UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2020

COURSE NUMBER               NUR 4766C

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

CREDITS :                             6 (3/3) 135 clinical hours

PREREQUISITES:                 NUR 4467C Clinical Reasoning and Personalized Nursing Care: Women, Children and Families

NUR 4768C Clinical Reasoning and Personalized Nursing Care: Adult Chronic Conditions

COREQUISITES: None

FACULTY:

|  |  |
| --- | --- |
| **Course coordinator**: | **Section leader:** |
| Anne C. Dillard, DNP, RN, AGCNS-BC | Allison Peters, DNP, RN, CNOR, NEC |
| Clinical Assistant Professor | Clinical Assistant Professor |
| Office: HPNP 3231 | Office: HPNP 4206(352) 294-5721 (office) |
| (352) 273-6366 (office) | (352) 274-0854 (cell) |
| Office hours: Fridays 0900-1100 and by appt. | Office hours: Fridays 0900-1100 |
| Email: acdillard@ufl.edu  | Email: petal@ufl.edu |
| **Section leader:** |  |
| Karen Aul, PhD, RN, CNE |  |
| Clinical Assistant Professor |  |
| Office: HPNP 3235 |  |
| (352) - 273-6362 office |  |
| (724) 991-9085 cell |  |
| Office hours: Fridays 0900-1100 and by appt. |  |
| Email: kaul@ufl.edu |  |

|  |  |
| --- | --- |
|  |  |
| **Additional Clinical faculty** |
| **Sandra Wolfe Citty**, PhD, APRN-BC, CNE-BC | **Coleen Hussey**, MSN, RN, CCRN, PCCN |
| Clinical Associate Professor | Office: Shands North Tower 11-428 |
| Office: HPNP 2210C | (352) 317-2340 |
| 352-356-1581(cell) | Office hours: By appointment |
| Office hours: Monday 3-5pm and by appt.  |  |
| Email: swolfe@ufl.edu | Email: hussec@shands.ufl.edu |
| **David Derrico**, RN, MSN, CNE  | **Michael A. Maymi** DNP, APRN, CPNP-AC, CCRN |
| Clinical Assistant Professor  | Clinical Assistant Professor |
| Office: HPNP 3202  | Office: HPNP 3238  |
| (352) 273-6341 (office)  | (352) - 273-6799 (office) |
| (352)562-6305 (cell)  | Office hours: Thursdays 8am to 12pm. and when scheduled |
| Office Hours: Fridays 0800-1000  | Email: maymim@ufl.edu |
| Email: derridj@ufl.edu |  |
| **Lisa Ferguson**, DNP, APRN, WHNP-BC                      | **Brooke Russo**, PhD, RN  |
| Clinical Assistant Professor  | Clinical Lecturer  |
| Office: HPNP 2219  | Office: HPNP 3232  |
| (352) 294-8605 (office)  | (352) 273-6396 (office)  |
| Office Hours: Thursday, 1330-1530 and by appt.  | Office Hours: Wednesday, 0900-1100 and by appt.  |
| lisalferguson@ufl.edu                                                   | Email: brusso@ufl.edu  |
| **Cynthia Figueroa** PhD, ARNP, ANP-BC | **Anita M. Stephen**, MSN, RN, CNL |
| Clinical Assistant Professor | Clinical Assistant ProfessorCo-Director for Simulation |
| Office: HPNP 3239 | Office: 3240 HPNP  |
| (352) 273-6424 (O) (352) 682-6363 (C) Best  | 352-273-6328 |
| Office hours: Thursday 1300-1500 and by appt.  | Office hours: Wednesdays 1300-1500 |
| Email: cindiarn@ufl.edu | email: astephen@ufl.edu |

COURSE DESCRIPTION This course provides in-depth knowledge of personalized nursing care of adults with complex conditions. Emphasis is on multisystem illness requiring multi-faceted approaches to treatment across settings. Focus is on nursing leadership, care coordination and advocacy to provide safe, cost effective high quality health care that improves quality of life.

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

1. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect to provide personalized nursing care of adults with complex conditions.
2. Incorporate principles of nursing leadership, communication, and collaboration within the healthcare team to promote high quality care.
3. Advocate to ensure goals of care are based upon treatment preferences of individuals and families.
4. Utilize patient-centered technology systems to deliver safe nursing care.
5. Collaborate with the patient, family and interprofessional team, to provide safe, cost effective high-quality health care, which improves quality of life in adults with complex conditions.
6. Create a personalized nursing plan of care for adults with complex conditions.
7. Appraise current evidence to implement healthcare safety and quality improvement initiatives for individuals and groups of adults with complex conditions.
8. Demonstrate safe, cost effective, quality care in the delivery of personalized nursing care to adult patients with complex conditions.
9. Evaluate healthcare outcomes of adults with complex conditions.

