UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2020

COURSE NUMBER               NUR 4768C

COURSE TITLE                    Clinical Reasoning and Personalized Nursing Care:

Adult Chronic Conditions

CREDITS                              06 (3/3) 135 clinical hours (25 hours adult chronic community)

PREREQUISITES                  NUR 3227C Principles of Personalized Nursing Care 2

NUR 3219C Clinical Reasoning and Personalized Nursing Care: Adult Acute Conditions

NUR 3535C Clinical Reasoning and Personalized Nursing Care: Mental Health

COREQUISITES None

FACULTY Course Coordinator:

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COURSE DESCRIPTION This course provides foundational knowledge and principles of personalized nursing care for adults with chronic illnesses. Emphasis is on care coordination and chronic disease management. Focus is on interprofessional collaboration, evidence-based care and clinical reasoning to achieve improved health outcomes and quality of life in adults with chronic conditions.

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

1. Examine the interactions of biobehavioral factors which impact the development and management of adult chronic conditions.
2. Construct a personalized nursing plan of care in the long-term treatment and management of chronic conditions.
3. Facilitate patients’ functional abilities and independence by educating patients and caregivers about symptom management and access to available resources.
4. Apply core professional nursing values and legal/ethical principles when providing care to adults with chronic conditions.
5. Utilize interprofessional collaboration and evidence-based approaches within teams to improve healthcare outcomes.
6. Demonstrate safe, cost effective, quality care in the delivery of personalized nursing care to adult patients with chronic conditions.
7. Evaluate healthcare outcomes and quality of life for adult patients with chronic conditions.

COURSE SCHEDULE

Section # Class # Instructor Day Time Room

1011 24947 Bagnall Monday 9:00am-12:00pm C1-3

1010 24926 Yoon Tuesday 9:00am-12:00pm C1-3

1012 24928 Aull Thursday 9:00am-1200pm CON-JAX

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

Class discussions

Unfolding case studies

Review questions

Simulated clinical practices

Supervised clinical practice experiences

Seminar/debriefing

LEARNING ACTIVITIES

Participation in class discussion

Participation in unfolding case studies & review questions

Participation small group activities

Assigned readings

HESI RN case studies

Clinical practice (simulated and instructor supervised)

Online ELNEC learning modules

**EVALUATION METHODS/COURSE GRADE CALCULATION**

# Exam 1 18%

# Exam 2 18%

# Final Exam 18%

# HESI Exam 20%

HESI RN case studies 10%

ELNEC Modules 6%

Participation 10%

 100%

Clinical practice performance S/U

\*EXAM AVERAGE:

Students must have an average exam score greater or equal to 74% after taking Exam 1, Exam 2, Final Exam, and the HESI Medical-Surgical 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 Medical-Surgical Nursing Exam 20%:*

The HESI RN Specialty Exam: Medical-Surgical Nursing 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. 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. Students will be required to repeat the course before progressing to the next semester. 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.

*HESI RN case studies 10%:*

HESI RN case studies specific to the content area will be assigned to be completed prior to the start of each class. No late assignment submissions will be accepted.

*ELNEC Modules 6%:*

Students will complete the End of Life Nursing Education Consortium (ELNEC) Undergraduate Online Curriculum (see list of required textbooks & resources).

This course meets the competencies and recommendations of the American Association of Colleges of Nursing (AACN) [Competencies and Recommendations for Educating Undergraduate Nursing Students](http://www.aacnnursing.org/Portals/42/ELNEC/PDF/New-Palliative-Care-Competencies.pdf) (CARES) document. There are six modules which will each take 1-2 hours to complete. Each module includes NCLEX-style practice questions. You will submit your certificate of completion for each module under the Assignments tab. The ELNEC Modules are described below. All modules need to be completed prior to End of Life (EOL) Simulation.

ELNEC for Undergraduates is integral to this NUR4768C course requirement (both didactic and clinical). For the didactic requirement, all six modules must be completed by the due date. A late submission will receive a zero grade. For the clinical requirement, all modules must be completed to attend the EOL simulation. Completion of BOTH modules and attendance at EOL simulation is required to pass this course.

