patients with acute illnesses or injury.
2. Synthesize assessment findings utilizing clinical reasoning to develop a personalized nursing plan of care for acutely ill adult patients.
3. Utilize interprofessional collaboration and communication within teams to improve healthcare outcomes.
4. Employ evidence-based approaches to improve health outcomes and optimize wellness and recovery of acutely ill adult patients.
5. Evaluate healthcare outcomes of patients with common acute illnesses or injury using data from multiple relevant sources.
6. Demonstrate safe, cost effective, quality care in the delivery of personalized nursing care to adult patients with acute conditions.

COURSE SCHEDULE

 Section 35C0 (Class 17644) Wed 1:00-3:00pm Russo G316

 Section 35C1 (Class 17645) Thurs 1:00-3:00pm Aul G114

 Section 35C2 (Class 17646) Thurs 10:30-12:30 Ferguson 1101

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.

TEACHING METHODS

* Active Learning Strategies
* Simulated clinical practice
* Supervised clinical practice experiences
* Seminar/debriefing

LEARNING ACTIVITIES

* Participation in small group activities and class discussion
* Assigned readings
* Clinical practice (simulated and instructor supervised)

EVALUATION METHODS/COURSE GRADE CALCULATION

Exams (4 @ 17.5% each) 70%

Group Presentations 10%

HESI Case Studies 10%

Participation (includes pre-work) 10%

Total 100%

Clinical practice performance S/U

Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Clinical experience will be evaluated based on cumulative clinical components which include the course clinical evaluation form, completion of simulation activities (including pre-simulation work), Putting Families First (PFF), Medical Reserve Corp (MRC), and both ATI Real Life simulation/cases. A rating of satisfactory represents satisfactory achievement of clinical learning objectives and a rating of unsatisfactory represents unsatisfactory performance. Regardless of grades on other course assignments or exams, **a student receiving an unsatisfactory evaluation in the clinical component of a course will be assigned a course grade of E.** Students will be required to repeat the course before progressing to the next semester.

EXAM AVERAGE

Students must have an average exam score greater or equal to 74% on exams in order to pass the course.  Students must achieve an average of 74% on the exams BEFORE the remaining assignment percentages are calculated into the final course grade.

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

MAKE UP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class and laboratory sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams.

Students will be required to make up acceptable absence (see above) from the clinical or laboratory setting. Prior notification of clinical instructor (if at all possible) is an expected standard of professional behavior. Any absences from the clinical or laboratory setting without notice or prior approval of instructor for the reasons noted above will be counted as unsatisfactory. Failure to complete clinical and laboratory learning experiences may result in unsatisfactory clinical evaluation for the course if the student has not demonstrated achievement of clinical learning objectives as documented on the course clinical evaluation form.

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>.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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/students/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

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

REQUIRED TEXTBOOKS

**Ackley, B., & Ladwig, G. (2016). *Nursing diagnosis handbook: An evidence-based guide to planning care* (11th ed.). St. Louis: Mosby/Elsevier.**

HESI. (2017). *Comprehensive review for the NCLEX-RN examination* (5th ed.). St. Louis,

 Missouri: Elsevier.

**Harding, M. M., Kwong, J., Roberts, D. Hagler, D. & Reinisch, C. (Eds.). (2020). *Lewis’s Medical Surgical Nurisng: Assessment and Management of Clinical Problems*.(11th Edition)*.* St. Louis: Elsevier**

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

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

Treas L. S., Wilkinson, J. M., Barnett, K. L., & Smith, M. H. (2018). *Basic nursing: Thinking, doing, and caring* (2nd ed.). Philadelphia: F. A. Davis

Top Hat will be used in this course; therefore, purchase of this product is required.

