UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2020

COURSE NUMBER NUR 4815

COURSE TITLE Professional Nursing Transformation

CREDITS 3

PREREQUISITES NUR 4108 Lead and Inspire 3: Policy and Change in Nursing Practice

COREQUISITES None

FACULTY Brian Holland, PhD, RN

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COURSE DESCRIPTION This course provides an opportunity for students to apply professional behaviors, clinical reasoning and evidence-based decision making to address clinical issues related to nursing care. Emphasis is on participation in the design and/or implementation of a project relevant to clinical nursing practice and dissemination to peers and stakeholders.

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

1. Identify a problem or issue relevant to clinical nursing practice.
2. Critique theoretical and/or empirical findings related to identified problems from peer-reviewed literature.
3. Synthesize theoretical and/or empirical evidence to develop a strategy that addresses a clinical problem or issue relevant to professional nursing.
4. Design and/or implement a strategy that resolves at least one component of the identified clinical problem or issue relevant to professional nursing.
5. Incorporate professional leadership, communication, and collaboration skills to influence others in supporting the achievement of goals for resolving a clinical problem or issue.
6. Evaluate the results, and present findings to a peer or stakeholder group.

COURSE SCHEDULE

Section Day Time Room

0700 Shipman Thursday 9:00a-12:00p G101

0800 Holland Thursday 9:00a-12:00p MDL-3

0900 Krueger Thursday 1:00-4:00pm CG-11 (CG-22 on 1/9, 2/13)

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](mailto: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

Assigned readings

Learning bursts related to readings

LEARNING ACTIVITIES

Participation in class discussion

Participation small group activities

Interactive and collaborative classroom activities

Individual journaling

EVALUATION METHODS/COURSE GRADE CALCULATION

Class Participation 10%

Quizzes 30%

Small Group Presentations 30%

Clinical Problem Identification

Critique and Synthesis of Literature

Design Thinking

Peer Review 10%

Self-Reflection Journal 20%

100%

*Class Participation* will vary from week to week based on assigned readings and in class activities and discussion.

*Quizzes* will be given that are related to reading material assigned in preparation for the class session.

*Small group presentations* will be completed within the classroom. Presentations will build on each other. First, the small groups will work together on the identification and presentation to class of a clinical problem. Second, the small groups will work together and present a review, critique, and synthesis of the literature related to the clinical problem. This will all build up to participating in a design thinking workshop (in-class) during which students will work together within their small groups to develop a strategy to address the problem.

The small group work will include a *peer evaluation* concerning how each team member contributed to the group assignments and ultimate dissemination within the classroom and to stakeholders.

A *self-reflection journal* on the students’ development of their professional identity will be completed in a narrative format, allowing for open reflection as the course progresses within the final semester of the Care, Lead, and Inspire curriculum. This journal will be kept confidential, in that, the students’ self-reflections will not be read by the faculty unless permission is given.

***Presentation dates and course content are subject to change to facilitate learning.***

MAKE UP POLICY/LATE ASSIGNMENTS

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class 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 a quiz/assignments 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 quizzes. **There are not makeup assignments**.

Requirements for class attendance and make-up quizzes, assignments, and other work in this course are consistent with university policies that can be found at:

https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

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: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

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

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

REQUIRED TEXTBOOKS

TopHat for use in class is required

|  |  |  |
| --- | --- | --- |
| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 02/18  02/18  03/18 |

CLASS SCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Module** | **TOPIC** | **Course Objective**  **(Program Outcomes)** |
| Jan  6-10 | 1 | Orientation  **Professional Nursing Identity** | 1, 2, 3, 4, 5, 6  (10) |
| Jan  13-17 | 2 | Clinical Practice Problem Identification | 1, 2, 5  (2, 4) |
| Jan  20-24 | 3 | Critique & Synthesis  **Clinical Problem Presentations** | 1, 2, 3, 6  (1, 2, 3, 4, 5) |
| Jan  27-31 | 4 | **Critique & Synthesis Presentations** | 1, 2, 3, 6  (1, 2, 3, 4, 5) |
| Feb  3-6 | 5 | **Doing and Becoming a Professional Nurse**  Design Thinking #1 | 1, 2, 3, 4, 5  (1, 7, 9, 10, 11) |
| Feb  10-14 | 6 | **Lifelong Learning and Professional Comportment**  Design Thinking #2 | 1, 2, 3, 4, 5  (1, 7, 9, 10, 11) |
| Feb  17-21 | 7 | **Design Thinking Presentations** | 1,2, 3, 4, 5, 6  (1, 7, 9, 10) |
| Feb  24-28 | 8 | **Incivility and Professional Comportment**  **Design Thinking Presentations** | 1, 2, 3, 4, 5, 6  (1, 7, 9, 10) |
|  | 9 | BREAK WEEK |  |
| Mar  9-13 | 10 | Dissemination on Clinical Units | 3, 4, 5, 6  (2, 6, 7, 8) |
| Mar  16-20 | 11 | Dissemination on Clinical Units | 3, 4, 5, 6  (2, 6, 7, 8) |
| Mar  23-27 | 12 | Clinical Feedback Reports/Discussion | 1, 2, 3, 4, 5, 6  (8, 10) |
| Mar 30-  Apr 3 | 13 | Guest Speaker: Theatre For Thought | 1, 2, 3, 4, 5, 6  (8, 10) |
| Apr  6-10 | 14 | Panel Discussion: Leadership, Communication, and Collaboration | 1, 2, 3, 4, 5, 6  (10) |
| Apr  13-17 | 15 | Putting It All Together | 1, 2, 3, 4, 5, 6  (8, 10) |

UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

BACHELOR OF SCIENCE IN NURSING

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 team 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 patient and families to provide personalized care.

Approved: Academic Affairs Committee 11/17

General Faculty 11/17