**ELNEC for Undergraduates Module Titles & Objectives**

**ELNEC Modules due April 5, 2020 at 11:59 P.M.**

**Please Submit Completion Certificate under CANVAS Assignment**

Module 1: Introduction to Palliative Nursing

* Define the philosophy and principles of palliative care and hospice.
* Describe the role of the nurse, as a member of the inter-professional team, in providing quality palliative care for patients with serious illness and their families.
* Identify common symptoms and concerns associated with serious illness that affect the physiological, psychological, social, and spiritual domains of quality of life.

Module 2: Communication in Palliative Care

* Discuss the role of the nurse in communication with the patient, family, and interdisciplinary team across the serious illness trajectory and at end of life.
* Describe active listening and mindful presence as essential skills for providing empathic care of patients with serious illness and their families.
* Identify three communication techniques that the nurse can use to help patients and families discuss difficult topics in palliative care and at end of life.

Module 3: Pain Management in Palliative Care

* Explain the biopsychosocial and spiritual nature of pain.
* Describe the essential components of a comprehensive pain assessment.
* Describe pharmacological and non-pharmacological interventions used to relieve pain.
* Discuss the role of the nurse in pain assessment and management of patients with serious illnesses.

Module 4: Symptom Management in Palliative Care

* Apply the biopsychosocial/spiritual model of pain assessment and management to other symptoms associated with serious illness.
* Describe the assessment of common symptoms affecting patients with serious illness.
* Identify pharmacological and non-pharmacological interventions for management of

Common symptoms

Module 5: Loss, Grief and Bereavement

* Describe loss, grief, and bereavement as it relates to quality palliative care.
* Identify the nurse’s role in assessing and supporting grieving patients and families.
* Develop an awareness of one’s own reaction to loss and expressions of grief.
* Identify healthy coping strategies you can use to deal with cumulative loss and prevent compassion fatigue and burnout

Module 6: Final Hours of Life

* Discuss the role of the nurse in preparing the patient and family for death
* Describe management of symptoms common at end of life
* Identify cultural and spiritual components of quality end-of-life care
* Describe the nurse’s role in providing care for the body after death and bereavement support for the family

***CLINICAL EXPERIENCES:***

*Medication Skills Simulation:*

Students will be assigned to complete Medication Skills Simulation on the *first* clinical day.

Schedule and location TBA.

*End-of-Life (EOL) Simulation:*

Students will be assigned to an EOL Simulation on the *final* clinical day. All 6 of the above ELNEC Modules must be completed in order for students to be prepared for the EOL Simulation. Schedule and location TBA.

*Community Clinical Experiences:*

Students will be assigned to clinical experiences in the community in the areas of hospice, dialysis, and support group. Students will complete clinical assignments that accompany community experiences. Schedule and location TBA.

*Clinical 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 by faculty assessment of student performance based on the course clinical evaluation form and completion of simulation activities. Simulation pre-work may be assigned, and this will need to be completed prior to the scheduled simulation activities in order to achieve a satisfactory clinical performance rating. 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.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above and a satisfactory grade in clinical practice for all required nursing courses.

<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

Students who fail to maintain a “C” grade or satisfactory in a clinical courses must complete an out-of-sequence petition in order to create a program improvement plan: <https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.15-Out-of-Sequence-Progression.pdf>

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class and laboratory sessions. **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 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 two weekly grades or if none are dropped, students may elect to choose two weekly grades that will not count toward their final grade.  Students should choose wisely as life events, such as illness of death in the family, is unpredictable.  This allows for unplanned events that may affect attendance or assignments.

It is an expectation that exams will be completed as scheduled and you will attend class. You 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. It is considered a violation of the student honor code to engage in these activities if not present in class and will be reported to the Dean of Students Office as such.

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://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

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 & RESOURCES

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

End of Life Nursing Education Consortium (ELNEC) Undergraduate Online

 Curriculum. Cost of course: $29. Course registration site is

 <https://elnec.academy.reliaslearning.com/access-elnec-undergraduate-curriculum.aspx>.