**CLASS SCHEDULE**

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| **Dates & Location**  | **Week** | **Unit/Module** | **Topic** | **Program Outcomes** |
| **Jan 8/9**Wed, Jan 8 (Russo) 1:00-3:00pm Location: G316Thurs, Jan 9 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Jan 9 (Aul) 1:00-3pm Location: G114 | 1 | **Unit 1, Module 1, 2** | **Acute Genitourinary** | **2, 3, 5, 9, 10, 11** |
| **Jan 15/16**Wed, Jan 15 (Russo) 1:00-3:00pm Location: G316Thurs, Jan 16 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Jan 16 (Aul) 1:00-3pm Location: G114  | 2 | **Unit 1,****Module 3, 4** | **Acute Genitourinary** | **2, 3, 5, 9, 10, 11** |
| **Jan 22/23**Wed, Jan 22 (Russo) 1:00-3:00pm Location: G316Thurs, Jan 23 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Jan23 (Aul) 1:00-3pm Location: G114 | 3 | **Unit 2, Module 1** | **Perioperative** | **2, 3, 5, 9, 10, 11** |
| **Jan 27 4 hours of sim as scheduled** **OR****Jan 29 4 hours of sim as scheduled** | 4 |  | **Perioperative Simulation****NRC** |  |
| **Dates & Location** | **Week** | **Unit/Module** | **Topic** | **Program Outcomes** |
| **Jan 29/30**Wed, Jan 29 (Russo) 1:00-3:00pm Location: G316Thurs, Jan 30 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Jan 30 (Aul) 1:00-3pm (Room: G114) | **4** | **Unit 3,****Module 1** | **Acute Gastrointestinal** | **2, 3, 5, 9, 10, 11** |
| **Feb 5/6**Wed, Feb 5 (Russo) 1:00-3:00pm Location: G316Thurs, Feb 6 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Feb 6 (Aul) 1:00-3pm Location: G114 | **5** | **Unit 3, Module 2** | **Acute Gastrointestinal** | **2, 3, 5, 9, 10, 11** |
| **Feb 7** | **5** |  | **Exam 1 covering Unit 1, 2, and Unit 3 (week 1).** |  |
| **Feb 12/13**Wed, Feb 12 (Russo) 1:00-3:00pm Location: G316Thurs, Feb 13 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Feb 13 (Aul) 1:00-3pm Location: G114 | **6** | **Unit 4, Module 1** | **Acute Respiratory** | **2, 3, 5, 9, 10, 11** |
| **Feb 19/20**Wed, Jan 8 (Russo) 1:00-3:00pm Location: G316Thurs, Jan 9 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Jan 9 (Aul) 1:00-3pm Location: G114 | **7** | **Unit 5, Module 1, 2** | **Acute Endocrine-Part 1****(Diabetes, Hypoglycemia, Adrenal Insufficiency, and Adrenal Hyperfunction** | **2, 3, 5, 9, 10, 11** |
| **Dates & Location** | **Week** | **Unit/Module** | **Topic** | **Program Outcomes** |
| **Feb 24, 4 hours of sim as scheduled****OR****Feb 26, 4 hours of sim as scheduled** | **8** |  | **(Diabetic Simulation)****NRC** |  |
| **Feb 26/27**Wed, Feb 26 (Russo) 1:00-3:00pm Location: G316Thurs, Feb 27 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Feb 27 (Aul) 1:00-3pm Location: G114 | **8** | **Unit 6, Module 1** | **Acute Cardiovascular Disorders** | **2, 3, 5, 9, 10, 11** |
| **Feb 28*** 1300-1500 CG28 Testing Center
* 1330-1530 JAX CoN
 | **8** |  | **Exam 2 covering Unit 4 & 5 (part 1)** |  |
| **Spring Break March 2 to March 6** | **9** |  | **Spring Break Week** |  |
| **March 11/12**Wed, Mar 11 (Russo) 1:00-3:00pm Location: G316Thurs, Mar 12 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Mar 12 (Aul) 1:00-3pm Location: G114 | **10** | **Unit 6, Module 2** | **Acute Cardiovascular Disorders**  | **2, 3, 5, 9, 10, 11** |
| **March 18/19**Wed, Mar 18 (Russo) 1:00-3:00pm Location: G316Thurs, Mar 19 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Mar 19 (Aul) 1:00-3pm Location: G114 | **11** | **Unit 7, Module 1** | **Acute Immunology/Hematology** | **2, 3, 5, 9, 10, 11** |
| **Dates & Location** | **Week** | **Unit/Module** | **Topic** | **Program Outcomes** |
| **March 25/26**Wed, Mar 25 (Russo) 1:00-3:00pm Location: G316Thurs, Mar 26 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Mar 27 (Aul) 1:00-3pm Location: G114 | **12** | **Unit 5,****Module 3, 4** | **Acute Endocrine Disorders-Part 2****(Disorders of the Thyroid, Parathyroid, & Pituitary)** | **2, 3, 5, 9, 10, 11** |
| **March 27** | **12** |  | **Exam 3 covering Unit 6 and 7** |  |
| **April 1/2**Wed, Apr 1 (Russo) 1:00-3:00pm Location: G316Thurs, Apr 2 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Apr 2 (Aul) 1:00-3pm Location: G114 | **13** | **Unit 8, Module 1** | **Acute Neurological Disorders** | **2, 3, 5, 9, 10, 11** |
| **April 8/9**Wed, Apr 8 (Russo) 1:00-3:00pm Location: G316Thurs, Apr 9 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Apr 9 (Aul) 1:00-3pm Location: G114 | **14** | **Unit 8, Module 2** | **Acute Neurological and Musculoskeletal Disorders** | **2, 3, 5, 9, 10, 11** |
| **April 15/16**Wed, Mar 15 (Russo) 1:00-3:00pm Location: G316Thurs, Mar 16 (Ferguson) 10:30-12:30pm Location: 1101Thurs, Mar 16 (Aul) 1:00-3pm Location: G114 | **15** |  | **Group Presentations** | **2, 3, 5, 9, 10, 11** |
| **Dates & Location** | **Week** | **Unit/Module** | **Topic** | **Program Outcomes** |
| **April 17** | **15** |  | **Exam 4 covering content Unit 5 (part 2) and unit 8** |  |

Program Outcomes:

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.
6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.

11. Build therapeutic alliance with patients and families to provide personalized care

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 02/1802/1803/18 |