**COURSE SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section # | Class # | Instructor | Day | Time | Room |
| 1001 (36) | 24783 | Dillard | W | 9:00am-12:00pm | CG-68 |
| 1002 (36) | 24784 | Peters | W | 9:00am-12:00pm | G301 |
| 1003 (36) | 24785 | K. Aul | W | 9:00am-12:00pm | 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.

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.

**TEACHING METHODS**

Collaborative Classroom Activities

Unfolding case studies

Review questions

Supervised clinical practice

Simulated clinical practice

Interactive Learning Platforms

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

**LEARNING ACTIVITIES:**

Pre-class activities - Canvas Learning Bursts

Reading assignments

Discussion forums

Individual and team in-class assignments

CLIC Math

Saunders NCLEX Prep assignments

Fundamentals Blast

Pharmacology Blast

QSEN assignments - Knowledge/Skills/Attitudes

**EALUATION METHODS/COURSE GRADE CALCULATION:**

|  |  |
| --- | --- |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Exam 3 | 25% |
| HESI Exit Exam  | 10% |
| Participation | 15% |
| **Total** | **100%** |

**EXAM AVERAGE:**

Students must have an average exam score greater or equal to 74% after taking Exam 1, Exam 2, Exam 3 and the HESI exit exam **AND** students must make a raw score of 800 or a conversion score of 74% on at least one attempt of the HESI Exit Nursing Exam 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.

**HESI EXIT NURSING EXAM (10%):**

The HESI Exit Nursing Exam is required for this course. Raw scores on the HESI exam will be converted to scores on a 100-point scale and assigned a letter grade as indicated by the grading scale below. On the first HESI attempt, students who fail to obtain a raw score of 800 or a conversion score of 74% or greater must complete an individualized, self-study remediation plan and retake the exam to complete the course. Failure to obtain a raw score of 800 or a conversion score of 74% or greater on the second attempt will result in a failing grade for the course regardless of other grades achieved in the course.

A student who successfully earns a raw score of 800 or higher with the first attempt may retake the HESI the second time in an attempt to increase his/her score. The highest score from the two attempts will be used for grading purposes.

**CLINICAL PRACTICE PERFORMANCE**

Clinical practice performance is evaluated as satisfactory or unsatisfactory(S/U).

Participation in expected in all assigned simulations. Simulation time contributes to your clinical hours.

Medication Skills Simulation: Students will be assigned to complete Medication Skills Simulation on the first clinical day. Schedule and location TBA.

Satisfactory performance on all clinical and laboratory experiences is required to receive a passing grade for this course. Clinical experience will be evaluated by faculty assessment of student performance based on the course clinical evaluation form and completion of simulation activities. 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 who receives an unsatisfactory evaluation in the clinical component of a course will be assigned a course grade of E.**

**ATTENDANCE AND MAKE UP POLICY**

Absences

Please see the College of Nursing website for student policies on attendance.

Click here - (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

It is **required** that you complete 135 clinical hours. Missed clinical time must be made up to maintain a total of 135 hours.

Punctuality is an expectation. Arrival at the clinical site occurs at least 5 minutes prior to the scheduled start time. Tardiness will not be excused unless dire circumstances can be documented (example: car accident, etc.). Tardiness will result in academic jeopardy and may hold the student back from successful completion of the course requirements.

Collaborative learning is an essential component of this course. Attendance is expected at all scheduled classes, laboratory and clinical sessions. It is an expectation that exams will be completed as scheduled. The course instructor must be notified in advance if an exam is missed due to extenuating circumstances. If no notice is given or without prior approval of an absence for an exam, a grade of zero will be assigned. Students may not opt out of any exams.

There is no make-up work in this course. All assignments are due as posted. No late work will be accepted. Students may elect to drop one weekly class grade.

Students must be in class (in person) to receive participation points for quizzes, case studies, active learning activities, and discussion board assignments for that week unless otherwise specified by your instructor. Excused absences will be accommodated by the section leader. It is considered a violation of the student honor code to engage in these activities if not present in class. Violations will be reported to the Dean of Students Office.