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

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

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

**CLASS SCHEDULE ~ Spring 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class Dates & Location**  | **Module** | **Topic**  | **Assignments Due**  | **Course Objectives (Program****Outcomes)** |
| **Mon., Jan. 13**9:00am-12:00pm C1-3**Tues., Jan. 14** 9:00am-12:00pm C1-3**Thur., Jan. 16-JAX**0900-1200 CON | **Module 1** | **Chronic Genitourinary Disorders*** Polycystic kidney disease
* Chronic kidney disease
* End-stage renal disease
* Renal replacement therapies
	+ Hemodialysis
	+ Peritoneal dialysis
* Bladder dysfunction
	+ Urinary incontinence
	+ Urinary retention
	+ Erectile Dysfunction
 | *\*****HESI RN Case Study:******Chronic Kidney Disease****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Mon., Jan 27** 9:00am-12:00pm C1-3 **Tues., Jan 28** 9:00am-12:00pm C1-3 **Thur., Jan. 30-JAX**0900-1200 CON | **Module 2** | **Chronic Cardiovascular Disorders** **(2 weeks)*** Hypertension
* Chronic stable angina
* Peripheral venous disease
* Peripheral arterial disease (PAD)
* Chronic venous insufficiency
* Varicose veins
* Raynaud syndrome
* Carotid artery disease
* Heart failure
* Cardiomyopathy
* Valvular heart disease
	+ Mitral valve stenosis, regurgitation, & prolapse
	+ Aortic valve stenosis & regurgitation
 | *\*****HESI RN Case Study:******Peripheral Vascular Disease with Amputation****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1,2, 3, 5, 9, 10, 11) |
| **Mon., Feb. 3** 9:00am-12:00pm C1-3**Tues., Feb. 4** 9:00am-12:00pm C1-3 **Thur., Feb. 6-JAX**0900-1200 CON | **Module 3** | **Chronic Cardiovascular Disorders** **(CONTINUED) / Endocrine disorders*** Hypo/hyperthyroidism
* Parathyroid disorders
 | *\*****HESI RN Case Study:******Aortic Regurgitation****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Mon., Feb. 10** 9:00am-12:00pm C1-3 **Tues., Feb. 11** 9:00am-12:00pm C1-3 **Thur., Feb. 13-JAX**0900-1200 CON | **Module 4** |  **Chronic Pulmonary Disorders*** Obstructive sleep apnea (OSA)
* Chronic airflow limitation
	+ Chronic bronchitis
	+ Emphysema
	+ Asthma
* Interstitial lung disease
	+ Idiopathic pulmonary fibrosis
	+ Sarcoidosis
* Bronchiectasis
 | *\*****HESI RN Case Study:******Lung Cancer****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Friday Feb. 14****1:00-3:00 PM****G103****Jax. 10:00-12:00PM****CON** |  | **EXAM 1****MODULES 1, 2, 3** |  |  |
| **Mon., Feb. 17** 9:00am-12:00pm C1-3**Tues., Feb. 18** 9:00am-12:00pm C1-3 **Thur., Feb. 20-JAX** 0900-1200 CON | **Module 5** | **Chronic Neurological Disorders****(2 weeks)** * Headaches and Migraines
* Amyotrophic lateral sclerosis (ALS)
* Multiple sclerosis (MS)
* Guillain-Barre syndrome
* Myasthenia gravis
* Parkinson’s disease
* Trigeminal neuralgia
* Stroke and stroke rehabilitation
* Dementia
	+ Alzheimer's disease
	+ Lewy body
	+ Vascular
* Neurosensory deficits
	+ Glaucoma
	+ Cataracts
	+ Macular degeneration
	+ Hearing loss
 | *\*****HESI RN Case Study:******Myasthenia Gravis****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Mon., Feb. 24** 9:00am-12:00pm C1-3 **Tues., Feb. 25** 9:00am-12:00pm C1-3 **Thur., Feb. 27-JAX**0900-1200 CON | **Module 6** | **Chronic Neurological Disorders / (CONTINUED)** | *\*****HESI RN Case Study:******Parkinson’s Disease****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Feb 29-March 6** |  | **Spring Break** |  |  |
| **Mon., March 9** 9:00am-12:00pm C1-3**Tues., March 10** 9:00am-12:00pm C1-3 **Thur., Mar. 12-JAX**0900-1200 CON | **Module 7** | **Chronic Musculoskeletal Disorders** * Muscular dystrophies
* Chronic low back pain
* Arthritis
	+ Rheumatoid arthritis
	+ Osteoarthritis
* Spondylarthropathies (ankylosing spondylitis)
* Fibromyalgia
* Osteoporosis
* Carpal tunnel syndrome
* Intervertebral disc disease
* Herniated nucleus pulposus (HNP)
* Paget's disease
* Joint replacement
 | *\*****HESI RN Case Study:******Rheumatoid Arthritis with Joint Arthroplasty****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
|  **Mon., March 16** 9:00am-12:00pm C1-3 **Tues., March 17** 9:00am-12:00pm C1-3 **Thur., Mar. 19-JAX**0900-1200 CON | **Module 8** | **Chronic Gastrointestinal Disorders** **(2 weeks)*** Hiatal hernia
* Gastroesophageal reflux disease (GERD)
* Diverticulosis/diverticulitis
* Irritable bowel syndrome
* Inflammatory bowel disease
	+ Crohn’s
	+ Ulcerative colitis
* Hemorrhoids
* Cirrhosis
 | *\*****HESI RN Case Study:******Inflammatory Bowel Disease****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Friday March 20****3:00-5:00 PM****HPNP 1404** **Jax 10:00-12:00 CON** |  | **Exam 2****Modules 4,5,6,7** |  |  |
| **Mon., March 23** 9:00am-12:00pm C1-3 **Tues., March 24** 9:00am-12:00pm C1-3**Thur., Mar. 26-JAX**0900-1200 CON | **Module 9** | **Chronic Gastrointestinal Disorders****(CONTINUED)**  | *\*****HESI RN Case Study:******Cirrhosis****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Mon., March 30** 9:00am-12:00pm C1-3**Tues., March 31** 9:00am-12:00pm C1-3**Thur., Apr. 2-JAX**0900-1200 CON | **Module 10** | **Chronic Immunology & Hematology Disorders (2 weeks)** * Chronic anemia
* Sickle cell disease
* Hemophilia
* HIV infection
* Cancer (general)
 | *\*****HESI RN Case Study:******HIV/TB****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Fri., April 3****3:15-5:15PM****CG28** **Jax 3:00-5:00 PM.** **Mason Room** |  | **HESI EXAM** **for Medical-Surgical Nursing** |  |  |
| **Mon., April 6** 9:00am-12:00pm C1-3 **Tues., April 7** 9:00am-12:00pm C1-3 **Thur., Apr. 9-JAX**0900-1200 CON | **Module 11** | **Chronic Immunology & Hematology Disorders (CONTINUED)** * Autoimmune disorders
	+ Systemic lupus erythematosus
	+ Progressive systemic sclerosis (scleroderma)
	+ Mixed connective tissue disease
	+ Gout
* Immunodeficiency disorders
	+ Primary immunodeficiency disorder
	+ Secondary immunodeficiency disorder
 | *\*****HESI RN Case Study:******Guillain-Barre Syndrome****(under Medical-Surgical)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Mon., April 13** 9:00am-12:00pm C1-3**Tues., April 14** 9:00am-12:00pm C1-3 **Thur., Apr. 16-JAX**0900-1200 CON | **Module 12** | **End-of Life & Palliative Care*** Palliative care
* Hospice care
* End-of-life care
	+ Physical manifestations at end of life
	+ Psychosocial manifestations at end of life
	+ Bereavement and grief
* Culturally competent care
* Legal and ethical issues affecting end-of-life care
 | *\*****HESI RN Case Study:******Hospice****(under Community Health)**\*due before class* | 1, 2, 3, 4, 5, 6, 7(1, 2, 3, 5, 9, 10, 11) |
| **Week of April 20th- to be determined** |  | **EOL Simulation** |  |  |
| **April 29****1:00-3:00 PM** **HPNP 1404****Jax 10:00-12:00 noon****CON** |  | **FINAL EXAM** |  |  |
| **4/28 10:00AM-12:00 PM – HPNP 1404****Jax 4/28 10:00-12:00PM CON** |  | **Retake HESI EXAM**  |  |  |

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.

Approved: Academic Affairs Committee: 12/17 General Faculty: 12/17 UF Curriculum Committee: 01/18