Requirements for class attendance and make-up exams, 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 EVALUATIONS**

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 exhibit caring and compassionate attitudes and be professional in their interactions with patients, colleagues, faculty, and staff. These and other qualities will be evaluated during patient interactions and in other relevant settings by both faculty and peers. Behavior of a nursing student reflects on the student's individual ability to become a competent professional nurse. Unprofessional conduct can be grounds for disciplinary measures including dismissal.

Attitudes or behaviors inconsistent with compassionate care will not be tolerated. Examples include: refusal or inability to interact or 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.

**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 AND RESOURCES:**

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.

Hoffman, J. J., & Sullivan, N. J. (2017). Medical-surgical nursing: Making connections to

 practice. Philadelphia: F. A. Davis.

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

MyLab access cards for *Pharmacology for Nurses* and *Dosage Calculations* (previously puurchased)

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

University of Florida

College of 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 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.

**CLASS SCHEDULE**

| Date | Module  | Topics | Program andCourse Objectives |
| --- | --- | --- | --- |
| 1/6 and 1/7 |  | **Clinical orientation 0900** **1/6 Clinical Meeting** location: C1-4**1/7 Clinical Meeting** Location: C1-17**Afternoon commitment:** Safe Medication Management - One hour simulation in NRC by scheduled appointments |  |
| 1/8 | Module 1 | Orientation to CourseTeam building exercise**Complex Gastrointestinal** | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 1/13 or 1/14 |  | **1st Full clinical day** | Program 1 – XICourse: I - IX |
| 1/15 | Module 2 | **Complex Pulmonary** Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 1/20 or 1/21 | MLK Holiday | No clinical work this week |  |
| 1/22 | Module 3 | **Complex Neurological**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| Friday 1/24/20 |  | **EXAM 1 Modules 1-3****1200-1400****1404** |  |
| Friday 1/24/20 |  | **Exit HESI prep #1** **1500-1700****1404** |  |
| 1/27 or 1/28 |  | **Clinical Day****Some groups have NRC simulation**  |  |
| 1/29 | Module 4 | **Complex Cardiovascular (wk 1)**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 2/3 or 2/4  |  | **Clinical Day****Some groups have NRC simulation** |  |
| 2/5 |  | **No Class****Dorothy Smith Conference****Attendance is required** |  |
| 2/10 or 2/11 |  | **Day** |  |
| 2/12 | Module 5 | **Complex Cardiovascular Clinical (wk 2)**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 2/17 or 2/18 |  | **Clinical day** |  |
| 2/19 | Module 6 | **ICU Bootcamp –Day 1** | Program: I, III, IV, VICourse: II, VI, VII, IX |
| Friday 2/21 |  | **Exam 2 – Modules 4-7****1300-1500** **1404** |  |
| 2/24 or 2/25 |  | **Clinical day** |  |
| 2/26 | Module 7 | **ICU Bootcamp – Day 2**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 2/29 – 3/7 |  | **Spring Break****Following spring break, in addition to one clinical day per week, you will have one 3 day weekend commitment for ICU clinical experiences.**  |  |
| 3/9 or 3/10 |  | **Clinical day** |  |
| 3/11 | Module 8 | **Complex Immunology/Hematology**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 3/16 or 3/17 |  | **Clinical day** |  |
| 3/18 | Module 9 | **Complex Genitourinary**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| 3/23 or 3/24 |  | **Clinical day** |  |
| 3/25 | Module 10 | **Complex Endocrine**Pharm BlastFundamentals Blast | Program: I, III, IV, VICourse: II, VI, VII, IX |
| Friday 3/27/20 |  | **Exam 3 Module 7-10****1530-1730****G23 & CG 28** |  |
| 3/30 or 3/31 |  | **Clinical day**  |  |
| 4/1 |  | **Exit HESI – 0900-1200****During class time/ No class will be held****G23 & CG 28** |  |
| 4/6 or 4/7 |  | **Clinical day** |  |
| 4/8  | Module 11 | Triage: Complex Conditions | Program: I, III, IV, VI, IXCourse: I, II, VI, VII, IX |
| 4/13 or 4/14 |  | **Clinical day** |  |
| 4/15 | Module 12 | Jigsaw Meta-Analysis of QSEN  | Program: I, III, IV, VI VIICourse: II, VI, VII, IX |
| 4/20-21 |  | Last Clinical days |  |
| 4/22 | Module 13  | Jigsaw Meta-Analysis of QSEN Course evaluationsLast day of Class | Program: I, III, IV, VI VIICourse: II, VI, VII, IX |
| 4/30 |  | Exit HESI #2 0900 – 1200G101 |  |

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